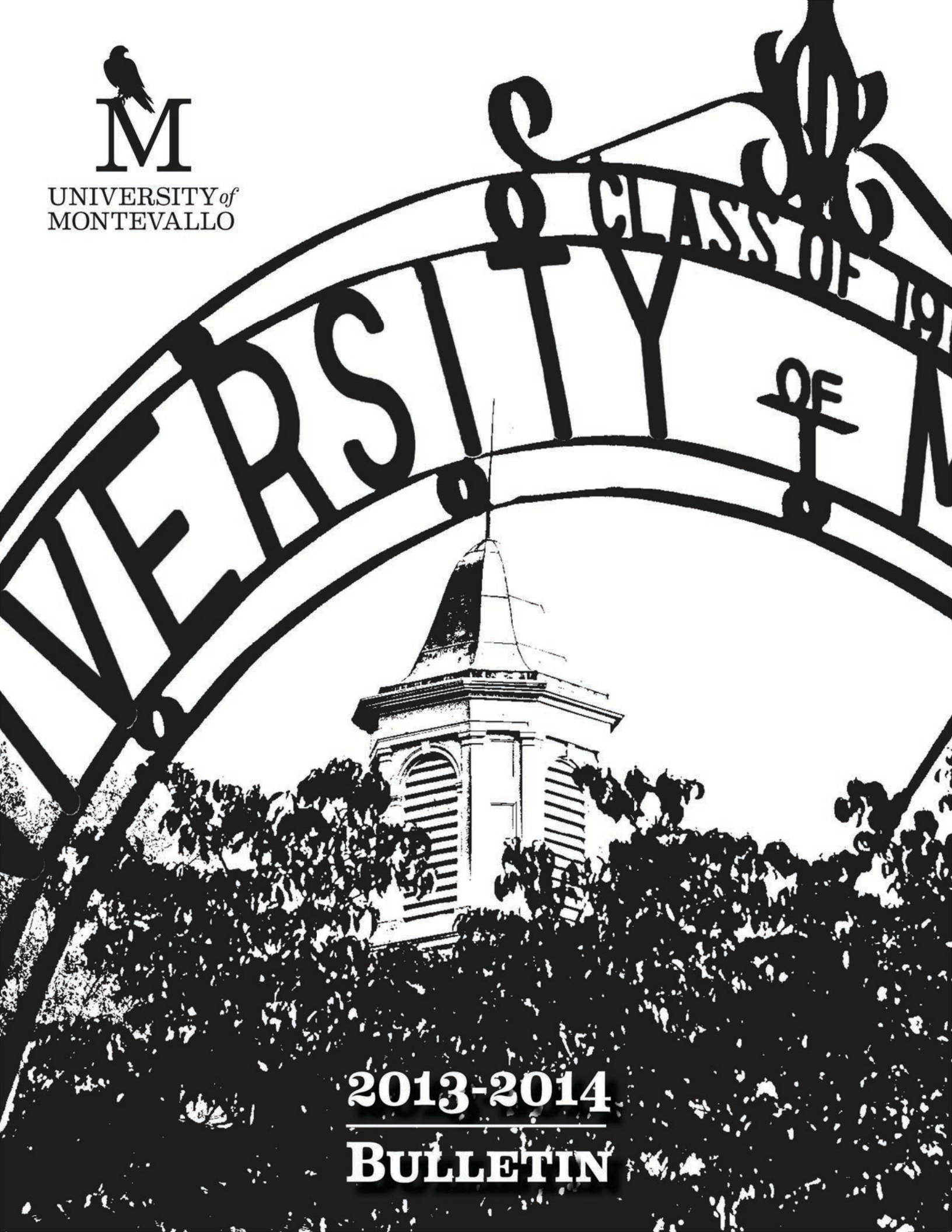




UNIVERSITY *of*
MONTEVALLO



2013-2014

BULLETIN

For more information about the University of Montevallo:

Admissions Office (undergraduate students)	205-665-6030
Graduate Admissions and Records (graduate students)	205-665-6350
Cashier (student accounts)	205-665-6065
Financial Aid	205-665-6050
Housing and Residence Life	205-665-6235
Registrar’s Office (transcripts)	205-665-6040
University of Montevallo Website	www.montevallo.edu

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The University of Montevallo is an equal opportunity/affirmative action institution and prohibits unlawful discrimination on the basis of race, color, religion, national origin, gender, age, disability, or disabled veteran/Vietnam era veteran status in the University’s educational programs; admissions policies; faculty, staff, and student employment policies; financial aid; or other school-administered programs and services. The University of Montevallo prohibits any form of harassment related to race, color, religion, national origin, gender, age, disability, or veteran status of and by faculty, staff, and students.

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Title IX states that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

Title IX covers all aspects of education programs and the treatment of students, including, but not limited to, admissions, athletics, and employment, at all levels of education. The Director of Human Resources and Risk Management serves as the University’s Title IX and Equal Opportunity Compliance Officer and is responsible for receiving and conducting the administrative investigation of all Title IX reports and is available to discuss options, explain University policies and procedures, and provide education on relevant issues.

Public safety information is available
at the following web address:
www.montevallo.edu/publicsafety

This publication is for information only and does not constitute a contract. The University reserves the right to change all fees, tuition, and costs of any kind without prior notice and further reserves the right to add or delete any course offering or related academic information in this publication without notice.

University of
Montevallo

Combined
Undergraduate and Graduate
Bulletins
2013–2014

Announcements for the One-Hundred-Seventeenth Session

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University Calendar

Note: If Shelby County Schools revise the dates for spring break on their approved calendar, the dates on this calendar noted by an * will be adjusted accordingly. Those using this calendar for planning purposes should check this page online periodically for updates/changes.

Fall Semester, 2013

August 23	Registration for new students
August 26	Registration — Undergraduate and Graduate Classes begin
August 26–30	Payment deadline for registration, Fall Semester Late registration Drop/Add
August 30	Last day for refund for dropped course(s)
September 2	Labor Day holiday (University closed)
October 10	Founders' Day
October 14	Mid-Semester week begins
October 28–November 1	Advisement period
November 4	Registration for Spring Semester for currently enrolled graduate students
November 6–15	Registration for Spring Semester for currently enrolled undergraduate students
November 26	Classes conclude at 1:45 p.m.
November 27–29	Thanksgiving holidays (University closed)
December 2	Classes resume
December 5 & 6	Dead Days (no tests or examinations)
December 6	Last day to drop courses (all students) Last day to withdraw from the University (all students)
December 9–13	Final examinations
December 13	Commencement
December 18–January 1	Holidays (University closed)

Spring Semester, 2014

January 2	University opens
January 3	Registration for new students Registration — Undergraduate and Graduate
January 6	Classes begin Payment deadline for registration, Spring Semester
January 6–10	Late registration Drop/Add
January 10	Last day for refund for dropped course(s)
January 20	Martin Luther King Jr. holiday (University closed)
February 5–8	College Night and Homecoming activities
February 7	No classes
February 24	Mid-Semester week begins
March 17–21	Advisement period
March 21*	Spring holidays for students and faculty begin at 5 p.m.
March 31*	Classes resume at 8 a.m.
March 31	Registration for May, Summer Sessions and Fall Semester for currently enrolled graduate students
April 2–11	Registration for May, Summer Sessions and Fall Semester for currently enrolled undergraduate students
April 24 & 25	Dead Days (no tests or examinations)
April 25	Last day to drop courses (all students) Last day to withdraw from the University (all students)
April 28–May 2	Final examinations
May 3	Commencement

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Summer Semester, 2014

May Term, 2014

May 5	Registration Classes begin
May 6	Payment deadline for registration, May Term
May 14	Last day for refund for dropped course(s)
May 22	Mid-term
May 23	Last day to drop courses (all students)
May 26	Last day to withdraw from the University (all students) Final examinations Memorial Day holiday (University closed)

Summer I, 2014

May 27	Registration
May 28	Registration for new students for Summer I and Summer II Classes begin Payment deadline for registration, Summer I
May 29	Last day to add courses
June 6	Last day to late register
June 9	Last day for refund for dropped course(s)
June 13	Classes do not meet
June 20	Mid-term
June 25	Classes do not meet
June 26	Classes do not meet
June 27	Last day to drop courses (all students) Last day to withdraw from the University (all students) Classes do not meet Final examinations

Summer II, 2014

June 30	Registration
July 1	Classes begin Payment deadline for registration, Summer II
July 2	Last day to add courses
July 4	Last day to late register
July 16	Last day for refund for dropped course(s)
July 18	Independence Day holiday (University closed)
July 25	Classes do not meet
July 30	Mid-term
July 31	Classes do not meet
August 1	Classes do not meet Final examinations Commencement

The University

History

In 1896, the community of Montevallo was selected as the site for a new state educational institution for women. Several factors recommended the town over larger rivals.



Located near the center of the state, Montevallo had pure water, scenic beauty, and a relaxed, small-town atmosphere, not to mention a generous offer of support from enthusiastic local citizens.

The school opened on October 12 in Reynolds Hall, an 1851 building that still houses classrooms and offices.

Each year, the second Thursday of

October is still celebrated on campus as Founders' Day. As Alabama College, the school served as the state college for women until 1956, when the first full-time male students were admitted.

As enrollment grew and programs expanded, Alabama College was reorganized and, in 1969, was renamed the University of Montevallo. Now, in its second century, the University remains committed to the vision and high standards established by its founders.

Mission and Goals

The University's mission, unique in higher education in Alabama, is "to provide to students from throughout the state an affordable, geographically accessible, 'small college' public higher educational experience of high quality, with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and sciences, designed for their intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship." Affirmed by the Board of Trustees in 1978 and again as recently as 2008, the mission statement is incorporated into state statutes. The University also regularly adopts and publishes a strategic plan, which becomes the basis for developing and evaluating all of the institution's activities.

Vision

For undergraduates, our vision is to offer academically capable students from all sociodemographic backgrounds an affordable, life-enriching, "honors college" experience stressing community service and global awareness, all within an atmosphere of national historic beauty and a tradition of innovative cultural expression. Our vision for graduate students builds on this undergraduate foundation, using traditional and innovative instructional methods to foster growth in specialized skills and knowledge required

by practicing educators, counselors, speech-language clinicians, scholars in the humanities, and other professional leaders, within a nurturing environment steeped in the unique "Montevallo experience."

Assessment Program

The University-wide assessment program measures progress toward established goals and student learning outcomes, promotes improvements in teaching and learning, evaluates the accomplishment of educational and administrative goals, and facilitates continuing review of institutional effectiveness. Students participate in a variety of evaluative activities, beginning during the freshman year and continuing beyond graduation. Students may be required to take nationally and locally developed tests and surveys, contribute to portfolios, share ideas in focus groups, respond to interviews, or participate in other ways to improve the education and services provided by the University. Assessments of aspects of institutional effectiveness are regularly conducted by and through academic and administrative departments.

Accreditation

The University of Montevallo is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Montevallo.

Additionally, the University is committed to attaining national accreditation in its programs where such recognition is available and appropriate. The University of Montevallo and its programs have been accredited or approved by the following organizations:

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- American Association of Family and Consumer Sciences (AAFCS)
- The Association to Advance Collegiate Schools of Business (AACSB International)
- American Chemical Society (ACS)
- American Dietetic Association
- American Speech-Language-Hearing Association (ASHA)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council on Social Work Education (CSWE)
- Department of Education of Alabama
- National Association for the Education of Young Children (NAEYC)

National Association of Schools of Art and Design (NASAD)
National Association of Schools of Music (NASM)

The University is also a member of the prestigious Council of Public Liberal Arts Colleges (COPLAC) and the Birmingham Area Consortium for Higher Education (BACHE).

Campus

Famous for its red brick streets and paths, the 160-acre main campus has more than 40 buildings surrounded by lawns, groves, and flower beds. The central portion of the campus is a National Historic District with two antebellum structures, including the 1823 Edmund King House. The Olmsted Brothers—of the landscape architecture firm famous for designing New York's Central Park, Atlanta's Ponce de Leon Avenue parks, and the grounds of Biltmore Estate near Asheville, North Carolina—also developed the first plan for the Montevallo campus. Their basic design ideas are still followed.

Facilities

Farmer Hall, the Student Union Building, is home to the James R. Wilkinson Student Life Center at Farmer Hall. The Center includes dining options, a game room, an indoor lounge area, an outdoor patio and a spirit store filled with school memorabilia available for purchase. Farmer Hall also houses a student post office and the Student Life and SGA offices.

The Stewart Student Retreat Center is available for informal gatherings of up to 150 people. The Center was constructed in 1991.

The 1,200-seat Palmer Auditorium, with a large stage and orchestra pit, opened in 1930 and was renovated and rededicated in 1980. The acoustically advanced, 250-seat LeBaron Recital Hall was completed in 1972. The Merchants and Planters Bank Auditorium at Comer Hall contains technologically advanced multi-media equipment and is used extensively for lectures and films. Reynolds Studio Theatre, housed in the historic Reynolds Hall, is a flexible performance space of approximately 160 seats. The theatre contains state-of-the-art lighting and sound equipment and serves as the venue for most UM Theatre Department productions.

The science building, Harman Hall, contains seven laboratories, 14 laboratory-lecture rooms, and a computer room.

The University's James Wylie Shepherd Observatory (JWSO) is located roughly 3 miles from the main campus, at UM's Gentry Springs property. The facility is capable of world-class astronomical telescopic observation and astrophotography, has a dedicated telescope for solar viewing, and is one of very few observatories in the country that is designed specifically to be completely accessible to people of all disabilities. The JWSO's auxiliary telescopes for solar and planetary observing can be set up at various locations out-

side the main dome, which is surrounded by solar-powered low-level lighting. A newly installed 1.4 kW solar generator produces more electricity than the Observatory consumes, and the new Command Center features self-composting toilets and a rainwater collection and purification system. These green initiatives provide another step forward in a massive environmental turnaround at the site, a former university construction-debris landfill.

The University's Ebenezer Swamp Ecological Preserve is located on Spring Creek, approximately 6 miles northeast of the campus. It consists of 120 acres of wooded wetlands and is home to numerous species of fungi, plants, and animals. The Preserve is used for teaching and research purposes. Ongoing research projects include water-quality testing and surveys of vegetation and macroinvertebrate diversity.

Bloch Hall, built in 1915, was the first separate permanent classroom building on campus. It houses the Departments of Family and Consumer Sciences and Art. Art students display their work in The Gallery at Bloch Hall, which is located on the lower level of the building.

Wills Hall, the home of the College of Education, houses classrooms, faculty offices, the Malone Center and an up-to-date microcomputer laboratory. Most Wills Hall classrooms provide state-of-the-art, multimedia-enhanced instruction.

The University offers excellent facilities for the practice and performance of music. There is a Holtkamp organ in Palmer Auditorium and a Flentrop organ in LeBaron Recital Hall. At Davis Hall, home of the Music Department, are LeBaron Recital Hall, soundproof practice rooms, and the Long Music Technology Laboratory.

The Mass Communication Center contains a fully equipped television studio, editing suites, and other radio and television broadcasting equipment.

The Wallace Speech and Hearing Center houses the offices and classrooms of the Department of Communication Science and Disorders. Expanded in 1991, it includes a diagnostic center for the treatment of speech and hearing disorders.

The Van Tuyl House, located at 744 Oak Street next to Napier Hall, is home to Graduate Admissions and Records. This historic house was renovated during the summer of 2009. Built during the late-19th century by Henry Lyman, it was once the home of Dr. Hendrik Van Tuyl, former UM professor of philosophy and religion.

University athletic facilities include Johnson Baseball Field, tennis courts, varsity and practice soccer fields, and the Robert M. McChesney Student Activity Center, which opened in 2004. The 97,000 square-foot Center provides for a variety of recreational activities including aerobics, weight and circuit training, and racquetball. A 3,500-seat convocation center is the home of Falcon basketball and volleyball. University facilities coordinated through the McChesney Center include two gymnasiums, an indoor swimming pool, several athletic fields, tennis courts, a sand volleyball facility, a lake and camping area, an 18-hole golf course, and a driving range.

There are several computer labs, supported by the Technology Services Department, available for student use. The campus has access to the Internet through the Alabama Supercomputer Authority.

The eight air-conditioned student residence halls provide telephone and cable-television access in each room, as well as connections to the campus electronic network and the Internet. A network of television and fiber-optic cable also connects all classroom buildings.

Ramsay Conference Center and Lodge contains offices, conference rooms, and 40 overnight guest rooms. This facility has enabled the University to broaden its scope of activities to include multi-day workshops, conferences, and weekend courses. The lodge is also available to overnight guests. Group facilities for up to 650 persons are available during the summer. A planner is available to coordinate conferences and workshops. Reservations and rate information may be obtained by calling (205) 665-6280.

Adjacent to campus, the Alabama Traffic Safety Center offers traffic safety teacher preparation coursework, as well as corporate- and public-sector driver training programs. The Center houses classrooms, a driving range, and skid pad training facilities. Center personnel deliver motorcycle rider training at sites in Dothan, Huntsville, and Montgomery, as well as on campus.

Libraries

Carmichael Library

The University library is housed in Oliver Cromwell Carmichael Hall and includes a collection of more than 250,000 books, 800 current journal subscriptions, and microforms, DVDs, videos, and multimedia resources. The library provides access to more than 115 electronic databases, including more than 5,000 electronic journals, and the library's EBSCO Electronic Classroom provides space for 25–30 students to receive hands-on instruction in the use of electronic information resources. Study areas, group study rooms, and photocopiers are located throughout the library's three floors. The library's lobby area is used for displays of faculty and student art works, costumes for theatrical productions, and other exhibits. Materials not owned by Carmichael Library can be obtained through interlibrary loan at no cost to students. Library faculty provide instruction in the use of print and electronic library resources, and all library staff members are available to assist patrons with research and information needs.

Luis Benejam Music Library

The Luis Benejam Music Library, part of the Carmichael Library collection, was named for Luis Benejam, violinist and composer-in-residence at the University for many years. The Benejam Music Library includes audio equipment, sound recordings, and music scores, including manuscripts of Benejam's works. Many of Benejam's original manuscripts are housed in the University's archives.

Malone Center

The Malone Center for Creative Teaching, Learning, and Technology models and promotes the use of innovative ideas and practices that will enhance teaching, learning, and instructional technology use. It offers a wide range of resources and services that support and guide UM faculty and students in striving to continually improve teaching and learning experiences. The Malone Center offers services and support under four divisions: Curriculum and Learning Resources, Computing Labs, Videoconferencing, and Technology-Enhanced Learning Spaces.

The Curriculum and Learning Resource Center houses approximately 12,000 print and non-print instructional resources and supplies. The collection supports professional education programs in particular and consists of state-approved textbooks, state courses of study, national education standards, periodicals, student-produced teaching units, children's literature, big books, professional and reference books, and expanding multicultural and special education collections.

The Computing Labs division consists of two computer labs within Wills Hall. The labs predominately serve the instructional needs of the College of Education. These facilities are also available to the campus community to support student, faculty, and staff training; proctored testing for online courses; and in other ways necessary to support campus-wide improvements in teaching and learning.

The Videoconferencing division supports the College of Education's expanding utilization of videoconferencing technology for teacher education. Additionally, the Malone Center promotes the use of videoconferencing by proactively modeling, demonstrating, and showcasing the capabilities and potential of this instructional tool to other colleges and units on campus.

The Technology-Enhanced Learning Spaces division consists of multimedia classrooms and carts within the College of Education and the Digital Café located in the Malone Center. The Digital Café is a state-of-the-art learning space that includes easily reconfigurable furniture, a laptop bar (to support student laptop use), small-group work areas (with 32" LCD monitors and laptop ports), mobile white boards, 56" LCD monitor for large-group multimedia presentations, and an open student lounge. In addition to serving as a more traditional classroom when necessary, this flexible facility is primarily intended to serve as an "incubator" space to promote experimental, non-traditional, and highly innovative models for teaching and learning.

Computer Access

The University recognizes the value of technology, both as an instructional medium and in fostering essential skills that will benefit students after graduation. Students are encouraged to use computers whenever possible in their class preparation and study. Computers are available across campus for student use either in general-purpose or dis-

cipline-specific laboratories, or in multimedia classrooms. The general-purpose lab, located in Carmichael Library, has computers in either Macintosh® or PC formats.

Students also have access through the Internet to a variety of information about the University and outside educational resources. From the University's home page students may link to administrative services such as application to the University and class registration, and may obtain grades, billings, class schedules, and department-specific information. E-mail is an official method of communication between the University and students. Student e-mail accounts are provided free of charge through forUM, the University-maintained e-mail program. Students are responsible for regularly checking their forUM accounts in a timely fashion. For more information on forUM usage, refer to the "Communications with Students" section in this chapter.

Students are encouraged to use their own computers both from campus sites and from off campus via the Internet to communicate with other students, professors or administrative offices. A local area network connects all academic buildings and each residence hall room.

Montevallo

Gentle ridges crisscross the heavily wooded countryside around Montevallo. Nearby Oak Mountain State Park offers 10,000 acres of hiking, boating, swimming, golf, tennis and fishing, plus a 5,000-seat outdoor amphitheater. Historic Brierfield Ironworks Park features a pool and facilities for picnicking or camping.

The town of approximately 4,200 residents is seven miles from Interstate 65 and U.S. 31. Near the geographic center of Alabama, Montevallo is about 35 miles south of Birmingham and 60 miles north of Montgomery. State highways 25, 119 and 155 intersect at Montevallo. Several major airlines serve the Birmingham airport, and there is a small municipal airport at Alabaster, within 10 miles of campus.

The American Village Citizenship Trust is located on Highway 119, just a few miles north of the city of Montevallo. Created by legislative act in 1995 and dedicated in November 1999, the American Village is the first civic education campus in the country built to provide experience-based learning for young people. In addition, the Alabama National Cemetery, a 479-acre facility owned and operated by the U.S. Department of Veterans Affairs, is also located in Montevallo on Hwy. 119.

Birmingham

An industrial center since the 19th century, the nearby "Magic City" is now a world leader in health-care technology. The city's Kirklin Clinic is a masterpiece of renowned architect I. M. Pei, and the Birmingham Museum of Art is a cultural resource.

The Birmingham Civil Rights Institute commemorates the city's recent history as a center of the struggle for racial justice. The Institute's museum makes innovative use of video, artifacts and interactive displays, and its facilities regularly house programs and exhibits concerning human

rights. Other Birmingham-area attractions include a zoo, botanical gardens, the Five Points South district and Sloss Furnaces, an historic landmark that also serves as a unique gathering place for concerts and festivals. The Riverchase Galleria is the largest mixed-use center in the Southeast, and the 26th largest retail center in the nation.

Birmingham's hands-on science and technology center, the McWane Science Center, offers ScienceQuest, Just Mice Size, World of Water, Science of Sports, the Challenger Learning Center: Alabama, and the IMAX® Dome Theatre.

UM's Funding

Montevallo is a public university and receives slightly less than 38 percent of its annual operating budget from state appropriations. Thirty-three percent of the budget is derived from tuition and fees. Other income and gifts provide the balance for annual operations. Private charitable gifts and bequests are an increasingly important source of funds. Through the Annual Fund and other giving programs, alumni, parents, students, and friends provide additional support for scholarships, academic and athletic programs, research, equipment, and special recognitions. Tax-deductible gifts for University programs, scholarships, and other uses are received by the University of Montevallo Foundation. The Foundation is an autonomous, private, non-profit corporation, governed by a Board of Directors.

General information

Alumni Association

Organized in 1902, the Alumni Association helps maintain ties between the University and its alumni. Everyone who has matriculated at Montevallo is eligible for active membership in the Association. Students can also participate through the Student Alumni Association of Montevallo. The Mary Lee Garrett Brown Alumni Center is located in Reynolds Hall. Alumni chapters meet in all parts of Alabama and in other states. An elected Board of Directors manages the affairs of the association. In addition to planning special events and educational opportunities for alumni, the association awards the prestigious Alumni Honors Scholarships.

Food Service

Food service for students is provided in Anna Irvin Hall, a central dining facility. Faculty, staff, and visitors may use the dining hall on a per-meal basis. A food-service firm operates the dining services under contract on a seven-day schedule when classes are in session. Students with special dietary needs may present a copy of the diet to the Food Services Manager; such diets are prepared in the cafeteria. Additional food options are located in Farmer Hall, the Student Union Building, and Carmichael Library.

Holidays

University holidays, which are listed in the University Calendar, are winter and spring vacations, Martin Luther King Jr. Day, Memorial Day, Independence Day, Labor

Day, and Thanksgiving. There are no classes during University holidays. The cafeteria and residence halls, except Brooke, Lund, and Peck Halls, are closed during the Thanksgiving holiday and winter and spring vacations.

Communications with Students

The University uses an e-mail system (forUM), as well as post office boxes, to officially communicate with students. Each undergraduate student is assigned a forUM e-mail address, and resident undergraduate students are assigned a mail box in the campus post office, which is located in Farmer Hall. Both are provided at no charge to registered students. Students are responsible for checking their e-mail accounts and post office boxes in a timely fashion and on a regular basis.

ForUM e-mail is **the** official means of communication among students, faculty, and administrators at the University of Montevallo — and **may be the** official means of communication between students and their instructors. Students may receive a variety of very important forUM e-mail messages from various offices on campus for which some timely response will be required. The official e-mail system for students is identified by `userID@forUM.montevallo.edu` and can be accessed via the forUM link on the University's website.

Students should remember that:

- They are responsible for monitoring and managing their account regularly, even during breaks.
- They are responsible for all announcements, requests, and/or sensitive information delivered to their forUM e-mail account, including information provided by the instructors of courses in which they are enrolled.
- They may electronically forward their forUM e-mail to another e-mail address (e.g., @aol.com, @hotmail.com), but at their own risk. The University is not responsible for the handling of forwarded e-mail. Having e-mail forwarded does not absolve students from the responsibilities associated with communication sent to their official forUM e-mail address.
- Questions regarding forUM e-mail accounts should be directed to Technology Services at 665-6520. The Help Desk is available 24 hours a day, 7 days a week. Any problems related to forUM e-mail should be reported to Technology Services at 665-6520.

UMAlert Emergency Contact System

The University of Montevallo utilizes a state-of-the-art, rapid-alert system called UMAlert. This system provides members of the UM community with the most-advanced rapid communication program currently available for schools.

UMAlert enhances the timeliness of UM's emergency communications and provides the University with a convenient and effective tool for informing students, faculty, and staff of human or natural threats. Through UMAlert, members of the University community, whether on campus or not, can be notified within moments of an urgent event.

Emergency messages are sent via telephone (land line and cell), voice mail, text messaging, fax, and e-mail.

Telephone System

The University telephone service is toll-free in the greater-Birmingham area. Students living on campus may arrange for telephone service through the local provider.

University Publications

This *Bulletin* should be retained by students throughout their enrollment at the University. It contains essential information for prospective and enrolled students and the general public regarding admission requirements, course listings, curricula, academic standards, and general regulations.

The Fledgling, published on the University's website by the Student Government Association, contains the traditions and regulations of the University.

Wednesday Memo, the official bi-weekly newsletter of the University, is circulated among faculty, staff, residence-hall directors, and student-government leaders.

The alumni magazine, *Montevallo Today*, is published three times per year and is mailed to graduates, former students, and friends of the University.

Pathways to Discovery, the University's research magazine, features the scholarly activities and creative endeavors of faculty and outstanding students.

Student Services & Activities

There are many sides to campus life outside the classroom at Montevallo. Whether it's athletic, artistic, intellectual, or recreational, something is always happening on campus. This section of the *Bulletin* provides an introduction to the student community at Montevallo and to the campus and community advisers, directors, volunteers, and friends who provide student activities, programs, and services.

Student Affairs

Tammi Dahle, Dean of Students
Main Hall, Station 6020
telephone: (205) 665-6020
fax: (205) 665-6017
e-mail: dahlet@montevallo.edu

Staff in Student Affairs motivate, support, and challenge students in their pursuit of becoming meaningfully employed, responsible, and informed citizens by assisting students to identify and pursue their passions. In addition, they collaborate with faculty, students, staff, and the community to provide a unique liberal education experience rooted in the values of diversity and social justice in order to honor the unique talents of each individual.

In keeping with this mission, the following offices in the Division of Student Affairs provide an array of student services.

Housing and Residence Life

John Denson, Director
Main West (1st floor), Station 6235
telephone: (205) 665-6235
fax: (205) 665-8596
e-mail: jdenson1@montevallo.edu

Living on campus allows students to experience college life to its fullest. The UM residence halls provide not only convenience and a sense of community, but constant opportunities for intellectual, social, and emotional growth as well.

Living on campus also means living just down the street from concerts, plays, movies, and seminars, not to mention two gymnasiums and a swimming pool.

Self-government is encouraged in all residence halls. Residence-hall directors are aided by student resident assistants (RAs), who are responsible for the floors on which they live.

The Housing and Residence Life Office coordinates all on-campus housing assignments.

Residence Halls

There are eight air-conditioned residence halls on campus, with internet access and cable television service in each room.

Residence hall	Residents	Capacity
Brooke	women	199
Hanson	women	157
Lund	men	96
Main	women	278
Napier	men	152
Peck (12-month)	men & women	100
Tutwiler	women	119
New (fall 2009)*	men & women	153

*The Residential College is housed in this residence hall, which has not yet been named.

All freshmen under the age of 19 are required to live on campus unless they are married or living with parents or guardian. Students with special circumstances may contact the Director of Housing and Residence Life. In addition, in order to be eligible to live on campus, a student must be a high-school graduate and be enrolled for at least six hours of classes per term (three hours per summer term).

Research shows that living on campus is a very positive factor for a student's success and, at Montevallo, helping all students succeed is a priority.

ASPIRE / Student Support Services (Undergraduate Students)

R. Denise Myers, Director
Main Central (Lower Level), Station 6250
telephone: (205) 665-6250
fax: (205) 665-6255
e-mail: rmyers1@montevallo.edu

ASPIRE (formerly Student Support Services) is a program sponsored by the University of Montevallo and funded by the U.S. Department of Education. It offers a variety of academic and personal support services that enhance students' chances for success in college. Students may receive assistance from the ASPIRE program through tutoring, study-skills classes, academic counseling, career exploration, course advisement and registration, computer lab access, computer-assisted instruction, and cultural and social enrichment activities. A student may qualify if one or more of the following criteria are met: 1) neither parent (or guardian) has earned a four-year degree, 2) family income is within specified federal guidelines, and 3) the student has a documented learning or physical disability. Students

are encouraged to visit the ASPIRE office to inquire about services and eligibility criteria.

Career Development Center

Angela W. Kelly, Director
Main Central (Lower Level), Station 6263
telephone: (205) 665-6263
fax: (205) 665-6255

The University of Montevallo Career Development Center encourages students to make use of the many services provided. The Center offers career assessments to help students uncover their personal strengths, career interests, and work values that suggest academic and career options. Students can work with a career counselor to find opportunities for relevant experience through volunteer or part-time work, on-campus groups and activities, undergraduate research or internships. The staff at the Center can also help with building a dynamic resumé and strong cover letter, and teach interview skills through mock interviews. The Career Development Center will help design an individualized plan that can help each student reach their academic and career goals.

Career Development Center staff members are experienced professionals. Counselors have advanced training and credentials. Within ethical and legal guidelines, our services are confidential, so privacy can be assured. To schedule an appointment call 665-6262, or for more information about our services, visit the University's website.

Counseling Services

Josh Miller, Director
Main Central (Lower Level), Station 6245
telephone: (205) 665-6245
fax: (205) 665-6255
e-mail: millerjd@montevallo.edu

Whether this is your first semester on campus, you are preparing to graduate, or you are somewhere in between, college can be challenging. The Counseling Services office is here to help! Our staff understands the pressures of being a college student and are available to meet with you. All services are free and confidential and are available to currently enrolled, degree-seeking students.

Our services include individual and group counseling. These services can help you as you learn to deal with relationships, live away from home, balance a variety of responsibilities, and handle everyday life, among other things. We are also involved in raising awareness on campus about mental-health issues that are relevant to you as a student.

To schedule an appointment with a counselor, stop by the lower level of Main Hall or call 665-6245. For more information about our services, visit the University's website.

Disability Support Services

Deborah McCune, Director
Main Central (Lower Level), Station 6250
telephone: (205) 665-6250
fax: (205) 665-6255
e-mail: mcccuned@montevallo.edu

Disability Support Services (DSS) coordinates access and services for qualified students. Disability documentation guidelines and DSS application may be found on the DSS web page. Services may include, but are not limited to, classroom and testing accommodations, alternate format texts, access to adaptive software/equipment, advising, and temporary/permanent accessible parking permits. The staff provide external referrals as needed, such as for testing/evaluation professionals or the Department of Rehabilitation Services. DSS also serves as a resource to faculty and staff, providing in-service and assistance in implementing student accommodations.

Health Center

(To be appointed), Director
Main East (1st floor), Station 6275
telephone: (205) 665-6275
fax: (205) 665-8180
e-mail: TBA

The Health Center provides direct, basic health care to students not requiring a physician's attention and serves as a referral source for students needing care beyond that available on campus. The staff seeks to increase health awareness at each contact with students and faculty.

All students are required to submit a health form for medical-emergency information, proof of measles immunity, current tuberculosis inoculation status, and insurance data. It is recommended that all students receive bacterial meningitis and hepatitis B vaccines. Health services are available to all students. The University provides health insurance for all students. This program is administered through the Health Center.

McNair Scholars Program (Undergraduate Students)

Roberta Lechnitz, Director
Farmer Hall (2nd floor), Station 6570
telephone: (205) 665-6570
fax: (205) 665-6566
e-mail: rleichnitz@montevallo.edu

The McNair Scholars Program is designed to assist qualified undergraduate students in successfully completing the baccalaureate degree and entering graduate school. The McNair Program is funded through a grant from the U.S. Department of Education. The ultimate goal of the program is to assist students in earning the doctorate. Services provided to participants include graduate admis-

sions assistance; graduate school and professional site visits; academic, professional, and personal development classes; admissions examination preparation; cultural enrichment opportunities; and an array of other services to assist students. The highlight of the program is a summer research opportunity where scholars are paired with faculty mentors to conduct scholarly research. Tuition, room, board, supplies, and a stipend are provided for the students during the research internship. The purpose is to prepare scholars for research they will encounter in graduate school. Students are encouraged to visit the McNair office during their sophomore year to inquire about eligibility criteria.

Student Life

Jennifer Q. Bell, Director
Farmer Hall (2nd floor), Station 6565
telephone: (205) 665-6565
fax: (205) 665-6566
e-mail: jbell8@montevallo.edu

The Student Life Office coordinates orientation, student organizations, intramural sports, and student events both on and off campus. The staff coordinates student leadership development programs, meets with the advisers to all campus groups, and advises the Panhellenic, National Pan-hellenic, and Interfraternity councils, the Student Government Association, and the University Program Council. The office also schedules functions at the Stewart Student Retreat, Farmer Hall Meeting Room, and SGA Conference Room.

Intercultural Life, inspired by the unique history of the University of Montevallo, is dedicated to implementing comprehensive educational, cultural, and social programs designed to combat bias, bigotry, and racism, while promoting intercultural dialogue, awareness of and respect for diversity. Intercultural Life works to further develop a culturally rich campus that prepares students to be global citizen leaders who make substantive contributions to their communities and throughout the world.

The office of the Coordinator of Student Activities and Intercultural Life is located in the Student Life Office.

Upward Bound

Sharon Gilbert, Director
Main West (1st Floor), Station 6268
telephone: (205) 665-6268
fax: (205) 665-6271
e-mail: gilberts@montevallo.edu

UM students have an opportunity to serve as mentors or tutors for high school students who have the desire to pursue a post-secondary education. Funded by the U.S. Department of Education, Upward Bound is designed for economically disadvantaged students and/or those whose parents do not have a college degree. The purpose is to provide academic skills, counseling, tutoring, cultural enrichment, and career mentoring necessary for students to

successfully complete college. Students from Bibb, Chilton, and Shelby counties meet at the University two evenings per month during the academic year and participate in an intensive six-week residential program during the summer. The program employs UM students with a GPA of 3.0 or better to tutor program participants and assist instructors in classroom activities. Upward Bound further seeks UM student volunteers to serve as mentors. Mentors meet with Upward Bound students to answer questions, serve as role models, and help motivate educational persistence.

Additional Student Services

In addition to those services provided by the Division of Student Affairs, the following services are also available to students.

Harbert Writing Center

Glenda Conway, Coordinator
Comer Hall 311, Station 6438
telephone: (205) 665-6438
fax: (205) 665-6422
e-mail: conwayg@montevallo.edu

The Harbert Writing Center offers assistance to any enrolled student in developing writing skills. Tutors are trained to offer basic grammar review or to assist students with writing assignments in any subject. There is no charge to the student. Teacher candidates preparing for the English Language Proficiency Examination and students using English as a second language may also seek help from the Writing Center. Word processors are available.

Inservice Center

(To be appointed), Director
2790 Pelham Parkway
Pelham, AL 35124
telephone: (205) 358-8543
fax: (205) 358-8788
e-mail: TBA

The center serves eleven public school districts, facilitating professional development activities for teachers and administrators in those areas. It also offers Technology in Motion, Science in Motion, the Alabama Reading Initiative programs, and the Alabama Math, Science, and Technology Initiative.

Learning Enrichment Center (Undergraduate Students)

Randi T. Northcutt, Director
Carmichael Library (lower level), Station 6113
telephone: (205) 665-6113
e-mail: tubbsrj@montevallo.edu

The Learning Enrichment Center provides a variety of

services for UM students aimed at maximizing learning and achieving a successful transition to the University. In cooperation with academic areas, the office designs, manages, and assesses a tutoring program for undergraduates, with special attention to identified needs among freshmen. Additionally, the office designs, manages, and helps assess a group advising program for undeclared/general studies majors that supplements the Vocational Discernment program offered by Student Affairs and supports and enhances the work of advisement/registration undertaken by the designated master advisors. The office assists members of the University community with special projects related to various academic support services for freshmen, including momentUM, the National Honor Society for First-Year Students (Alpha Lambda Delta), student transition activities, the Learning Communities Program, the Freshman Early Alert System, and retention efforts.

Robert M. McChesney Student Activity Center

Ed Langham, Director
McChesney Student Activity Center, Station 6611
telephone: (205) 665-6611
fax: (205) 665-6587
e-mail: elangham@montevallo.edu

The Robert M. McChesney Student Activity Center provides a variety of recreational opportunities for students enrolled in the University. In addition to hosting home volleyball and basketball games, concerts, convocations, and other University-wide events, the McChesney Student Activity Center offers a state-of-the-art cardio-weight area, racquetball courts, multi-purpose rooms, an intercollegiate swimming pool, and a walking track. An 18-hole disc golf course has recently been added to the area outside the facility. The mission of the McChesney Student Activity Center is to support the student's higher educational experience by providing comprehensive wellness components through recreational facilities and programs, including cardiovascular, weight conditioning, and aquatic activities.

Speech and Hearing Services

Kandis Chatman, Staff Clinical Director
Wallace Speech & Hearing Center, Station 6720
telephone: (205) 665-6720
fax: (205) 665-6721
e-mail: kchatman@montevallo.edu

The Speech and Hearing Center of the Department of Communication Science and Disorders provides assistance to students enrolled in the University, as well as the general public, who have problems with hearing, language, or speech. Any student may arrange for a hearing test by calling the Speech and Hearing Center and requesting an appointment for an evaluation. Evaluations of speech problems—voice, rhythm, articulation, and language—are

provided at no charge. Needed therapeutic services are also provided at no cost to the student.

Cultural Events

Students have access to a wide variety of opportunities for cultural enrichment.

Concert and Lecture Series

Distinguished speakers, lecturers, and artists appear several times each year. With few exceptions, there is no admission charge for these events.

Dancy Lectures

Launched in 1939, the Dancy Lecture Series brings a distinguished scholar of literature or the language arts to campus every two years. Scholars, critics, and writers who have served as Dancy lecturers include Joseph Campbell, Helen Vendler, Stephen Greenblatt, Houston Baker, Horton Foote, and Elaine Pagels.

Exhibitions

The Department of Art presents several professional and student exhibitions each semester, including regular showings of work by UM art faculty. Most professional exhibitions include a gallery talk or lecture by the artists.

Concerts and Recitals

The Department of Music presents a wide variety of recitals by faculty, students, and guest artists each semester. In addition, concerts are regularly presented featuring student choirs and instrumental ensembles.

Farmer Lectures

The Hallie Farmer lectures bring distinguished figures in the social sciences to Montevallo for two to three days of lectures and informal appearances. Guests have ranged from a former U.S. secretary of state to a Russian-American documentary filmmaker. The lecture series was established in 1985 in memory of Montevallo professor and civic leader Hallie Farmer.

Martha Allen Lecture Series in the Visual Arts

These annual lectures bring prominent artists, art historians, and critics to campus to deliver major public lectures and to meet directly with students and faculty.

University Theatre

Each year, the Department of Theatre presents a wide range of theatrical productions, including student-directed work, in three performance spaces. Auditions are open to any UM student.

Vacca Lectures

An eminent teacher-scholar in the liberal arts is invited periodically to Montevallo to teach a special undergraduate course and deliver public lectures as the Paschal P. Vacca Professor of Liberal Arts. The guest scholar also assists the faculty by reviewing the University's curriculum and library holdings. Coming from a variety of backgrounds, Vacca

professors contribute new perspectives to the learning experience at Montevallo.

Community School of Music

The Community School of Music (CSM) is located in Davis Hall. The CSM provides non-credit private and group lessons to all ages and levels of ability. Private lessons are available in piano, guitar, voice, organ, saxophone, violin, French horn, flute, trombone, trumpet, mandolin, bass guitar, clarinet, and percussion. Group lessons are available in guitar, piano, and strings (violin, bass, and cello). A free Musicianship Class is available for children under the age of 15 during the Fall and Spring semesters. Recitals are free of charge and open to the public each semester. To register, visit the University's website or call 665-6678. For more information, send e-mail to UMCSM@montevallo.edu.

Student Activities

Opportunities abound for students to explore their interests through participation in a variety of activities.

Athletics

Athletics are an integral part of the total University program, complementing the goals of general education. The intercollegiate athletic program makes its contribution to individual development through competitive sports activities designed to improve individual fitness, develop neuromuscular skills, foster and maintain socially positive standards of conduct, and create desirable attitudes toward physical recreation, rest, and relaxation.

The ideal of the student-athlete is taken very seriously at Montevallo, where the coaching staff places a high priority on success in the classroom as well as in the game. As a result, Montevallo athletes exceed both state and national averages for academic success. Nine out of 10 intercollegiate athletes complete their eligibility having also earned a college degree.

The University is a member of the National Collegiate Athletic Association (NCAA), Division II. Men compete in baseball, basketball, cross country, golf, and soccer, while women compete in basketball, golf, tennis, volleyball, soccer, cross country, and outdoor track and field.

Montevallo has an outstanding reputation for athletic excellence, with a long list of All-American athletes and frequent appearances in championship tournaments.

Students may request the University Athletic Program Equity in Athletics Disclosure by contacting the Director of Athletics.

Intramural Sports

The Student Life Office organizes intramural athletic events for men and women. Fall sports include ultimate frisbee, flag football, and basketball. Spring sports include volleyball, softball, and kickball.

Falcon Weekly

The University's live-to-tape weekly newscast is reported and produced by students in a fully equipped TV studio in the Mass Communication building. Students also live-

stream athletic events and produce a variety of student-run programming for the campus.

Music Ensembles

Students may audition for any of several choral and instrumental ensembles. Performing groups include the Concert Choir, University Chorus, Chamber Choir, Wind Ensemble, Jazz Ensemble, and Chamber-Music Ensembles.

Publications

Montevallo's newspaper, magazine, and yearbook are all published by students under the direction of student editors. All three publications are distributed free to students, and students are encouraged to apply for staff positions as writers, photographers, artists, editors, or salespeople.

The Alabamian

The campus newspaper was first published in 1922 and is issued semimonthly during the academic year.

Montage

Students have published an annual yearbook since 1907. Now known as the *Montage*, it was the first yearbook in Alabama to be produced with desktop-publishing equipment.

The Tower

Creative works by students are published in *The Tower*, the campus arts magazine since 1932.

Religious Life

Religious life on campus is enhanced by the Montevallo Campus Ministry Association, an ecumenical consortium of ministers who act as chaplains for the residence halls, sponsor special events, and provide places where students can find religious fellowship.

Assembly of God, Baptist, Catholic, Episcopal, and Methodist churches are all located within three blocks of campus, along with a Roman Catholic chapel and Baptist and Presbyterian campus-ministry buildings. The Church of Christ, Church of God, Church of the Nazarene, and several other Baptist or independent churches are also active in Montevallo. Lutheran, The Church of Jesus Christ of Latter Day Saints, and other denominations are well-represented in the county. People of the Jewish and Muslim faiths meet at locations in Birmingham and Shelby County.

Student Government Association

Since 1916, the president and faculty have encouraged students to govern themselves in important areas of campus life. Every student is a voting member of the SGA, and meetings of the SGA Senate are open to students. Graduate students have representation in the SGA through one elected graduate senator who works with the SGA on programs of specific interest to graduate students. Each year the SGA updates *The Fledgling* (found on the University's website), a student handbook containing pertinent information regarding student life on campus.

Student Organizations

Students at Montevallo have many opportunities for group participation and leadership experiences. There are clubs and organizations of all kinds—academic, honorary, professional, religious, and special interest. Additionally, some 17 percent of Montevallo students choose to affiliate with one of 13 national fraternities or sororities active at UM. A complete list of active student organizations, fraternities, and sororities is available on the University's website.

Theatre Productions

Students are invited to participate as actors and technicians in plays and musicals regularly staged on campus. The University Theatre draws from many different authors, periods, countries, styles, and types of drama, from Shakespearean tragedy to contemporary farce. Student-directed productions enhance the annual cycle of productions. Experimental theatre also thrives at Montevallo, especially at the “Chi Box” Theatre Room in Reynolds Hall, where students act, direct, produce, and often write their own plays.

University Program Council (UPC)

The purpose of the UPC is to arrange concerts, movies, recreation, and special entertainment events for students at Montevallo. Funded by the Student Government Association, the UPC is governed by students and is responsive to their needs for special programs.

College Night

College Night is known as the only Homecoming tradition of its kind in the nation. Selected as a “Local Legacy” for the Library of Congress's bicentennial celebration in 2000, College Night is a festival of comedy, drama, music and athletics that actually lasts four nights.

College Night leaders are elected in the spring, and recruiting of new “Purples” and “Golds” begins during the Fall Semester.

Each February, hundreds of *alumni* return to campus for this annual event, which has taken place each year since its beginning in 1919. Students and *alumni* enjoy contests culminating in a pair of rival theatre productions.

The College Night shows, staged by the Purple and Gold teams, are original from the ground up. Scripts, music, sets, and costumes are all created by students, and students direct, conduct, and perform the final product. The climax comes late on a Saturday night, when a panel of independent judges chooses a winner.

In the words of a former student, “Saturday night of College Night can be the most thrilling, totally unique evening of your life, or the most disappointing, almost agonizing experience imaginable. But after being involved in it in some way, the feeling remains that, win or lose, either way, it was worth it.”

Consumer Information

The following is a summary of the “Student Consumer Information” that is available to students and, in some instances, their parents. Each item indicates how an interested individual may obtain a full disclosure. Refer to the University’s website for more information.

Family Education Rights and Privacy Act

Students have the right to review, inspect, and challenge the accuracy of the information kept in a cumulative file by the institution, unless the student waives that right. Students have the right to a hearing if a challenge is unsatisfactory and have the right to submit an explanatory statement for inclusion in the educational record if the outcome of a hearing is unsatisfactory. Students have the right to consent to the disclosure of personally identifiable information contained in the student’s record and to file a complaint with the Department of Education for alleged failure to comply with the requirements. Contact the Registrar’s Office for full disclosure or visit the University’s website.

Federal Stafford Loan/Direct Loan Deferrals for Peace Corps or Volunteer Service

Students who have borrowed under one of the previously mentioned programs may be eligible for a deferment of payments while performing service in the Peace Corps, an organization covered under the Domestic Volunteer Service Act of 1973, a comparable volunteer service, or a tax-exempt organization of demonstrated effectiveness in the field of community service. Contact the Office of Student Financial Services for additional information.

Available Financial Assistance

There is a variety of need-based and non-need-based financial assistance available from federal, state, private, and institutional sources. Information concerning the application procedures, eligibility requirements, selection criteria, and the criteria for determining the award amount are available. The rights and responsibilities of students receiving federal or other financial aid, including continued eligibility, minimum academic progress, methods of frequency of disbursements, and the terms of any employment awarded as part of any award are available. In addition, students have the right to the general terms and conditions of any student loan, sample repayment schedules, and exit counseling information for Federal Stafford Loan, Direct Loan or Perkins Loan borrowers. Students enrolled in a Study-Away Program for approved credit may be considered enrolled in the University for the purpose of applying for federal assistance. For additional information, contact the Office of Student Financial Services.

Accessing Loan and Grant Data

Students may access federal data listing the amounts borrowed through federal student loans and amounts received from federal grants by logging on to www.NSLDS.ed.gov. This website also contains valuable information concerning repaying various student loans, applying for federal student aid, and loan cancellation options, as well as other valuable information concerning financial aid.

Institutional Information

For information concerning cost, refund policies, and requirements for the return of Title IV grants or loan assistance by withdrawn students, contact the Office of Student Financial Services.

For information concerning the requirements for officially withdrawing from school, contact the Registrar’s Office.

For information concerning special services and facilities for disabled students, contact Disability Support Services.

For information concerning the University’s academic programs, accreditation, licensure or approval documentation, contact the Office of the Provost/Vice President for Academic Affairs.

Campus Safety and Fire Report

Statistics for the three most-recent calendar years concerning the occurrence of various crimes on campus, as well as in non-campus buildings or on public property, are included in the campus security report. Statistical crime reports include data on murder, manslaughter, sex offenses, robbery, assault, burglary, motor-vehicle theft, arson, liquor or drug-law violations, and hate crimes. Information regarding procedures to report a crime, policies regarding security and access to campus facilities, and policies concerning campus law enforcement and emergency response, missing-student notification, and fire-safety issues are also included. For a full report, contact the University Police.

Report on Athletic Program Participation Rates and Financial Support Data

This report contains information on the number of male and female full-time undergraduates, the varsity teams that compete in intercollegiate athletics, the number of participants in each sport, the gender of the coaches, total operational expense for each team, and the total spent on athletically related student aid for men and women. Information is also available concerning the unduplicated number of athletes by gender and the aggregate recruiting expenses for men’s and women’s teams. For full disclosure, contact the Director of Athletics.

Report on Completion, Graduation Rates, and Transfer-Out Rates for Student Athletics

This report lists the number of students by race and gender within each sport, their graduation rate, and their transfer-out rate. For full disclosure, contact the Director of Athletics.

Completion/Graduation Rate

This report provides the graduation rate for first-time, full-time undergraduate students who graduated within 150 percent of the normal time for graduation. For full disclosure, contact the Director of Institutional Research, Planning, and Assessment.

Student Grievances

Procedures for filing a grievance against a University of Montevallo faculty member can be found online in the student handbook, *The Fledgling*, which can be accessed via the University's website. Students may also contact the Office of the Provost/Vice President for Academic Affairs at 665-6015 for grievance information.

Undergraduate Study

The following pages contain information specific to Undergraduate Study at the University of Montevallo. For specific information about Graduate Study at UM, turn to page 158.

Admission and Financial Information

Greg Embry, Director of Admissions
Palmer Hall, Station 6030
telephone: (205) 665-6030
fax: (205) 665-6032
e-mail: embryg@montevallo.edu

Admission

University of Montevallo application packets are available and this *Bulletin* may be accessed by visiting the University website, by calling, or by writing the Office of Admissions at the following:

Phone:
(205) 665-6030

Toll-free:
1-800-292-4349

e-mail:
admissions@montevallo.edu

Address:
Office of Admissions
Palmer Hall, Station 6030
University of Montevallo
Montevallo, AL 35115-6000

Application Process

Freshman applications should be submitted after completion of the junior year in high school. Transfer students should apply as soon as an interest in Montevallo is developed. A \$30 non-refundable fee must be submitted with the application. In addition, applicants must make arrangements for the appropriate credentials (test scores, transcripts, and other relevant information) to be forwarded to the Office of Admissions. Early admission ensures preferred housing assignments and consideration for most University scholarships.

Montevallo welcomes applications from those whose experience, interests, and academic preparation indicate chances for success in the University curriculum. The Office of Admissions reviews all undergraduate applications using a rolling decision format, with students receiving notice of the decision soon after the file is complete.

Freshman Admission

A high school graduate seeking to enter the University as a freshman should provide the following records:

1. *High school transcript*

A high school graduate seeking to enter the University as a freshman must provide an official secondary school transcript and an official ACT or SAT score report. The transcript must indicate a minimum cumulative 2.5 grade-point average and successful completion of a minimum of 16 academic or college-preparatory credits from 9th through 12th grades. The 16 academic units are as follows:

Subject	Units required
English	Four units
mathematics	Two units from among the following: algebra I, geometry, algebra II, trigonometry, advanced mathematics, math analysis, calculus
science	Two units from among the following: physical science, biology, chemistry, geology, physics
social studies	Four units from among the following: geography, history, psychology, sociology, government, economics
electives	Four or more units from foreign languages or any subjects listed above, which exceed minimum requirements

Non-Graduates of High School. Admission may be granted to non-graduates of high school who are at least 18 years of age and have been out of high school for a minimum of one year. Applicants must score at least 500 on the General Educational Development (GED) Test and submit acceptable ACT or SAT scores as outlined in the test-score report section that follows.

2. *Test-score report*

Freshman applicants who meet the 2.5 cumulative GPA requirement and have a minimum composite ACT score of 20 (950 on SAT critical reading and mathematics) are typically offered admission. Applicants earning an ACT composite score of 18 or 19 (870 and higher on SAT critical reading and mathematics) are considered for regular admission on the basis of a scale of increasing grade point average. The writing portion of either the ACT or SAT is not required. For more information, contact one or both testing services:

For the ACT:

ACT East Region Office
 Phone: (404) 231-1952
www.act.org
 Montevallo's test code: 001004

For the SAT:

College Board
 Southern Regional Office
 Phone: (866) 392-4088
www.collegeboard.com
 Montevallo's test code: 001004

Medical Report

Upon admission to the University, entering students must submit the Student's Medical History form, which is mailed with the acceptance packet. Thereafter, students are expected to notify the University of any change in health status that represents a potential risk to others. Students who may need disability-related accommodations may contact Disability Support Services.

Home-Schooled Students

The University of Montevallo welcomes home-schooled students and recognizes the unique academic experiences these students bring to Montevallo's academic environment. The University has a growing community of home-schooled students who thrive in the UM environment.

Home schooled high-school students are reviewed for admission and for academic scholarships following the same criteria utilized for students who attend public and private high schools. The official high-school transcript should contain the titles of courses in each subject area beginning with grade nine, course grades, overall GPA on a 4.0 scale, course grading scale, and the signature and contact information of the school administrator. The teaching credentials of the home-school teacher should be included if possible. The official transcript will be reviewed along with the student's standardized test score (ACT or SAT).

Early Enrollment for Freshmen

Exceedingly able and mature students may apply for admission and enroll in University courses in lieu of completing their senior year of high school. Minimum requirements include:

- completion of the junior year (11th grade) in high school with a GPA of at least 3.5 on a 4.0 scale;
- achievement of an ACT composite score or SAT score in at least the 90th percentile of the range for entering freshmen at the University;
- recommendations from school officials and other persons designated by the director of admissions; and
- a personal interview.

Students submitting an application under this provision should register for either the ACT or the SAT in the spring of the junior year and should contact the director of admissions before completion of the junior year.

Advanced Placement Program, CLEP, IB, and AICE Program Credit for Freshmen

The University grants credit and/or advanced standing based on the Subject Examinations of the College Level Examination Program (CLEP), subjects completed under the Advanced Placement Program (AP) of the College Entrance Examination Board, subjects completed through the International Baccalaureate (IB) Diploma Program, and subjects completed under the Cambridge Advanced International Certificate of Education (AICE). UM will award general core credit through AICE, IB, and AP examinations. Credit will be reviewed upon acceptance to the University and for purposes of admission into the UM Honors Program. Credit will be reviewed and determined by the University registrar and the appropriate department chair after the completion of the fall semester of the student's senior year of high school. Inquiries should be directed to the Office of Admissions.

Non-Academic Credit

The University of Montevallo does not award academic credit for non-academic pursuits such as continuing education courses, "life experience," or any other course work taken on a non-credit basis.

International Students

The University welcomes qualified freshmen or transfer students from other countries. The following credentials are needed in order that the University may conduct a review for admission:

- A completed application for admission with the required application fee;
- For non-native English speakers, a score report of either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) is required. The University requires a score of 525 or better on the written TOEFL, a score of more than 193 on the computer-based exam, or a score of at least 71 on the Internet-based TOEFL. On the IELTS, the University requires a minimum overall score of 6.0, with a minimum score of 5.0 on any individual section on the academic module.
- A complete transcript of all secondary-school study, translated into English if necessary;
- An affidavit of financial support, indicating that sufficient funds are available to the student to pay the cost of attendance; and
- A complete medical report by a physician, on a form provided by the University.

Students may find more information regarding the TOEFL at www.toefl.org.

Students may find more information regarding the IELTS at www.ielts.org.

Note: After admission to the University, students are

expected to notify the University of any change in health status that represents a potential risk to others. Students who may need disability-related accommodations may contact Disability Support Services.

Although federal immigration laws do not permit part-time employment for international students except in special instances, prospective students who meet the requirements previously listed are encouraged to contact the University for information regarding financial aid options.

Transfer Students

Students who seek to transfer to the University after attending another accredited college or university must satisfy all requirements for transfer admission, as follows:

- A minimum of a cumulative C average on all college-level study attempted must have been attained. This is a cumulative GPA of 2.0 or better based on a 4.0 scale. Quality points from study previously attempted at Montevallo are not included in a transfer application review.

- A transfer applicant must be a student in good standing. Neither probation nor suspension can be in effect at the previous or current college or university attended.

- Transcripts of all previous study attempted must be submitted and evaluated before an application review can be conducted. It is the responsibility of the student to arrange for transcripts to be mailed to the University. All academic records must be received at least seven working days prior to the intended date of enrollment.

- Collegiate work from post-secondary institutions not accredited nor in candidacy status for accreditation by a regional accrediting association is not transferable to the University of Montevallo.

- Students who have completed less than 24 semester hours (or 36 quarter hours) of college-level study must also submit a secondary-school transcript and either an ACT or SAT score report and must satisfy all requirements for freshman admission.

- A maximum of 64 semester hours (or 96 quarter hours) may be transferred for credit from either a community or junior college.

Medical Report

Upon admission to the University, entering transfer students must submit the Student's Medical History form, which is mailed with the acceptance packet. Thereafter, students are expected to notify the University of any change in health status that represents a potential risk to others. Students who may need disability-related accommodations may contact Disability Support Services.

Two-Year Colleges in Alabama

The University maintains a parallel transfer agreement with two-year colleges in Alabama that hold regional liberal-arts transfer accreditation. A student who earns an Associate of Arts (A.A.) degree at a qualified institution will be admitted to Montevallo and credited with a maximum of 64 semester hours (or 96 quarter hours) of study. This

agreement does not guarantee admission to a particular degree program.

Students transferring from accredited Alabama two-year colleges may complete the University of Montevallo general education requirements by completing courses outlined in the Alabama Articulation and General Studies Committee (AGSC) Transfer Guide. The University transfer website assists transfer students with course selection by listing the most-appropriate sequence of courses for each major. For further information regarding transfer guides, contact the Office of Admissions.

Special-Category Admission

High school admission

College preparatory students who have completed the junior year (11th grade) in high school and have attained a cumulative 3.0 or better GPA may, with permission from the appropriate school official, enroll for one credit course (a maximum of 4 semester hours) during the Summer Session following the junior year or during the Fall Semester and/or Spring Semester of the senior year (12th grade). Students planning continued enrollment as freshmen after graduation must submit an application, school transcript, ACT or SAT score report, and meet unconditional admission requirements.

College Ahead

College Ahead is a dual-enrollment partnership between the University of Montevallo and the Shelby County School System. High school seniors and juniors may participate with the approval of their principals. Students are also encouraged to enroll in summer courses taught on the UM campus. Details of the College Ahead program may be found on the University's website or by calling the Associate Director of Admissions at 665-6029.

Temporary Admission

Temporary student admission is a non-degree category. Students who have graduated from high school two or more years prior to the intended date of enrollment may register for courses on either a credit or an audit (space available) basis.

Transient Admission

A student in good standing at an accredited college or university may be admitted on a transient (visiting) basis. To be considered, an application must be submitted with a letter of good academic standing from the current or previous college or university. Transient admission may be approved for either a semester or a Summer Session.

Readmission to the University

Students who have been absent one semester (Fall or Spring) or more must apply for readmission, and those who have not been in attendance for four or more years must meet the requirements of the University *Bulletin* in effect at the time of readmission.

Academic Clemency

After at least a three-calendar-year enrollment lapse from higher education, applicants for undergraduate admission or readmission may petition the University to disregard, for the purpose of admission or re-admission, a maximum of three **entire** consecutive semesters (or four **entire** consecutive quarters) of academic work previously taken at the University and/or other colleges or universities. Any combination of consecutive summer terms will be considered together as one semester. Other interim terms will be considered together as one semester with the winter or spring term immediately following.

- The petition, specifying the term(s) to be disregarded, shall be directed to the Admissions Office as part of the application for admission or readmission.

- If the petition satisfies all conditions for clemency, grades and credits for **all** courses (whether passed or failed) shall be disregarded for the specified term(s).

- Disregarded work shall not be considered in determining eligibility for admission or readmission to the University or in determining grade point averages for academic progress, graduation, and honors, unless required by regulations governing specific organizations or programs.

- Disregarded work shall remain on the transcript with appropriate notation.

- Academic clemency may be granted to a student only once and may not be granted for previously conferred degrees.

Financial Information

Cashier's Office
Palmer Hall, Station 6065
Phone: (205) 665-6065

Classifications

Full-time or part-time

A semester schedule of 12 credit hours or more is full-time. A semester schedule of 11 credit hours or fewer is part-time.

Alabama residency for tuition purposes

For the purpose of determining tuition, applicants are classified as in-state (Alabama) and out-of-state (non-Alabama) students. Residency for a student under the age of 19 is considered the same as the supporting parent(s) or legal guardian. Therefore, the earliest that any student age 19 or older may make an application to be considered an in-state student is 12 months after establishing residency. Extensive evidence is required to show that a student has more connections to the state of Alabama than with any other state and that his or her sole purpose for relocating to Alabama was not to attend a post-secondary institution. Residency must be established for 12 consecutive months and all documentation must be at least one year past origination. Information concerning residency reclassification can be located on the University's website.

Rate Schedule

To view the current rate schedule and fees for undergraduate study at the University of Montevallo, visit the University's website.

Other Fees

Application for admission

A fee of \$30 must be attached or enclosed with the application for admission. The check or money order is to be made out to the University of Montevallo, payable in U.S. funds. If the application is completed on the web, the fee can be paid on-line using a credit/debit card.

Audit payment

The audit fee is \$25 per credit hour. Audit fees are waived for persons 65 years of age and older. Audit registration is in the Registrar's Office, on or after the first day of class, even when the fee is waived.

Continuing Education

Charges for non-credit Continuing Education courses are not considered as tuition. Information on payment will be provided upon registration for any Continuing Education activity.

Foreign checks fee

A \$15 fee will be charged for processing checks drawn on foreign banks.

Housing fees

Both undergraduate and graduate students in residence halls pay an amount that includes Internet, utilities, a 24-hour movie channel, and basic cable television. Fees for private rooms are additional. Private-room reservations cannot be guaranteed until 5 p.m. on the first day of classes. The private-room fee will be refunded, or a credit will be given, if the resident does not receive a private room.

When it is necessary for a student enrolled in an internship or other similar experience to live away from campus, adjustments are made in charges for room and board.

Students who withdraw from housing prior to the first day of class will receive a total refund of the housing portion of any preregistration payment received for the term.

ID cards

Any student who enrolls at Montevallo is required to have a student identification card. Students are provided with information as to the time and place to be photographed for original and replacement cards. The original identification card is provided at no cost. Replacements for lost or damaged cards cost \$10 each. If a student is not enrolled in classes, the ID card will cease to function.

Returned checks

If a check received by the University fails to clear the bank, the person who presented the check to the University will be charged \$35. If the returned check was presented on behalf of a student, the student's account will reflect all charges and fees. Thereafter, should an individual have checks that fail to clear the bank, the University reserves the right to not accept personal checks and may require cash payments.

Room deposit

A \$100 room deposit must be submitted at the time of application for on-campus housing. The deposit, less any debts or costs for damages to the room, will be refunded in accordance with the following stipulations.

At the conclusion of the final semester or summer term in the residence hall, the student must complete a room-deposit refund request and submit it to a hall staff member upon checkout. Students may cancel a room reservation and receive a full refund, provided that the cancellation is submitted in writing, by July 15 for Fall Semester, December 1 for Spring Semester, or May 5 for Summer Session, to the Office of Housing and Residence Life (West Main Hall, Station 6235). Students who cancel their reservations in writing after these dates and before the opening date for the residence halls receive a 50 percent refund. Students who cancel a room reservation or withdraw from the University after the opening date for the residence halls forfeit the deposit. Any exception requires approval by the Director of Housing and Residence Life.

A student who is denied admission to the University shall be eligible to receive a full refund of the room deposit. Room deposits not claimed within one year after a student leaves the residence halls shall revert to the University.

Vehicle registration

All students, staff, and faculty who operate a motor vehicle on the University campus must register each year, secure a permit, and display it as directed. Student registration of a vehicle costs \$25 each year. Failure to comply with guidelines may result in penalty to the vehicle operator.

Payment of Tuition and Fees

Payment of tuition, fees, and other charges is due in advance of the first day of classes. Payment for preregistration is due as announced during the preregistration period. Refer to the University Calendar in this *Bulletin*.

The University accepts cash, personal checks, and most credit cards (VISA®, MasterCard®, Discover®, American Express®) for payments. Payment can also be made by accessing the student account on the web.

Partial Payment Plan

For tuition, fees, room and board, the University of Montevallo offers a payment plan option administered by Nelnet Business Solutions. The payment plan option, available to all students during the Fall and Spring semesters, is a convenient alternative to lump-sum payments. It features monthly payments, no interest charges, low-cost enrollment (\$40 non-refundable fee per semester), and automatic payments on scheduled dates after enrollment. Please consult the Cashier's website through the University of Montevallo's website for more detailed information.

Preregistration

During each enrollment period, students may preregister for subsequent study if the current term is paid in full. Payment must be received on or before the announced preregistration deadline dates in order to complete registration and confirm the course schedule. Students who do not comply with payment due dates will be charged a \$50 late

payment fee. If payment is not received by the end of the first week of class, the student's schedule will be dropped. Students withdrawing prior to the first day of class will receive a total refund of any preregistration payment made for the term.

Adjustments

Course Drops

A student who drops a course will be reimbursed at the rate of 100 percent through the last day on which classes may be added. **No adjustment will be made for a class dropped after the last day on which classes may be added. No adjustment will be made when a class is changed from credit to audit.**

Official Withdrawal

A student who officially withdraws from enrollment at the University will have a tuition adjustment as follows:

Fall and Spring Semesters

Tuition credit

Through the second week	90%
Through the fourth week	50%
Through the eighth week	25%
Ninth and subsequent weeks.....	0%

Room and board credit

Room will be adjusted at the same rate as tuition. Board will be adjusted on a pro rata basis in units of one week. A partial week will be counted as one full week.

May Term

Tuition credit

Through the third day	90%
Through the fifth day.....	50%
Through the ninth day.....	25%
Tenth and subsequent days.....	0%

Summer Session

Tuition credit

Through the third day	90%
Through the fifth day.....	50%
Through the 11th day.....	25%
Twelfth and subsequent days	0%

Room and board credit

Room will be adjusted at the same rate as tuition. Board will be adjusted on a pro rata basis in units of one week. A partial week will be counted as one full week.

Students receiving Title IV aid are strongly urged to contact the Office of Student Financial Services prior to making a decision to withdraw. The student may be obligated to repay some portion of the aid to the Department of Education, as well as some portion of their student account, and may become ineligible for further Title IV assistance.

Refunds for Drop or Official Withdrawal

The University and federal financial aid funding agencies receive prorated shares of the refund, according to the Federal Refund and Repayment Policy. If a credit balance remains after the financial aid programs have been repaid, this amount is refunded to the student at the campus address (for dropped courses) or at the permanent address (for official withdrawal).

Check-Cashing Policy

Students may cash personal checks for as much as \$50 once per day at the Cashier's Office, except during the last two weeks of each semester. Two-party checks, other than checks received from parents and guardians, are not accepted.

Financial Aid

Maria D. Parker, Director of Student Financial Services
Palmer Hall, Station 6050
Phone: (205) 665-6050
Fax: (205) 665-6047
e-mail: finaid@montevallo.edu

Communication with Students

The primary communication with students is through forUM e-mail and Banner Self Service. Students are urged to check forUM e-mail and Self Service weekly to monitor requests for additional documentation, notice of awards, and other vital information. Students accept/decline aid offers on Self Service.

Basic Information

Students and prospective students are encouraged to visit the University's website to obtain comprehensive information concerning application procedures, priority dates, available federal aid programs, and a list of scholarships. Self Service provides detailed information specific to an individual student.

To apply for financial aid, a student must submit the Free Application for Federal Student Aid (FAFSA), preferably by March 1 annually. Students are encouraged to file electronically at www.fafsa.gov. In order to be considered for federal student aid, students must be unconditionally admitted into a degree-seeking program.

Enrollment Status

Unless otherwise stated, all aid is based on enrollment as a full-time student, which is defined as **a minimum of 12 credit hours per semester for undergraduate and a minimum of 9 credit hours per semester for graduate students**. To receive federal loans, students must be enrolled at least half time. Half time for undergraduates is a minimum of six (6) credit hours, and half time for graduate students is a minimum of five (5) credit hours. If a student drops below full-time, certain types of aid may be cancelled or reduced. A student should notify the Office of Student Financial Services if he/she does not enroll as a full-time student.

Satisfactory Academic Progress

A student receiving financial assistance must maintain minimum academic progress toward completion of a degree or certificate. The following standards will prevail in determining minimum academic progress.

Eligibility for federal Title IV student financial assistance (such as federal loans) is evaluated as part of the initial application process and again at the end of each term. In this

evaluation process, all grades of W (Withdrawn), I (Incomplete), and IP (In Progress), and all courses dropped after the drop/add period will be counted as hours attempted and not passed. Determination of eligibility will be based on an historical evaluation of all hours attempted, as well as the student's grade point average. All hours accepted for transfer credit by the University will be included among those evaluated to determine eligibility.

To continue to receive financial aid, undergraduates must meet the following minimum standards:

Credit hours completed	Minimum GPA
0–29	1.50
30–59	1.70
60–89	1.90
90+	2.0

Several scholarships require a higher minimum GPA than those required for minimum academic progress.

Students who are suspended from the University for academic reasons are not considered to be making minimum academic progress.

Students must average passing 67 percent of all hours attempted. Students cannot receive federal aid after they have attempted more than 150 percent of the hours required for completion of their degree.

A student who does not meet the requirements for minimum academic progress may choose to appeal to the Office of Student Financial Services for an exception on the grounds that mitigating circumstances contributed to his or her failure to meet standards. Such appeals must be submitted on the Satisfactory Academic Progress Appeal Form that is available in the Office of Student Financial Services. The appeal should contain documentation as appropriate to support the claim of mitigating circumstances. In some cases, the student is required to provide an academic plan from the Dean/Adviser. Decisions made by the Office of Student Financial Services relative to appeals will be sent to the student through the student's forUM e-mail and will note any conditions placed upon the student for continued eligibility.

Consequences of Withdrawal

Students who are receiving any form of federal financial aid and withdraw from the University of Montevallo, either officially or unofficially, should be aware that they may be required to repay some or all of the federal funds received.

The U.S. Department of Education has determined that a student earns a percentage of the federal financial aid awarded based on the percentage of the term attended. Students who attend beyond the 60-percent point of the term are considered to have earned 100 percent of the federal aid awarded.

Federal regulations require institutions to monitor unofficial withdrawals when a student "drops out" without officially withdrawing. When a student fails all courses attempted, the University must determine if the student actually attended class and earned the grade or if the student stopped attending. A last date of attendance is submitted by faculty in order to determine whether or not a student

completed the course. Students who unofficially withdraw are notified and a portion of the federal aid is returned to the federal program(s). Students are strongly advised to officially withdraw rather than “drop out” of school if attendance must cease due to unforeseen circumstances. To officially withdraw students must contact the Registrar’s Office.

In addition, withdrawing from the University affects the Satisfactory Academic Progress standard and may affect the future receipt of federal aid.

Prior to withdrawing or otherwise ceasing to attend classes, students should contact the Office of Student Financial Services to determine the potential impact of the withdrawal. To officially withdraw, students must contact the Registrar’s Office.

Taxes

Scholarships, grants, and fellowships are considered taxable income if the amount exceeds the cost of tuition, fees, books, and course-related supplies and equipment. The student is responsible for retaining award letters and other documentation for tax-reporting purposes.

Part-Time Employment

Federal Work Study may be awarded to eligible students who file the FAFSA by March 1. This provides students with an opportunity to earn wages while working on campus. For a listing of job opportunities, contact the Career Center. For more details regarding Federal Work Study, visit the University’s website. Some jobs may be paid through individual departments. Those positions are classified as “jobship” rather than federal work study.

Scholarships

The University offers numerous scholarships likely to be of interest to high-achieving incoming first-year students. There are also scholarships specifically designated for high-achieving transfer students. Information on scholarship opportunities can be found on the University’s website.

Loans

The University’s website contains detailed information regarding loans.

The Federal Perkins Loan is awarded to eligible students who file the FAFSA by March 1, as long as funds are available.

The William D. Ford Federal Direct Loan is awarded to eligible students who file the FAFSA. Additional information is available on the University’s website.

Details such as the rights and responsibilities and terms of repayment for the Federal Perkins Loan and the Federal Direct Loan will be provided when the student signs the promissory note and completes entrance counseling. PLUS loans are also available for parents of dependent students.

Grants

Federal Pell Grants

Awards are based on the ability of the student’s family to contribute to his or her education, based on information about the family’s income and assets. Apply by completing the FAFSA.

Federal Supplemental Education

Opportunity Grants

Awards for FSEOG are based on the same criteria as Pell Grants. File the FAFSA by March 1 to be considered.

Veterans’ Benefits

Amanda Fox, Coordinator of Veterans Affairs

Palmer Hall, Station 6035

telephone: (205) 665-6035

fax: (205) 665-6042

e-mail: foxat@montevallo.edu

Department of Veterans Affairs

Education Benefits

VA website: www.gibill.va.gov

National Call Center for Veterans’ Education Benefits:

1-888-GIBILL-1 (1-888-442-4551)

Veterans Educational Assistance Programs

- Montgomery GI Bill—Active Duty Educational Assistance Program (Chapter 30)
- Montgomery GI Bill—Selected Reserve (Chapter 1606) Post 9/11 GI Bill (Chapter 33: Yellow Ribbon)
- Reserve Educational Assistance Program-REAP (Chapter 1607)
- Veterans Educational Assistance Program-VEAP (Chapter 32)
- Survivors’ and Dependents’ Educational Assistance Program (Chapter 35)
- Vocational Rehabilitation (Chapter 31)
- The Alabama G.I. and Dependents Education Benefit Act

Students interested in the Alabama G.I. and Dependents Education Benefit program should contact their county Veterans Affairs Office or the Student Financial Services Office at the University.

All degree programs at the University of Montevallo are currently approved by the State Approving Agency. The Coordinator of Veterans Affairs serves as a liaison for veterans and their dependents, assisting in obtaining benefits from the Federal Department of Veterans Affairs. This service is located in the Registrar’s Office on the second floor of Palmer Hall.

The Federal Department of Veterans' Affairs determines eligibility and maintains veteran records. Students must be admitted and registered at the University before an enrollment certification can be submitted to the VA. A completed VA Request for Certification form must be returned to the Registrar's Office for each academic year. This form is available in the Registrar's Office and on the University's website.

Academic Programs and Policies

Suzanne Ozment, Provost and
Vice President for Academic Affairs
Office of Academic Affairs
Calkins Hall, Station 6015
telephone: (205) 665-6015
fax: (205) 665-6018
e-mail: sozment@montevallo.edu

Shayne Gervais, Registrar
Registrar's Office
Palmer Hall, Station 6040
telephone: (205) 665-6040
fax: (205) 665-6042
e-mail: sgervais@montevallo.edu

Degree Requirements General Education

All students seeking an undergraduate degree at Montevallo must complete a core curriculum, which includes courses in oral and written communication; literature, humanities, and fine arts; the natural sciences and mathematics; history and social and behavioral sciences; health and activity education; and computer applications.

Purpose and Goals of General Education

The core curriculum is the most complete embodiment of the University's mission as Alabama's publicly funded liberal arts college. In this curriculum, the University bears continually in mind the special meaning of freedom embodied in the term "liberal arts": the arts that free or enable students to explore the perennial questions that confront every thoughtful human being—questions about nature, human nature and society, and metaphysics. The University provides opportunities to explore these questions through liberal studies in the sciences, literature, the fine arts, history, behavioral and social sciences, and philosophy. The University is committed to liberal inquiry, not only in its core curriculum, but also in its professional and pre-professional programs. In all of these, the University aims to graduate students who can bring to their vocations, their private lives, and their civic participation the habits of lifelong learning and energetic, informed reflection.

Liberal education is possible only if the student has acquired some degree of mastery and understanding of the instruments or skills through which the human mind can absorb information about the world, come to a deepened understanding of that information, and transmit that understanding to others. Accordingly, the University dedicates a substantial portion of the core curriculum to acquiring the skills and symbol systems that, because they make it possible for the mind to grasp what is not apparent to the senses, enable genuine learning.

- **Students will acquire knowledge of English grammar, logic, and rhetoric**, enabling them to use verbal symbols in their inquiry into important matters crucial to their understanding of themselves and the world and to communicate clearly and thoughtfully to others. Because such vitally important matters as justice and love come into view through language, students will practice the skills of reading, writing, and conversation throughout the disciplines. Moreover, students will find that the study of a foreign language enhances their understanding of the world and their control over their own language.

- **Students will acquire knowledge of mathematical skills**, enabling them to use numerical symbols in their analysis and measurement of important matters crucial to understanding themselves and the world. Vitally important features of the physical universe, of human behavior, and of social relationships become visible through mathematics. Moreover, a study of mathematics is helpful in illuminating for students how the mind builds abstract, logical structures leading to logical conclusions.

- **Students will acquire knowledge of the special "languages" and symbolic structures of the fine arts**, enabling them to understand and to reflect upon themselves and the world through works of art, music, dance, and theatre.

Additional core curriculum requirements enable students to explore, in the traditional disciplines, three principal kinds of questions posed to thoughtful people by the world around them:

- **Students will acquire knowledge of nature** by using the scientific method of discovery and by reflecting on the significance of nature in order to answer questions about physical structures and causes and about the various meanings of the word "nature."

- **Students will acquire knowledge about human nature**, enabling them to begin to answer the central question facing every thoughtful person: "What does it mean to be human?" Students will explore the range of answers to this question provided by the artistic, historical, scientific, and philosophical works available in classical, religious, and modern culture. In addition, students will study human well-being and engage in physical training to improve their health and their sense of self-mastery.

- **Students will acquire knowledge of society and politics** in order to answer important questions about justice and law—questions that are at issue in classical, religious, and modern cultures.

In the contemporary university, students have access to modes of acquiring, processing, and transmitting information unknown to previous generations. Accordingly:

• **To support and enable their academic work, students will master basic computer use and become skilled in the acquisition and analysis of information.** Because information by itself does not constitute knowledge until it is analyzed and considered by a trained intellect, students must become not only aware of the sources of information available and skillful in accessing them, but also careful in evaluating their worth. Students must acquire information literacy.

General Education Credit Hour Requirements

For the most-current list of approved general education (GE) course titles, refer to the latest published course schedule (issued for Fall, Spring, May, and Summer semesters).

Written Composition	6 credit hours
English Composition I	3 credit hours
English Composition II	3 credit hours

Humanities and Fine Arts	18 credit hours
Literature	6 credit hours
Oral Communication	3 credit hours
Fine Arts	3 credit hours
Further study in humanities	6 credit hours
Fine Arts (maximum of 3 additional credit hours in Fine Arts)	
Foreign Language	
Philosophy	

Natural Sciences and Math	11 credit hours
Mathematics	3 credit hours
Lab science in two disciplines	8 credit hours
Biology	
Chemistry	
Physics	
Geology	

History, Social, and Behavioral Sciences	12 credit hours
History	6 credit hours
Social and Behavioral Sciences	6 credit hours
Anthropology	
Economics	
Family and Consumer Sciences	
Geography	
Political Science	
Psychology	
Social Work	
Sociology	

Health and Wellness	3 credit hours
Health and Wellness (KNES 120)	3 credit hours

Computer Applications	1–3 credit hours
Courses offered in several disciplines	

For transfer purposes, courses taken to meet the general studies curriculum requirements approved by the Articulation and General Studies Committee of the State of Alabama (AGSC) will apply to UM general education requirements. The AGSC requirements are degree and program specific, and some courses may not apply if a student changes programs upon or after transferring to the University of Montevallo. Students should consult an academic adviser or the Registrar's Office concerning substitutions or the applicability of transfer credit in satisfying general education requirements. The AGSC requirements are available at any public accredited post-secondary institution in Alabama and on the University's website.

The Provost and Vice President for Academic Affairs must approve any substitution or waiver of a General Education requirement.

Information Literacy Courses

The University of Montevallo is committed to enhancing student learning through an emphasis on improving information-literacy skills, defined as the ability to obtain, evaluate, and effectively use information to become responsible, informed scholars and citizens. The integration of information literacy as a focus in both the General Education and major curricula supports the University's mission. Information-literacy instruction is being incorporated into the curriculum through a three-tiered developmental model that introduces information literacy at the foundational level in the General Education program, advances the skills through a designated, required course in each major, and focuses on mastery in a designated, required, upper-level course within each major.

Writing Intensive Courses

The University of Montevallo understands that for students to be successful, both in college and in their chosen professions, they need strong written communication skills. To demonstrate the university's commitment to providing students with these skills, portions of UM's curriculum are dedicated to the teaching of writing. In UM's General Education writing courses (English 101 and 102), we provide students with the foundational writing skills they need to enter any major. Then, within each major's core requirements, Writing Intensive (WI) courses help students hone their writing skills by practicing the kind of writing that is specific to each field of study. At the same time, WI courses also teach students sound writing techniques, such as planning, drafting, revising, and responding to feedback, that are applicable to any field. As students progress through their General Education and WI courses, as well as many other courses at UM that emphasize writing, they will have the opportunity to acquire the writing skills that UM considers vital to a rigorous liberal-arts education.

Currently Identified Writing Intensive (WI) Courses

College of Arts and Sciences

Biology

BIO 206 Genetics

BIO 307 Molecular Cell Biology

Chemistry

CHEM 320 Analytical Chemistry

CHEM 450 Instrumental Analysis

English

ENG 300 Introduction to the Major

ENG 485 Senior Seminar: A Capstone Course for English Majors

Foreign Languages

FRN/SPN 302 Grammar and Composition

FL 480 Senior Seminar: A Capstone Course for Foreign Language Majors

History

HIST 310 Introduction to Historical Study

HIST 491 Senior Seminar in History

Mathematics

MATH 310 Foundations of Mathematics

MATH 470 Real Analysis

Political Science

POS 455 International Relations

POS 475 Constitutional Law

Psychology

PSYC 340 Cognitive Psychology

PSYC 499 Senior Seminar in the History of Psychology: A Capstone Experience

Social Sciences

POS 455 International Relations

HIST/POS/SOC 485 Senior Seminar in Social Science **or**

HIST 491 Senior Seminar

Social Work

SWK 350 Generalist Social Work Practice

SWK 420 Social Work Practice with Communities and Organizations

Sociology

SOC 324 Social Stratification

SOC 480 Development of Sociological Theory

Speech-Language Pathology

CSD 463 Clinical Observation

CSD 473 Introduction to Medical Speech-Language Pathology

College of Business

Business

MG 305 Business Professional Development

MK 351 Principles of Marketing

College of Education

Education of Deaf and Hard of Hearing

SPED 476 Methods of Teaching Academic Subjects to the Deaf and Hard of Hearing

SPED 482 Assessment: Deaf and Hard of Hearing

Education – Elementary/Secondary

ED 401 Introduction to Teaching

ED 448 Methods and Materials for Teaching Science

Family and Consumer Sciences

FCS 291 Individual and Family Development

FCS 402 Dynamics of Family Relationships

Kinesiology

KNES 211 Motor Development (for Health-Promotion and Teacher-Education concentrations)

KNES 310 Sports Nutrition (for all KNES majors)

KNES 484 Nutrition Care Process II (for Nutrition and Wellness Concentration)

College of Fine Arts

Art

All Art majors are required to take two 300/400-level Art History courses; all of these courses are Writing Intensive.

Communication Studies

COMS 200 Introduction to Communication Research Methods

COMS 450 Rhetorical Criticism **or** COMS 320 Communication Theory

Mass Communication

MC 200 Introduction to Mass Media Writing (for all MC majors)

MC 255 Media Writing Fundamentals **or** MC 265 Broadcast Newswriting **or** MC 452 Public-Relations Writing (for Broadcast Concentration)

MC 255 Media Writing Fundamentals (for Journalism Concentration and for Dual Broadcast/Journalism Concentration)

Music

MUS 341 Music History, Baroque/Classical

MUS 342 Music History, 19th Century to Present

Theatre

THEA 270 Directing I

THEA 300 Play Analysis, Theory and Criticism

Interdisciplinary Studies (IDS)

IDS students must complete two courses in the major that emphasize writing for the discipline; ideally these two courses will be from different disciplines. Course selection will be made with guidance and approval from the IDS Adviser and the IDS Committee.

General Graduation Requirements

Responsibility for meeting all graduation requirements rests with the student. In addition to the University's minimum general requirements, colleges and/or departments may have additional graduation requirements as described in the colleges' information sections of this *Bulletin*. Seniors are considered candidates for graduation once a diploma card is submitted to the Registrar's Office. The Associate Registrar will notify candidates and their academic advisers via forUM e-mail the results of a final degree evaluation,

including all remaining requirements for graduation, prior to the final academic advising and registration session. Minimum general requirements for graduation are:

- credit for at least 130 semester hours, distributed according to the General Education and departmental curriculum requirements specified elsewhere in this *Bulletin*;
 - credit for at least 30 semester hours earned at Montevallo after attaining senior classification, i.e., after completing 90 semester hours; and
 - credit for at least 30 semester hours of 300- and/or 400-level study earned at Montevallo.
- No more than 64 semester hours of two-year college credit may be applied toward degree requirements.
 - No more than 45 combined semester hours of credit through Advanced Placement (AP), College-Level Examination Program (CLEP), International Baccalaureate (IB), Cambridge Advanced International Certificate of Education (AICE), and military credit may be applied toward degree requirements. The University of Montevallo does not award academic credit for non-academic pursuits such as continuing-education courses, “life experience,” or any other coursework taken on a non-credit basis.
 - At least 25 percent of the hours in the degree must be completed at the University of Montevallo.
 - At least 50 percent of the courses in the major must be completed at the University of Montevallo.
 - A cumulative GPA of at least 2.0 on all courses attempted, including transfer courses.
 - Major and/or minor GPA of at least 2.0 for courses in the major or minor. When calculating the major or minor GPA, only the highest grade earned in each course will be used.
 - Students must file a notification of intent to graduate in the Registrar’s Office before the beginning of the last semester and preferably one year prior to the date on which the degree is to be conferred.
 - Although students with a financial obligation to the University may be permitted to participate in commencement exercises, official transcripts will be withheld until all financial obligations are satisfied. Students must complete the required senior assessments in order to participate in commencement exercises.

Specific Degree Requirements

Bachelor of Arts

In addition to the General Education curriculum, students seeking the Bachelor of Arts degree must complete the second-year course sequence in French, German, or Spanish.

Bachelor of Science

Students seeking the Bachelor of Science degree must complete a total of 18 or more credit hours in mathematics and science.

Other Undergraduate Degrees

For information about the Bachelor of Business Administration degree, refer to the College of Business section of

this *Bulletin*. For information about the Bachelor of Fine Arts and Bachelor of Music degrees, refer to the College of Fine Arts section.

Second Bachelor’s Degree

A second bachelor’s degree may be conferred when all degree requirements of the second degree are completed. Requirements for the second degree are as follows.

- 1) The student must have received the first bachelor’s degree from a regionally accredited college or university.
- 2) All of the requirements for the second degree major, in effect at the term of admission for the second degree, must be met as specified by the department.
- 3) At least half of the courses in the major must be completed at UM.
- 4) A minimum of 33 credit hours must be taken at UM.
- 5) A minimum of 30 credit hours taken at UM must be at the 300/400-level.
- 6) Additional coursework to meet standards including, but not limited to, program accreditation, teacher certification, or graduate program entry may be required.
- 7) A minimum cumulative and major UM GPA of 2.0

All requirements should be reviewed with the academic adviser. Responsibility for meeting all degree requirements rests with the student.

Double Majors

Students who select two majors must meet the degree requirements of both majors, including the General Education requirements. If the majors are in different degree programs, students will receive two diplomas simultaneously at graduation. The recipients’ names will be listed in the printed commencement program under both degree programs.

Teacher Certification Requirements

Students who intend to earn teacher certification should review requirements with their advisers during the freshman year. Information regarding teacher education programs is included in the College of Education section of this *Bulletin* and in the undergraduate Teacher Education Handbook.

Academic Regulations and Procedures

Academic Advising

Responsibilities of Students

The academic advising process is crucial to the success of a student’s University career. In planning a program of study, students should coordinate their personal goals with their academic and professional goals and should discuss long-range goals and career opportunities available in a particular major with their advisers.

Students must obtain approval from their adviser in order to register or preregister for courses. A student should meet with the adviser during the preregistration advising period and should consult the adviser prior to any change in classes, prior to a change in major or minor, immediately

following any report of unsatisfactory progress, and when considering withdrawal from Montevallo.

Students are responsible for being familiar with the requirements of the University as outlined in this *Bulletin* and on the University's website and should maintain copies of their personal checksheet and transfer evaluation so information regarding progress toward a degree is readily available.

Students are ultimately responsible for planning and implementing their own academic programs, and no legal responsibility rests with Montevallo. The University reserves the right to modify degree requirements, programs of study, and curricula as it deems necessary or appropriate.

Declaration of Major and Minor

The major and minor fields of study should be chosen by the end of the sophomore year. Requirements for specific majors and minors are listed under the appropriate department headings in this *Bulletin*. Courses for the major and minor must be selected in consultation with the academic adviser. A minor is optional except where required for a specific major.

Change of Major or Minor

To change a major, students may obtain a change-of-major form in any department office or from the Registrar's Office. The form must be taken to the new department for approval and for assignment of an academic adviser and then to the Registrar's Office, where the change will be recorded. To change a minor, a student should contact the Registrar's Office.

Assignment of Academic Advisers

Advisers are assigned by the major department. However, if a student changes majors, a new adviser is assigned by the new major department. The change takes place at the time that the change of major is approved. A student may change advisers within a department by consulting the chair of the department.

Degree Evaluation

Degree evaluations indicating the equivalency of transfer courses are issued to new transfer students at orientation. Updated degree evaluations for all currently enrolled students are available by accessing CAPP through forUM at any time. Any questions concerning degree evaluations should be directed to the student's academic adviser or the Registrar's Office.

Academic Standards

Grades

Grading System

Grades represent the instructor's assessment of the student's performance on classroom and laboratory assignments, as well as on essays, term papers, class participation and examinations, etc. Grades and grade points are earned and recorded as follows:

Grade	Grading Standard	Grade Points per Hour
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing	1
F	Failing	0
I	Incomplete	0
IP	In Progress	0
NC	No Credit	0
P	Pass	0
S	Satisfactory	0
U	Unsatisfactory	0
W	Withdrawn	0

Incomplete Grades

Grades of I (Incomplete) may be given when students, because of circumstances beyond their control, are unable to complete coursework that is assigned and/or due during the last 15 calendar days of long semesters and/or during the last 5 calendar days of the May and Summer terms. It is the student's responsibility to make arrangements to complete remaining requirements.

All incomplete work must be finished by a date determined by the instructor and not later than the conclusion of the next long semester (i.e., for Fall semester Incompletes, no later than the last day of the following Spring semester; for Spring semester, May term, and Summer term Incompletes, no later than the last day of the following Fall semester). Otherwise, an I grade automatically becomes an F.

In Progress Grades

A grade of IP (In Progress) may be assigned only in designated courses.

Repeating Courses and Grades

Students who want to receive credit for a course failed at UM must repeat the course at UM. The credit hours for every occurrence of the course are used in determining the grade-point average (GPA).

Students who want to improve a grade(s) of B or lower in a UM course must repeat the course(s) at UM. The credit hours for every occurrence of the course are used in determining the GPA. The credit hours for only one occurrence of a repeated, previously passed course are included in earned hours. See General Graduation requirements for determining the major or minor GPA.

Transient Courses and Grades

A student must receive approval from the chair of the department, the academic adviser, and the Registrar to register for courses at another college or university. A passing grade must be earned in each course to transfer credit to Montevallo.

Grade-Point Averages

Applicable grade-point averages, including UM term GPA and UM cumulative GPA, will appear on the academic transcript.

Final Grade Appeals

The University of Montevallo respects the right and professional responsibility of faculty members to assign

grades based on their professional judgment of student performance.

In the event that a student believes that the final grade assigned in a course is unfair or incorrect, the student should take the following steps:

1) The student must first confer with the faculty member involved to review his or her academic work and its assessment and attempt to resolve issues informally.

2) If the student is not satisfied and wishes to continue the appeal, he or she will request a Final Grade Appeal form from the appropriate department chair. This form must be completed and submitted to the department chair within 30 calendar days of the posting of final grades along with an attached written statement of the rationale/basis for the appeal and any supporting materials such as graded work and course syllabus. The written appeal must state clearly the reason(s) for the appeal of the grade and the desired remedy.

3) The Department Chair will review the documents submitted by the student and will discuss the case with the faculty member who will be given a copy of the written appeal. Within five (5) class days* of receiving the student's appeal, the Chair will contact the student to schedule an appointment. The Chair's decision will be rendered at the conclusion of the conference with the student or within five (5) class days* after the meeting. If the Department Chair supports the student's appeal, the instructor will be asked to reassess the student's grade.

4) If the Department Chair does not support the student's appeal or the Department Chair does support the student's appeal and the instructor refuses to change the student's grade, the student may appeal to the college Dean. At the student's request, the Department Chair will send all materials to the college Dean, who, after discussion with the Chair and the faculty member, will schedule an appointment with the student. The Dean may or may not request that the Chair and faculty member attend the conference. The Dean will render a decision at the conclusion of the conference or within five (5) class days* after the meeting. If the Dean supports the student's appeal, the instructor will be asked to reassess the student's grade. The decision to change the grade will remain with the instructor unless the Dean has clear, convincing, and objective evidence that the grade has not been calculated according to criteria communicated to students by the instructor.

***Class Day**

A class day is any weekday in which the University is in session during the regular academic year (i.e., fall and spring semesters).

Every effort will be made to address complaints in a timely manner. However, students should be aware that action complaints filed after Spring Commencement may be delayed if the faculty member involved is not available during the summer to respond to the complaint.

All appeals should be resolved by the end of the term in which they are filed.

Absence Policy

The University expects students to attend all classes for which they are enrolled. Instructors may establish specific regulations governing their classes and will provide them to their students at the beginning of each term.

Academic Dishonesty Policy

Students may not give or receive unauthorized aid in completing academic work and meeting academic requirements. Only the faculty member teaching the course can authorize assistance, use of resources, etc. If a student is uncertain about whether conduct would constitute academic dishonesty, it is the responsibility of the student to seek clarification from the faculty member prior to engaging in such conduct.

Penalties for cheating or plagiarism are determined based on the seriousness of the offense and on whether the student has a record of other instances of academic dishonesty. If the academic dishonesty pertains to an assignment in a course, the faculty member teaching the course in which the violation occurred may assign a zero on the assignment or a grade of F in the course. If the violation pertains to a non-course degree requirement (e.g., standardized examination), the student may fail to receive credit for the degree requirement for which the violation occurred. The consequences for the violation of a non-course degree requirement may be imposed by the appropriate department chair or college dean. In addition to these consequences, the faculty member or academic administrator has the right to refer the violation to the Justice Council for possible further sanctions.

The process for resolving charges of academic dishonesty is described in the following.

I. The instructor responsible for the course at the time of the incident will complete an Academic Dishonesty Incident Form and inform the student of the charge and provide the student with a copy of the Incident Form as soon as possible but within five (5) class days* of the assignment of the grade. The instructor will determine the appropriate grade penalty (a reduced grade on the assignment or for the course). The instructor may further recommend that the Justice Council consider the case for additional sanctions against the student.

II. If the student accepts the grade penalty assigned by the faculty member, the process outlined below is followed:

A. Copies of the incident report are forwarded to the Chair of the department in which the incident occurred, to the Dean of the college, to the Dean of Students, and to the Provost and Vice President for Academic Affairs.

B. The Office of the Provost and Vice President for Academic Affairs will serve as the central recording center for all Academic Dishonesty Incident Forms.

Additionally, the Provost and Vice President for Academic Affairs will recommend that the Justice Council consider the case (1) upon instructor recommendation or (2) if the student charged has a record of past violations of academic honesty even though the instructor did not recommend the case for further consideration.

C. If the case is not turned over to the Justice Council, the Provost and Vice President for Academic Affairs will notify in writing the student, the instructor, the Department Chair, the Dean of the college, the Dean of Students, and the student's academic advisor that the case is closed.

D. If the Provost and Vice President for Academic Affairs forwards the case to the Justice Council for further consideration under established procedures for disciplinary hearings, the Justice Council may recommend:

1. suspension for a definite or an indefinite period of time (see UM Academic Suspension Policy);
2. expulsion;
3. additional sanctions as warranted, such as withdrawal of scholarship support;
4. appropriate notations on the student's permanent record.

The Justice Council will forward its recommendation to the Provost and Vice President for Academic Affairs. Upon approval of the Justice Council recommendation, the Provost and Vice President for Academic Affairs will implement disciplinary action and notify the student, the instructor, the Department Chair, the College Dean, the Dean of Students, the student's advisor, the Dean of the college in which the student is enrolled, and other affected parties (Registrar's Office, etc.). If the student who has admitted guilt wishes to appeal the additional sanctions recommended by the Justice Council, he/she may submit a formal written appeal to the Provost whose decision will be final.

III. If the student wishes to appeal the grade penalty proposed by the faculty member, the student may request that the case be reviewed by the Justice Council, and the process outlined will be followed:

A. The Academic Dishonesty Incident Form is forwarded to the Chair of the department in which the incident occurred.

B. The Justice Council will make a determination of the validity of the charge.

1. If the Justice Council fails to find sufficient justification for the charges, it will so inform the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will then inform the student, the instructor, the Department Chair, and the Dean. The instructor will be asked to reassess the assigned grade and will be notified that he or she may be in an untenable legal position if he or she elects not to do so. The faculty member's reassessment of the academic penalty may or may not result in a different grade depending on the quality of the student's performance on the assignment(s).

2. If the Justice Council finds that the charges are justified, the Justice Council will notify the Provost and Vice President for Academic Affairs who will in turn notify the student, the student's advisor, the instructor, the Department Chair, the Deans of the college in which the incident occurred and the college in which the student is enrolled, the Dean of Students, and other appropriate parties (Registrar, Housing, etc.) of the outcome of the appeal. In the case of a student appeal of a faculty-imposed penalty,

the Justice Council may not impose a penalty stronger than the initial one.

***Class Days**

A class day is any weekday in which the University is in session during the regular academic year (i.e., fall and spring semesters).

Every effort will be made to address complaints in a timely manner. However, students should be aware that action on complaints filed after Spring Commencement may be delayed if the faculty member involved is not available during the summer to respond to the complaint.

Academic Progress

Class Standing

Students who have completed fewer than 30 semester hours are classified as freshmen. At 30 hours, the student is classified as a sophomore, at 60 hours a junior, and at 90 hours a senior.

Good Standing

Students must have at least a 2.0 cumulative University of Montevallo grade-point average (UM GPA) to maintain academic good standing.

Maintaining Minimum Academic Progress

A student is expected to achieve consistent progress toward the attainment of a University degree. Earning the following minimum cumulative UM GPAs is considered minimum academic progress:

0–29 earned hours*, 1.5 GPA (UM)

30–59 earned hours*, 1.7 GPA (UM)

60–89 earned hours*, 1.9 GPA (UM)

90+ earned hours*, 2.0 GPA (UM)

*includes transfer hours

Academic Warning

At the end of each semester, a student will be placed on academic warning when his or her cumulative UM GPA is below 2.0 but above the appropriate minimum academic progress standard as defined previously. A student may be removed from academic warning only by attaining a minimum 2.0 cumulative GPA. Academic warning will be noted on the student's academic transcript. Academic warning does not restrict registration for a subsequent term.

Freshman Academic Warning

At the end of each semester, a freshman will be placed on freshman academic warning if his or her cumulative UM GPA is below 1.50. Freshman Academic Warning will be noted on the student's academic transcript. Freshman Academic Warning does not restrict registration for a subsequent term. Students placed on Freshman Academic Warning are urged to schedule an appointment with their adviser to review academic progress prior to the first day of classes in the subsequent term.

Academic Suspension

Suspension means a student may not attend the University during the period of his or her suspension. Students should be aware that once they are placed on suspension from the University, they are no longer making satisfactory academic progress as required for continued receipt of

financial aid. Students petitioning for reinstatement to the University under the procedure outlined in the following must apply separately to the Office of Student Financial Aid in order to regain financial aid.

Academic suspension typically results from a student's failure to demonstrate satisfactory academic progress; however, it is also possible for a student to be suspended as a result of academic dishonesty (see policy on Academic Dishonesty).

First year freshmen may be placed on Academic Warning but are not subject to suspension for failure to meet minimum standards for academic progress until the end of their second regular semester at UM. Freshmen may, however, be suspended during their first year as a result of academic dishonesty. All other students are subject to suspension at the end of any regular semester when they fail to meet minimum standards for academic progress or may be suspended as a result of academic dishonesty.

First Suspension

A student who does not maintain minimum academic progress, as defined previously, will be suspended from study for one regular academic semester, and the suspension will be noted on the student's official transcript. The student may attend summer school at UM in an attempt to improve his or her GPA. If summer enrollment results in the student meeting minimum academic progress standards, the student will be reinstated for the fall semester.

A student may also petition the Department Chair for his/her major to have the suspension lifted prior to serving it. For a student who has not declared a major or who has more than one major, the Provost will determine the appropriate party to consider reinstatement.

If the student is not reinstated through the reinstatement review process and does not meet standards for minimum academic progress through courses completed during summer school at UM, the suspension will go into effect, and the student will not be permitted to enroll in the next regular semester.

A student may not transfer to the University any credits earned at another college or university while on suspension. Following the one semester suspension, the student will be reinstated under Academic Warning (see previous) and will be required to earn a semester GPA of 2.0 or higher on 12–13 semester hours (unless the Dean approves a reduced number of hours) in order to continue enrollment.

Second Suspension

A student who returns from his or her first academic suspension and does not earn a semester GPA of 2.0 or higher on the required number of semester hours or who in a future semester fails to meet minimum standards for academic progress will be suspended for two semesters. The student will be allowed to enroll in summer school. If summer enrollment results in the student meeting minimum academic progress standards, the student will be reinstated for the fall semester.

A student may also petition the Reinstatement Committee in his or her college for reinstatement. For a student who has not declared a major or who has more than one major,

the Provost will identify the Reinstatement Committee. If the student is not reinstated through the readmission review process and does not meet standards for minimum academic progress through courses completed during summer school at UM, the second suspension will go into effect, and the student will not be permitted to enroll for the next two regular semesters.

Indefinite Suspension

A student who returns from his or her second academic suspension and does not earn a semester GPA of 2.0 or higher on the required number of semester hours or who in a future semester fails to meet minimum standards for academic progress will be suspended indefinitely and may not enroll in any term (including summer school). An appeal will not be considered by the College Reinstatement Committee until the student has been out of school for a minimum of two regular semesters.

Reinstatement Petition Process

First Suspension—Appeal to Department Chair

The student must make an appointment to meet with the appropriate Department Chair to present his/her case for reinstatement no later than three (3) weekdays prior to the beginning of a regular semester. If the Department Chair denies the request, the student may appeal to the Dean. The decision of the Dean is final and will be communicated to the Registrar, the Office of Financial Aid, Housing, and other administrative offices as appropriate.

Second Suspension—Appeal to College Reinstatement Committee

The procedure for applying for reinstatement is as follows:

- 1) The student must complete a reinstatement petition, available from the Registrar's Office, and submit it to the Reinstatement Committee of the college from which he or she was suspended no later than four (4) weekdays prior to the beginning of a regular semester.
- 2) The Reinstatement Committee (see following description) will review the student's petition and may require a meeting with the student. The Committee may approve the petition, may approve the petition with stipulations, or may disapprove the petition. Stipulations may include limiting the number of courses the student may take or specifying the GPA the student must earn in the next semester.
- 3) If the Reinstatement Committee denies the student's petition, the student may appeal in writing to the college Dean. The decision of the dean will be final. The student may not appeal a positive decision.
- 4) The final decision of the Reinstatement Committee or Dean will be communicated to the Registrar, the Office of Student Financial Aid, Housing, and other administrative offices as appropriate.

Reinstatement Committee

Each college will appoint a Reinstatement Committee that will be charged with reviewing petitions submitted by students pursuing majors offered by the college for academic reinstatement following a second or indefinite suspension. The Reinstatement Committee will have three members (usually department chairs).

Special Conditions

Students placed on academic warning are usually not eligible to participate in extracurricular activities; however, a student incurring warning during a period of active participation in an intercollegiate sport, theatrical production, or other officially recognized extracurricular activity in which the student represents the University (in the case of athletes, from the first scheduled game through the last scheduled game only, including playoffs) may be allowed to complete the period of participation, provided that this provision does not conflict with relevant external rules. For purposes of enforcing this policy, the beginning and ending dates of each activity are determined on a case-by-case basis.

Honors

Graduation Honors

Graduation honors that are designated on the transcript and on the diploma are based on the following standard:

Cumulative UM GPA	Graduation Status
3.5–3.69	<i>cum laude</i>
3.7–3.89	<i>magna cum laude</i>
3.9–4.0	<i>summa cum laude</i>

President's List and Dean's List

Students who earn at least 12 semester hours and a minimum 3.8 GPA during a semester are placed on the President's List for that term. Those students who earn at least 12 semester hours and between a 3.5 and a 3.79 GPA during a semester are placed on the Dean's List for that term. The designations appear on the transcript.

Registration

Orientation and Evaluation

The University provides freshmen and transfer students a program of orientation, advising, and academic counseling prior to enrollment. The program provides students with an opportunity to better understand academic requirements and degree programs; to consider personal abilities, interests, and talents; and to become familiar with the campus and facilities.

New students are expected to participate in an orientation session prior to beginning classes. Students entering Montevallo during a Summer Session or during the Spring Semester attend one-day registration/orientation sessions. Fall Semester transfer students attend a one-day preregistration/orientation session offered during the summer. Fall Semester freshmen attend a one-day preregistration session during the summer and return to campus for Freshman Orientation immediately prior to the beginning of Fall Semester classes. An orientation fee is required of all new students.

Students also participate in one or more evaluative activities:

- as freshmen, as part of the orientation process;
- as seniors, as a required part of the preparation for graduation; and

- at other times during the college career, as deemed appropriate by the University.

University Calendar and Credit Hours

The University operates on the semester system. The University Calendar includes Fall and Spring Semesters, and a Summer Semester that includes a May Term, two five-week terms (Summer I and Summer II), and a full summer session for selected courses, which runs from the beginning of the May Term to the end of Summer II.

The semester hour (or "credit hour") is the unit of academic measurement.

Registration Procedures

Registration procedures and dates are available on the University's website at each semester prior to academic advising. The schedule of classes is also available on the University's website.

Each semester students may preregister for the subsequent semester. Students who preregister and pay by the required date (published in the class schedule) do not have to participate in regular registration. Schedules of students who do not submit payment by the payment deadline may be dropped.

Maximum Course Loads

Maximum course loads are as follows: 19 semester hours for Fall or Spring Semesters; 4 semester hours for May Term; and 7 semester hours for each Summer Session. Overloads must be approved by the student's academic dean.

Auditing Courses

Students may audit courses (i.e., without receiving grades or credit) on a space-available basis. Auditing students must register in the Registrar's Office during the official late-registration period only. Students taking courses for credit may not change credit to audit after the add-period ends.

Drop-Add Procedure

Students may drop and/or add courses during the specified period, as indicated in the University Calendar, either through forUM or in the Registrar's Office. A student who is considering either dropping or adding a course should discuss the proposed change with the academic adviser.

Cancellation of Courses

The University reserves the right to cancel any course. The decision is made by the dean of the college in which the course is offered.

Non-Academic Credit

The University of Montevallo does not award academic credit for non-academic pursuits such as continuing education courses, "life experience," or any other course work taken on a non-credit basis.

Withdrawal from the University

Students intending to withdraw during a term prior to the withdrawal deadline must go to the Registrar's Office to complete a withdrawal form. Students receiving financial

aid should consult the Office of Student Financial Services to determine the effect the withdrawal may have on their aid. Resident students should notify the Office of Housing and Residence Life of their intent to withdraw. Residents who withdraw from the University must check out of their room within 24 hours of withdrawal. Completing these procedures results in official withdrawal from the University, and a grade of W is recorded for each course. Students may not withdraw from the University after the final withdrawal date, which is published in the University Calendar in this *Bulletin*, unless they are approved for a Withdrawal for Extenuating Circumstances (see Withdrawal for Extenuating Circumstances). Those who do not adhere to the withdrawal procedure receive the grades posted by faculty to the academic record at the conclusion of that semester or term.

Withdrawal for Extenuating Circumstances

In the case of prolonged illness, debilitating accident, family emergency, or comparably serious personal situations that occur after the drop/add period at the beginning of an academic term and that are beyond a student's control, the student may request a withdrawal for extenuating circumstances. A student seeking a withdrawal for extenuating circumstances must withdraw from all courses for that term; a partial withdrawal for extenuating circumstances will typically not be approved. If a withdrawal for extenuating circumstances is granted, the student will receive a W for any course in which he/she is enrolled with a special notation on the transcript denoting extenuating circumstances.

Process

The student must complete the Withdrawal form indicating last date of class attendance and submit the form along with an explanation of how the situation prevents completion of the term and documentation of the circumstances (medical documentation for student or immediate family member for whom the student is responsible, death certificate of family member, etc.). All required paperwork should be submitted to the Registrar's Office in Palmer Hall as soon as possible but no later than 30 days following the end of the term for which the student is seeking a withdrawal for extenuating circumstances.

Academic and Financial Considerations

If a student receives a Withdrawal for Extenuating Circumstances, a grade of W will be assigned for each course in which the student is enrolled.

Financial considerations and academic standing should be taken into account prior to requesting a withdrawal for extenuating circumstances.

Financial aid recipients who withdraw from all courses before 60 percent of the term is completed may be required to return a portion of any financial aid received for that term. The Office of Student Financial Services will make any necessary adjustment to financial aid based on the last date of attendance as determined by the Registrar's Office in consultation with the student's instructors. The University of Montevallo reports student enrollment status each month to the National Student Clearinghouse so lenders of

educational loans are aware of changes to students' enrollment status.

Withdrawal from college may also affect a student's eligibility for health insurance coverage under a parent's policy.

Students should also be aware that they must demonstrate Satisfactory Academic Progress (SAP) in order to avoid academic suspension and to continue to be eligible to receive financial aid. Low grades or excessive withdrawals may affect a student's continued enrollment at UM or the student's ability to receive financial aid in the future. For more information, visit the University's website.

Refunds

Prior to the beginning of an academic term and through the first two days of the Fall and Spring semesters, a student who never attended classes may withdraw without reason and receive a 100 percent tuition refund minus the tuition deposit. On the third day through the second week of the Fall and Spring semesters, a student who is approved for a withdrawal for extenuating circumstances will receive a 90 percent tuition refund minus required fees (student activity fee, green fee, facilities fee, and administrative services fee). From the end of the second week through the end of the fourth week of the semester, a student who is approved for a withdrawal for extenuating circumstances will receive a 75 percent refund minus required fees. After the end of the fourth week of the semester, established policies for refunds will apply, regardless of the reason for the withdrawal. A prorated schedule of dates for refunds applies to summer and other compressed academic terms.

If a student has received a financial aid disbursement and subsequently withdraws from classes and requests a refund, the student may have to repay the University for financial aid that has already been disbursed.

Military Leave/Withdrawal

The University of Montevallo is committed to supporting service men and women of the United States and the State of Alabama. Military students may apply for a Late Start or a Military Leave of Absence (MLOA) from the University if they are called to duty and must withdraw from the semester, leave prior to the end of the term, attend training during the semester or miss the beginning of the semester due to military orders. Details are available from the Coordinator of Veterans Affairs.

Records

Transcript of Academic Record

The transcript is a student's official permanent academic record. The handling of transcripts and the retention and disposal of student records are in accordance with the guidelines of the American Association of Collegiate Registrars and Admissions Officers and the requirements of the *Alabama University General Records Schedules*.

Final grades for each term are reported to students through forUM/Banner Self Service. A printed copy of grades is available at no charge for currently enrolled stu-

dents from the Registrar's Office through the University's website. Non-currently enrolled students who have fulfilled their financial obligations to the University may obtain their transcripts by requesting an official transcript through the University's website. Transcript fees apply.

Confidentiality of Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are as follows:

1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the records requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3) The right to privacy of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, 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.

The University may release without consent the following directory information: name, address, e-mail address, telephone numbers, major fields of study, date of birth, participation in officially recognized activities and sports, weight and height of student-athletes, most-recent educational institution attended, number of current hours in which the student is enrolled, student enrollment status (i.e.

full or part-time), degrees and graduation dates, anticipated degrees and graduation dates, classification (i.e. freshman, sophomore, etc.), awards and honors, dates of attendance, and class schedule, (this latter only by the Police Chief or a designee). Students wishing to withhold directory information must fill out a "Request to Prevent Disclosure of Directory Information" form, which may be obtained in the Registrar's Office.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Montevallo to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

Any complaints or questions should be addressed to the Registrar, Registrar's Office, Palmer Hall, (205) 665-6040. There is also a complete copy of the University's FERPA policy on file in the Registrar's Office.

Special Programs

Honors Program

The mission of the University of Montevallo Honors Program is to provide intellectually talented students with specially designed academic offerings, co-curricular activities, and recognition.

The academic dimension is composed of two types of honors classes. One type is designed to fulfill requirements in the General Education Program such as Foundations in Writing (ENG 103 and 104), World Civilizations (HIST 103 and 104), and Oral Communication (COMS 102). The other type of honors class, intended to supplement the student's course work, consists of seminars on topics best considered in an interdisciplinary context. Seminars often include guest speakers or involve travel to special events or places.

Upon successful completion of honors courses in each year of attendance at the University, a student may be awarded Honors Certificates and the University Honors Degree. The degree will be awarded with "University Honors" upon satisfactory completion of a minimum of 26 credit hours in honors courses. For the degree, the hours in honors classes should be distributed as follows:

18 hours during the freshman and sophomore years (100 and 200 level)

8 hours during the junior and senior years, including the Golson Seminar (300 and above level).

Honors students will be awarded Sophomore Honors Certificates upon satisfactory completion of 18 hours of honors courses during the freshman and sophomore years. Upon satisfactory completion of the additional 8 hours of upper-division honors courses, students will graduate with University Honors. Students who enter the program

after their sophomore year can earn an Upper Division Honors Certificate after satisfactory completion of 8 hours of upper-division honors courses.

Honors students are recognized for their achievements at special occasions during the academic year. Participants will have notations on their transcripts recognizing their participation in the Honors Program for the purpose of alerting prospective employers and graduate schools to the quality and extent of honors work.

For information and application forms, contact the Honors Program Director at 665-6501. The Honors Program office, classroom, and lounge are in Hill House.

Honors courses are open to students in the Honors Program and also to all other Montevallo students by permission of the Honors Program Director and on a space-available basis. Inquiries are encouraged.

Honors courses

Communication Studies (COMS)

Course name	Credit
102 Honors Foundations of Oral Communication.....	3

English (ENG)

Course name	Credit
103 Foundations in Writing for Advanced Students.....	3
104 Foundations in Writing for Advanced Students.....	3
233 Honors World Literature I	3
234 Honors World Literature II	3

History (HIST)

Course name	Credit
103 History of World Civilizations for Honors Students	3
104 History of World Civilizations for Honors Students	3

Honors (HNRS)

Course name	Credit
300 Vacca Seminar.....	3
308 Special Topics.....	1
309 Special Topics.....	3
314 Model Arab League.....	1
320 Model United Nations.....	1
400 Golson Seminar	1
490 Thesis/Project	0-3

Philosophy (PHIL)

Course name	Credit
111 Honors Introduction to Philosophy	3
221 Honors Ethics.....	3

Theatre (THEA)

Course name	Credit
122 Honors Introduction to Theatre	3

Interdisciplinary Studies

Major

The Interdisciplinary Studies Major is a self-designed course of study that permits students to combine features of more than one discipline in a program of study that may take the place of or complement a traditional major. Students interested in the individualized degree obtain application materials from the Chair of the Interdisciplinary Studies Oversight Committee (IDSOC). The committee will be comprised of the following: Coordinator of the Interdisciplinary Studies Program, one faculty member from each of the four colleges, the Registrar, and the Director of Faculty Development and Collaboration.

The student works with a faculty mentor (depending on the proposal, it could be one or two faculty mentors working together with the student) to develop a program that follows the application guidelines. Students and their mentors should begin the application process as soon as appropriate for specific plans. Many students who apply to the IDSOC Committee do so during their sophomore or junior year although a student may be ready to apply as early as the second semester of his/her freshman year. Typically a student cannot apply after having earned 75 credit hours; however, exceptions may be approved by the IDSOC.

The application will be submitted to IDSOC for approval. A completed application packet includes the following:

- A title and compelling rationale for the individual program and a description of what the student intends to gain from the major.
- A specific list of required courses totaling at least 36 hours drawn from at least two different disciplines and/or colleges. Each semester the faculty mentor(s) will review progress toward the major with the student and determine if any changes need to be proposed and approved. At least 21 of the 36 hours must be at the 300 level or above. There will be a minimum of one 400-level course, IDS 400, the capstone course. At least two-thirds of the major must be taken while a student is at UM. It is possible for BACHE courses to be included.
- A proposed plan of study for the major courses by semester that also serves as an approximate timetable for completion.
- A list of several student learning outcomes (these may be modified as the program progresses).
- A specific description of the capstone experience will be required for approval prior to the senior year. Some examples of a capstone experience are a senior thesis, an undergraduate research project, or an internship.
- The application must be signed by the faculty mentor(s) and the Coordinator of the Interdisciplinary Studies Program. The mentor will be responsible for the paper or project that fulfills the capstone experience.

Once the application is approved the student can declare a major in Interdisciplinary Studies. This declaration

is contingent upon the Registrar’s certification that the proposal meets all graduation requirements. No changes may be made in the approved program without written authorization from the IDSOC. Students must maintain a minimum GPA of 2.5 in the major. The title of the individualized degree will be identified on the student’s transcript at the time of graduation.

UM Falcon Scholars in

Action Program

University of Montevallo Falcon Scholars in Action is an honors program in which 25 UM students are selected each year to serve clients in agencies and programs throughout Shelby County. Students selected are provided with a significant annual stipend from Shelby County in exchange for their service. Examples of services provided include GED/ACT/SAT preparation, tutoring, coordinating physical activities, and providing training in job skills, computer skills, and social skills. All majors are eligible. Students are chosen through a highly competitive application process and will be enrolled in UM 222SL, which can be taken for variable credit ranging from 0–3 credit hours. For more information and to apply, visit the University’s website or contact the Office of Service Learning and Community Engagement at servicelearning@montevallo.edu.

UM Falcon Scholars in Action Course

Interdisciplinary Studies (UM)

Course name	Credit
222SL UM Falcon Scholars in Action.....	0–3

Environmental Studies Minor

Environmental Studies at the University of Montevallo is an interdisciplinary minor grounded in the natural sciences that incorporates perspectives from the social sciences, the arts and humanities, and business. The purpose of the program is to provide students with the skills, knowledge, and attitudes they will need as citizens and as members of the workforce to make informed decisions with respect to ecological issues. The overarching objective is to help students learn to balance present needs with those of future generations while promoting environmental justice and biological sustainability. Course offerings include ES 200: Introduction to Environmental Studies, ES 300: Interdisciplinary Approaches to Environmental Studies, ES 310, Special Topics in Environmental Studies, ES 401, Interdisciplinary Approaches to Environmental Studies; ES 410, Special Topics in Environmental Studies; and ES 480, Environmental Studies Independent Project, as well as regularly taught classes that meet the criteria for ES designation.

Environmental careers now exist in a wide variety of fields in the public and private sectors, both in the U.S. and abroad. Career paths for Environmental Studies minors

include employment in public schools and private educational facilities; in city and regional planning agencies; in agencies and firms dealing with environmental impact analysis, law, and natural resource management; in energy management and design consulting firms, utilities and renewable energy businesses; in federal, state, county, and city parks; in public art projects; in environmental writing; and in activist organizations.

Environmental Studies Courses

Environmental Studies (ES)

Course name	Credit
200 Introduction to Environmental Studies.....	1
300 Interdisciplinary Approaches to Environmental Studies.....	3
310 Special Topics in Environmental Studies	1–4
401 Interdisciplinary Approaches to Environmental Studies	3
410 Special Topics in Environmental Studies	1–4
480 Environmental Studies Independent Project.....	1–4

Game Studies and Design

Minor

UM’s Game Studies and Design minor offers students a unique opportunity to explore academically the interdisciplinary concepts involved in game studies and design from a liberal-arts perspective. Students choosing this minor will be able to select classes from a wide variety of disciplines including English, marketing, mathematics, philosophy and sociology, all of which play pivotal roles in the design and composition of the vast majority of games throughout history. Students who pursue the minor study a range of games such as card games, board games, alternate reality games, serious games, and video games.

A minor in Game Studies and Design (GSD) consists of 21 credit hours. The following five courses are required of all students in order to successfully complete the minor: GSD 210 (History of Games), GSD 225 (Survey of Modern Games), GSD 301 (Game Design Workshop I), GSD 302 (Game Design Workshop II), and Mathematics 202 (Mathematics of Games).

Students choosing the minor will also select two courses from the following: English 361 (Creative Writing), Marketing 351 (Principles of Marketing), Theatre 318 (Costume Design), any GSD 295 Special Topics course, any GSD 395 Special Topics course (including, but not limited to, English: Children’s Literature of Games, English: Technical Writing for Games, Philosophy: The Aesthetics of Games and the Ethics of Gaming, and Sociology: Sociology of Games). GSD 295 and GSD 395 may be repeated if the special topics are different.

Undergraduate Research in Game Studies and Design is also available on an individual basis. For more information, contact Dr. Cathlena Martin at cmartin16@montevallo.edu or games@montevallo.edu.

Game Studies and Design Courses

Game Studies and Design (GSD)

Course name	Credit
210 History of Games	3
225 Survey of Modern Games	3
295 Special Topics.....	1–3
301 Game Design Workshop I	3
302 Game Design Workshop II	3
395 Special Topics.....	1–3

Study Abroad and Study Away

Through Study Abroad or Study Away, students may complete one or more degree requirements through educational activities off campus. Such activities include — but are not limited to — undergraduate and graduate classroom study, research, intern- or externships, field studies, clinical or observational trials, and service learning accomplished for credit both outside the United States and through participation in the National Student Exchange. Local courses taken through the BACHE Consortium or transient courses transferred from local universities are not considered Study-Away courses. Study Abroad can include formal exchange programs with other universities, trips sponsored by the University of Montevallo, or trips sponsored by other institutions of higher education. The length of time can range from a few weeks to a full semester or academic year. Study Abroad or Study Away does not substitute for or relieve any residency requirements. Awarding of academic credit is dependent on the type of program and agreement under which the student studied. In all cases, students are encouraged to confirm academic credit arrangements before leaving campus.

International and Intercultural Studies Courses

International and Intercultural Studies (IIS)

Course name	Credit
299 Study Away	1–15
399 Study Away	1–15
499 Study Away	1–15

Service Learning

Service Learning is defined as a teaching and learning method that combines service objectives and learning objectives with a focus on promoting a deeper understanding of course content through real-world experiences that positively impact the community. These personal growth experiences provide an opportunity for critical, reflective thinking and for promoting a sense of civic responsibility. The University of Montevallo’s Mission Statement, Vision Statement, and Strategic Plan explicitly identify service and informed citizenship as University emphases. Service

Learning courses provide a mechanism by which university students can meet academic objectives while addressing community needs and gaining practical experience in their fields of study.

Students can participate in the Service Learning curriculum by enrolling in courses with SL designations. Students enrolled in SL courses are expected to complete the service activity(ies) specified in the syllabus. Students are prepared by their professors to conduct themselves in a professional manner and meet specific expectations of their service site such as confidentiality, collegiality, punctuality, and appropriate attire. Benefits of student participation in Service Learning courses include the following:

- gaining a deeper understanding of course content
- developing collaboration and communication skills
- increasing awareness of social and community issues
- gaining experience in a specific field of study
- establishing professional contacts

Students who demonstrate excellence in service receive a cord at graduation. Criteria for recognition include the following:

- a minimum GPA of 2.75
- one of the following:
 - 300 documented hours of service to the community
 - completion of 4 service learning courses
 - 150 documented hours of service to the community and completion of two Service Learning courses.

Military Training Courses

Air Force Reserve Officer Training Corps

Air Force Reserve Officer Training Corps (AFROTC) is available to Montevallo students through a cooperative program with Samford University. Students enrolling in Air Force ROTC courses will attend classes on the Samford University campus or the University of Alabama at Birmingham campus. The AFROTC provides college men and women the opportunity to attain a commission as a Second Lieutenant in the United States Air Force upon graduation from college. The program is divided into the General Military Course (GMC) and the Professional Officer Course (POC). The GMC includes freshman- and sophomore-level courses and is open to all students without military obligation. The POC includes junior- and senior-level courses for those committed to service on active duty. Uniforms and textbooks for all aerospace studies courses are provided at no charge.

Scholarship Programs

Some freshmen enter AFROTC with a four-year college scholarship though most freshmen and sophomores enter without. Freshmen and sophomores are able to compete for two-year and three-year scholarships through the In-College Scholarship Program (ICSP). Scholarship awards range from \$9,000 to full tuition, \$600 for books, and a \$250-400 monthly tax-free stipend. Students must meet minimum requirements to receive scholarships.

General Military Course

The General Military Course (GMC) is comprised of AFRC 101, 102, 201, and 202. These courses are open to all students regardless of qualifications for military service or intent to compete for a commission. As part of the GMC, students examine the basic organization and structure of the Air Force, gain an appreciation of the historical significance of air power, apply basic communications skills, and receive an introduction to total quality management.

Professional Officer Course

Students who complete the GMC and desire to serve on active duty in the Air Force continue training in the Professional Officer Course (POC). The POC is designed to provide students with advanced leadership training, application techniques for a quality culture, study of military history with particular attention paid to the role of air power, and a complete understanding of the national-security process. The POC prepares men and women with the skills necessary to be leaders in the United States Air Force.

Leadership Laboratory

Leadership Laboratory is an integral part of the AF-ROTC program. Each academic class has an associated leadership laboratory that meets for two hours each week. It provides an opportunity for students to apply classroom teachings to actual environments. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop leadership potential. Leadership Laboratory involves a study of the life and work of Air Force junior officers. Students develop their leadership potential in a practical, supervised laboratory. The first two years of Leadership Laboratory involve activities classified as initial leadership experiences. The last two years consist of activities classified as advanced leadership experiences.

Field Training

All cadets interested in pursuing a commission through AFROTC must complete field training. It is offered during the summer months and normally occurs between the sophomore and junior years. Field training is an intense, four-week training environment designed to evaluate students' potential to lead in the United States Air Force. The major areas of evaluation include a leadership reaction course, an assault and obstacle course, drill and ceremonies, reaction in a deployed environment, survival training environment, and physical training.

Additional Information

For additional information about Air Force Reserve Officer Training Corps programs available to Montevallo students, contact:

Unit Admissions Officer, Samford University
AFROTC Building, 800 Lakeshore Drive
Birmingham, AL 35229
Phone: (205) 726-2859
website: www.samford.edu/afrotc/

Curriculum

For complete descriptions of ROTC courses, refer to the Courses of Instruction section of this *Bulletin*.

Army Reserve Officer Training Corps

The Army Reserve Officers Training Corps (ROTC) program is maintained under Federal Laws by acts of Congress. Under these laws, the Senior ROTC Program in General Military Science is offered.

The Army ROTC office is located on the University of Alabama at Birmingham (UAB) campus. Under the Co-operative Exchange Program and a partnership agreement, University of Montevallo students are eligible to participate.

ROTC is a program of leadership and skills training. Through hands-on training and classroom instruction by experienced, active-duty Army officers and Non-commissioned officers, men and women in ROTC develop invaluable skills that may enable them to rise above their peers in a professional civilian or military career. Students not only learn military skills, they learn how to lead, as well as how to organize and manage people, things, and tasks.

Qualified students may earn a commission as a Second Lieutenant with the opportunity to serve either full time in the active Army or part time in the National Guard or U.S. Army Reserve. Students compete for valuable two- and three-year, and other special ROTC scholarships.

Course credit is granted on a semester-hour basis. Registration for the classes should be coordinated through the Registrar's Office.

Enrollment

The Military Science Department at UAB offers several courses that may be counted as electives in support of other degrees. ROTC is traditionally a four-year program that is divided into a lower and upper division. The first two years of military science courses are designed to provide the student with broad flexibility in the choice of a profession. The second two years of ROTC will lead to a presidential appointment as a Second Lieutenant in the U.S. Army.

Lower Division

Enrollment in Lower Division is open to all members of the student body. The Lower Division is generally taken during the freshman and sophomore years. For students who did not take ROTC during their first two years of college and are not veterans, a compressed version of the Lower-Division Sequence is available each summer through a six-week all-expenses-paid training seminar. Successful completion gives students credentials necessary for enrollment in the Upper Division.

Upper Division

The Upper Division, during the final two years of college, includes an advanced summer leadership seminar that takes place between the junior and senior years. Students in the Upper Division are paid \$450 to \$500 per month while enrolled, plus salary for all summer internships.

Scholarship Program

Army ROTC offers several opportunities for full tuition and fees scholarships. Once on campus, students may apply for three-year or two-year scholarships. Each scholarship covers tuition, an annual allotment of \$1,200 for most books and fees, plus a \$300–\$500 tax-free allowance per school month, based on academic class (freshman, sophomore, junior, senior). Army ROTC scholarships are awarded strictly on the basis of merit to the most-outstanding students who apply. Unlike most academic scholarships, family income has no bearing on qualifications. For more details, refer to the Financial Aid section of this *Bulletin* or contact the scholarship adviser at the ROTC Department, at (205) 934-8749, (205) 767-3080, or via e-mail at roo@uab.edu.

Veterans

Students with prior military experience can fulfill credit requirements for the ROTC Lower Division sequence. This means that, if credit is granted and provided the student is not on a three-year Army ROTC scholarship, he or she can skip the freshman and sophomore years of ROTC and enroll directly in the Upper Division sequence. Students with prior service may be eligible for special veteran scholarships. In addition to any financial assistance from ROTC, veterans are still qualified to receive any and all VEAP/GI Bill/Army College Fund benefits to which they are entitled.

Simultaneous Membership Program

Students may also take advantage of a program that allows them to participate in ROTC and enlist in the Army National Guard or Reserve at the same time. It is called the Simultaneous Membership Program (SMP). Students in the SMP serve as officers in a Guard or Reserve unit and perform duties commensurate with the grade of Second Lieutenant. SMPs are paid at the rate of at least a Sergeant E-5 for Guard or Reserve service.

Minor in Military Science

A minor in Military Science is available and requires the following: ARRC 301, 302, 303, 401, 402 or 403 (18 hours); approved Military Science electives (6 hours); the successful completion of the ROTC Advanced Camp; Military History (3 hours); computer science (2 hours); and English (6 hours). Students must earn a 2.0 GPA or better in all the required military courses, as well as a C or better in the approved classes.

Honors Program

As part of the Military Honors Program, Military Science students possessing outstanding qualities of leadership, academics, and high moral character may be designated by the Professor of Military Science as Distinguished Military Students. Upon earning a commission as a Second Lieutenant and a baccalaureate degree, select students may be designated Distinguished Military Graduates.

Additional Information

For additional information about the Army ROTC program available to Montevallo students, contact:

Professor of Military Science
UAB, 501 12th Street South
Birmingham, AL 35294-4490
Phone: (205) 934-7215
website: www.uab.edu/armyrotc

Curriculum

For complete descriptions of ROTC courses, refer to the Courses of Instruction section of this *Bulletin*.

College of Arts & Sciences

Mary Beth Armstrong, Dean
Hill House, Station 6508
telephone: (205) 665-6508
fax: (205) 665-6503
e-mail: armstrom@montevallo.edu

Mission

The mission of the College of Arts & Sciences, educated citizens prepared for a diverse and changing world, underpins the University's unique public liberal-arts mission.

Goals

Through integrated learning experiences that foster deep learning, practical skills, and experience, students will develop these essential learning outcomes: higher-order thinking skills, a substantial body of knowledge, a commitment to use and appreciate learning, effective communication skills, an awareness of human commonalities and differences, and a concern for the common good.

Curriculum

With departments in the natural sciences, social sciences, and humanities, the College of Arts & Sciences offers major and minor programs of study for students seeking a liberal education, whether for personal development or as a foundation for specialized professional study.

The College provides much of the General Education curriculum for students in all divisions of the University. In addition, the College offers graduate programs and professional training in two disciplines.

The degrees offered are the undergraduate degrees of Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) and the graduate degrees of Master of Arts (M.A.) and Master of Science (M.S.).

Academic Programs and Checksheets for the College of Arts and Sciences

Information about academic programs, as well as checksheets showing a suggested course of study for each major within this College, are available on the University's website.

General Education

All students seeking an undergraduate degree at UM must complete a core General Education curriculum that includes courses in English, history, mathematics, the natural sciences, social sciences, fine arts, oral and written communication, computer applications, and health and kinesiology.

The minimum requirements begin on page 31.

Department of Behavioral and Social Sciences

Professors Barone, Burling, Day, Fallin, Gilbert, Hultquist, Truss (Chair), Turner; Associate Professors Doerfler, Newell, Parker; Assistant Professors Bawden, Hitchcock, Ochoa-Winemiller, Tetloff; Instructors Longo; Clinical Instructor Duke.

General Education

All undergraduate students must complete two semesters of World Civilizations (HIST 101 & 102 or 103 & 104).

Several courses in Behavioral and Social Sciences fulfill the Social and Behavioral Sciences component of the UM General Education requirements: GEOG 231; POS 200, 250; PSYC 201; PSYC/SWK 203, 322; SOC 230, 250; SOC/SWK 260.

Majors

The department offers bachelor's degrees in history, political science, psychology, sociology, social work, and social science.

The B.A. degree requires completion of a two-course sequence in a foreign language. The B.S. degree requires 17-19 semester hours of science and mathematics.

History

Students majoring in history must take 36 hours of history courses, including the following: HIST 101, 102, 211, 212, 310, and 491; at least two non-American history courses numbered 300 and above; GEOG 231; and 12 credit hours of 300- to 400-level history electives (excluding HIST 355 and 370). HIST 101 and 102 are prerequisites for all upper-level history courses, and HIST 211 and/or 212 are prerequisites for many U.S. history electives. History majors will take a comprehensive content examination in the senior seminar (HIST 491). History majors are not required to have a minor.

Political Science

The Political Science major must complete POS 200, 250, 370, 385, 455, 475, and 499, GEOG 231, and 9 additional hours of electives in the subject. POS majors must take the Major Field Achievement Test (MFAT) prior to graduation. Political Science majors are not required to have a minor.

Psychology

Students majoring in Psychology must take 36 hours of psychology courses, including the following: PSYC 201, 300, 306, 310, 321, 340, 425, and 499. Students who complete a double major in Psychology and Social Work may apply for licensure as a Social Worker at the baccalaureate level and for advanced standing in graduate schools of Social Work. Psychology majors must take the Major

Field Achievement Test (MFAT) in Psychology during their senior year.

Social Science

Candidates for the B.A. or B.S. degree in Social Science must complete 54 hours in social-science courses, including:

- HIST 211 and 212, one non-American history elective, POS 200 and 455, POS elective, SOC 230 and 480, SOC elective, HIST/POS/SOC 370 **or** HIST/SOC/SWK 355, GEOG 231, EC 231, HIST 485 **or** 491;
- 12 hours from one of the following fields: history, political science, sociology; and
- 3-hour elective in geography.

A minor is not required with the Social Science major.

Social Work

The primary goal of the Social Work major is to prepare students for beginning generalist social work practice. The program is accredited by the Council on Social Work Education to provide such education at the undergraduate level. Upon graduation, students may apply for licensure at the baccalaureate level and for advanced standing in graduate schools of social work. Social work majors must earn a grade of C or better in all social work courses. To graduate with a social work major, students must have an overall GPA of 2.3 or better and an overall GPA of 3.0 or better in all social work courses.

To be fully admitted to the program in the junior year, a student must:

- complete a prescribed list of courses, which is identified in the Social Work Student Handbook, and interview with the Director of the Social Work Program, L. Hitchcock;
- have an overall GPA of 2.3 or better;
- have a GPA of 3.0 or better in SWK 203 and 322 and in PSYC 306; and
- satisfactorily complete the application process described in the Social Work Student Handbook.

Students must be admitted to the professional social work program prior to being admitted to the social work practicum program. To be admitted into the social work practicum program, a student must:

- complete a prescribed list of courses, which is identified in the Practicum Program Manual;
- have an overall GPA of 2.3 or better;
- have an overall GPA of 3.0 or better in all social work courses; and
- satisfactorily complete the program admission process described in the Practicum Program Manual.

Academic Support Area—Social Work majors must take the following support courses for the major: EC 231 or 232, POS 200, 250, PSYC 300 or MATH 157, PSYC 306, PSYC 310 or SWK 380.

Sociology

All majors in Sociology must complete SOC 230, 240, 320 **or** 324, 355 **or** 370, and 480. An additional 15 hours of electives must be taken in sociology or anthropology. Sociology majors are not required to have a minor.

Upon declaring sociology as a major, the student will establish a portfolio of work. Term papers, research projects, and other course materials will be kept on file. These materials will assist the faculty in advising students and working with them in constructing post-graduation plans.

An exit interview is required of all graduating seniors. This will provide students with the opportunity to critique the quality of education provided by the sociology program.

Seniors are also expected to take the MFAT (given only during the spring semester), a standardized exam that is used by the program to assess its performance. Students have the option of making their scores a part of their permanent record.

Minors

History

The History minor consists of 18 hours in history courses numbered 200 and above, including HIST 211, 212, and at least one course in non-American history.

Human Rights and Public Service

The Human Rights and Public Service minor should help Political Science majors and minors, along with other students interested in service learning, to prepare for graduate studies or careers in the fields of human rights, political science, or international relations. It may also be of interest to students who are simply interested in expanding their citizenship skills through civic action. The minor requires 18 hours, consisting of POS 200, 385, 475, and 495, and two courses chosen from the following: ES 300, ES 310/ POS 303, PHIL 230, 320, POS 340, 360, 455, POS/HIST 423, SOC 324, 411, SWK 203, UR 300/400.

Human Services

The Human Services minor introduces students to social-welfare systems, human behavior and the social environment, and helping systems. The minor requires SWK 203 and 322 and four electives chosen from the following: PSYC 307, 321, 352; SOC 320, 324, 401; SWK 373; SOC/SWK 260, 380. Students may not count a course toward both the major and minor.

Political Science

A Political Science minor consists of POS 200, 250, 455, and 475, GEOG 231, and 6 additional elective hours in the subject.

Pre-Law

The Pre-Law minor consists of 18 hours of required and elective interdisciplinary courses. The courses that qualify for the minor have been selected in order to introduce undergraduate students to subjects that are required in law school and that are tested on the Alabama Bar Examination, and to develop appropriate skills for subsequent legal education and research. The minor requires BL 283, POS 200 and 475, and 9 credit hours of elective courses chosen from the following: POS 250, 380, 385, POS/SOC 370, SOC 342, BL 384, AC 221, 222, 421, HIST 441, 442. Most law schools emphasize the importance of a broad liberal-arts background and seldom prescribe any particular

major for pre-law students. Students who are interested in attending law school should consult the pre-law adviser, C. Doerfler, early in their college career.

Psychology

A Psychology minor consists of PSYC 201 and 15 additional hours of psychology electives.

Sociology

The Sociology minor consists of SOC 230 and at least 15 additional hours in sociology.

Courses in Behavioral and Social Sciences

Anthropology (ANTH)

Course name	Credit
210 Introduction to Anthropology.....	3
211 Introduction to Archaeology.....	3
311 Selected Topics in Anthropology.....	3
410 Theory and Methods in Anthropology.....	3

Geography (GEOG)

Course name	Credit
231 World Regional Geography.....	3
303 Selected Topics in Regional Geography.....	3
331 Human Geography.....	3
332 Physical Geography.....	3
375 Geography of the U.S. and Canada.....	3
405 Urban Geography.....	3
411 Selected Topics in Geography.....	3
466 Political Geography.....	3

History (HIST)

Course name	Credit
101 History of World Civilizations I.....	3
102 History of World Civilizations II.....	3
103 History of World Civilizations I for Honors Students.....	3
104 History of World Civilizations II for Honors Students.....	3
211 History of the United States I.....	3
212 History of the United States II.....	3
303 Selected Topics in History.....	3
310 Introduction to Historical Study.....	3
325 Women's History.....	3
355 Research in Social Welfare*.....	3
363 History of Europe Since 1815.....	3
370 Research Methods in the Social Sciences*.....	3
380 History of Latin America.....	3
411 Selected Topics in History.....	3
423 Civil Rights Movement.....	3
424 Colonial Latin America.....	3
425 Modern Latin America.....	3
426 U.S.-Latin American Relations: 1820 to present.....	3
431 Cold War Latin America.....	3
432 History of French Film.....	3
433 Modern Brazil.....	3
435 History of Modern Japan.....	3
441 History of England I.....	3
442 History of England II.....	3
443 Middle East.....	3
444 The Islamic World.....	3
447 Medieval European History, 476–1400.....	3

History (HIST) (continued)

Course name	Credit
448 Renaissance & Reformation, 1300–1563.....	3
455 The French Revolution & the Napoleonic Era, 1789–1815.....	3
458 History of Germany, 1871–1945.....	3
460 History of the South.....	3
461 History of Early Modern Europe, up to 1789.....	3
465 History of France Since 1815.....	3
466 Political Geography.....	3
470 Colonial America.....	3
471 Revolutionary America.....	3
472 History of Alabama.....	3
473 African-American History.....	3
474 Jeffersonian-Jacksonian America.....	3
475 Constitutional Law.....	3
476 The Civil War and Reconstruction Era, 1850–1877.....	3
477 The Gilded Age.....	3
479 History of Alabama's Constitutions.....	3
480 Diplomatic History of the United States.....	3
481 The United States, 1900–1945.....	3
482 The United States Since 1945.....	3
483 History of Africa.....	3
484 U.S. Wars—Korea and Vietnam.....	3
485 Senior Seminar in Social Science.....	3
490 Directed Reading & Independent Study.....	3
491 Senior Seminar in History.....	3
495 Internship in History..... up to 6	

* May not be taken as a HIST elective

Political Science (POS)

Course name	Credit
200 American National Government.....	3
250 State & Local Government.....	3
303 Selected Topics in Political Science.....	3
315 African Politics.....	3
320 Political Film.....	3
340 World Politics.....	3
360 Citizenship and Public Service.....	3
370 Research Methods.....	3
380 Foundations of Political Thought.....	3
385 Modern Political Thought.....	3
405 Great Books in Political Thought.....	3
411 Selected Topics in Political Science.....	3
422 American Political Thought.....	3
423 Civil Rights Movement.....	3
443 Middle East.....	3
444 Public Policy.....	3
450 Global Policy Studies.....	3
455 International Relations.....	3
475 Constitutional Law.....	3
479 History of Alabama's Constitutions.....	3
480 Diplomatic History of the United States.....	3
484 U.S. Wars—Korea and Vietnam.....	3
485 Senior Seminar in Social Science.....	3
490 Directed Reading in Political Science.....	3
495 Government Internship.....	3–15
499 The Science of Politics.....	3

Courses in Behavioral and Social Sciences (continued)

Psychology (PSYC)

Course name	Credit
201 Foundations in Psychology	3
203 Introduction to Social Welfare and Social Work	3
300 Descriptive Statistics	3
304 Special Topics in Psychology I	3
305 Special Topics in Psychology II	3
306 Lifespan Developmental Psychology	3
307 Psychology of Death	3
310 Psychopathology	3
311 Substance Abuse	3
312 Psychology in Film	3
321 Social Psychology	3
322 Human Behavior and the Social Environment	3
340 Cognitive Psychology	3
345 Principles of Learning	3
350 Forensic Psychology	3
351 Clinical Techniques and Ethics for the Behavioral Sciences	3
352 Health Psychology	3
415 Human Factors	3
418 Psychological Testing	3
420 Sensation and Perception	3
425 Biological Psychology	3
430 Experimental Psychology and Inferential Statistics	3
445 Sex Roles, Gender, and Culture	3
489 Individual Research I	3
490 Individual Research II	3
491 Directed Readings in Psychology	3
499 Senior Seminar in the History of Psychology: A Capstone Experience	3

Social Work (SWK)

Course name	Credit
203 Introduction to Social Welfare and Social Work	3
260 Family and Child Issues and Services	3
301–305 Selected Topics in Social Work	3
311 Substance Abuse	3
322 Human Behavior and the Social Environment	3
350 Generalist Social Work Practice	3
355 Research in Social Welfare	3
373 Social Policy	3
380 Mental Health Issues and Services	3
390 Social Work Practice with Groups	3
400 Skills for Social Work Practice	3
401 Social Gerontology	3
410 Social Work Practice with Individuals & Families	3
411 Selected Topics in Social Work	3
420 Social Work Practice with Communities and Organizations	3
455 Social Work Practicum	10
456 Social Work Integrative Seminar	2
490 Directed Readings in Social Work	1–3

Sociology (SOC)

Course name	Credit
230 Introductory Sociology	3
240 Social Problems	3
250 Marriage & the Family	3
260 Family and Child Issues and Services	3
303 Selected Topics in Sociology	3
310 Sociology of Popular Music	3
311 Substance Abuse	3
320 Social Interaction	3
321 Social Psychology	3
322 Minorities	3
324 Social Stratification	3
341 Juvenile Delinquency	3
342 Criminology	3
352 Medical Sociology	3
355 Research in Social Welfare	3
360 Social Change	3
370 Research Methods in Social Sciences	3
373 Social Policy	3
380 Mental Health Issues and Services	3
393 Probation & Parole	3
401 Social Gerontology	3
402 Sociology of Education	3
405 Urban Geography	3
411 Selected Topics in Sociology	3
445 Sex Roles, Gender, and Culture	3
480 Development of Sociological Theory	3
485 Senior Seminar in Social Science	3
490 Independent Study in Sociology	3

Department of Biology, Chemistry, and Mathematics

Professors Bharara, Byrd (Chair), Hardig, Sterner, Tidwell; Associate Professors Herron, Hope, Noerager, Tyler, Wicknick; Assistant Professors Brande, Martin, Mathews, Morgan, Morris, Sestero, Tinsley, Varagona; Instructor Maxwell.

Biology, Chemistry, Physics, and Geology

General Education Requirements

Several courses in Biology, Chemistry, Physics, and Geology satisfy the Principles of Science requirement in General Education: BIO 100, 105, 106; CHEM 100, 101, 121, 122; GEOL 110, 115; and PHYS 100, 201, 241.

Mathematics General Education

Requirements

Pre-Calculus Algebra (MATH 144) or any higher-numbered mathematics course is a core requirement. Finite Mathematics (MATH 147) or The Nature of Mathematics (MATH 154) is recommended for the general university student who is not majoring in science or mathematics and is not planning to take any other mathematics courses beyond the core requirement. Those students who do not have adequate preparation in algebra should take Intermediate Algebra (MATH 131) prior to attempting MATH 144, 147, 154, or 157.

Majors

The department offers majors in Biology, Chemistry, and Mathematics. These programs will prepare students for graduate school, careers in the health professions, or employment in relevant professions. Course selections to advance the student toward these goals are made with the help of the student's adviser.

Biology

The student majoring in Biology must complete BIO 105, 106, 205, 206, 307, and 16 hours of biology courses numbered 300 or above (at least 4 credit hours of which must be either BIO 310, 380, 390, 460, or 470); CHEM 121, 122, 221, and 222 or 370; PHYS 201 and 202, or 241 and 242; MATH 157 and 150 (MATH 144 and 149 may be substituted for MATH 150). As graduation requirement of the major, a student must have a 2.0 (C) average in the major.

Chemistry

The student majoring in Chemistry pursuing the ACS certified degree must complete CHEM 121, 122, 221, 222, 320, 321, 322, 370, 420, 450, 490, 491, 380 or 431, and; MATH 170 and 171; PHYS 201 and 202, or 241 and 242. Students are required to have 400 laboratory hours above the general chemistry sequence.

The student majoring in Chemistry must complete CHEM 121, 122, 221, 222, 320, 321, 322, 450, 490, 491, and 6 hours from CHEM 370, 380, 420, 431, or 440; MATH 170 and 171; PHYS 201 and 202, or 241 and 242.

The student majoring in Chemistry with a concentration in Biochemistry must complete BIO 105, 206, and 307; CHEM 121, 122, 221, 222, 320, 321, 370, 450, 490, and 491; MATH 170; PHYS 201 and 202, or 241 and 242. As graduation requirement of the major, a student must have a 2.0 (C) average in the major.

Mathematics

The student majoring in Mathematics must complete MATH 170, 171, 185, 247, 261, 271, 272, 310, 470, 484, and 485; and 8 credit hours in **one** of the following at the 200 level or above: Biology, Chemistry, or Physics.

For a B.A. degree in Mathematics, the student must take an additional 12 credit hours of MATH at the 300 level or above and 3 credit hours of MATH at the 400 level, as well as complete the University requirements for a B.A. degree.

For a B.S. degree in Mathematics, a student must complete either Option 1 (Pure Track) or Option 2 (Applied Track), and the University requirements for a B.S. degree in Mathematics. Option 1 (Pure Track) consists of MATH 376, 440, 480, 3 additional credits at the 200 level or above, and 3 additional credits at the 300 level or above. Option 2 (Applied Track) consists of 6 credits from MATH 330, 336, and 350, an additional 6 credits at the 300 level or above, and an additional 3 credits at the 400 level.

As a graduation requirement of the major, a student must have both a GPA of 2.0 for all courses in the major, as well as a GPA of 2.0 in all upper-division (300 level or above) mathematics courses. Only the highest grade a student earns in each course will be used in calculating these GPAs.

Minors

The department offers minors in Biology, Chemistry, Game Studies and Design, and Mathematics.

The Biology minor consists of BIO 105 and 106; BIO 205 or 206; and 8 additional hours in biology courses, with at least 4 hours from courses numbered 300 or above.

The Chemistry minor consists of CHEM 121, 122, 221, 222, 320, and one additional course from the following: CHEM 321, 370, 420, 450.

A Game Studies and Design minor consists of GSD 210, 225, 301, 302, and four additional courses from the following: ENG 301, 361, MATH 202, MK 351, PHIL 300, SOC 303.

A Mathematics minor consists of MATH 170, 171, and 272, and at least 6 hours of MATH electives at the 200 level or above.

Marine Science

The University is a member of the Marine Environmental Sciences Consortium, a public, non-profit corporation dedicated to providing marine education, research, and service to Alabama. UM students focusing on marine science will study at the Consortium's Dauphin Island Sea Laboratory, Dauphin Island, Alabama. Students register and pay tuition for these courses at Montevallo.

A minimum of 16 semester hours of biology is required before any 400-level course in marine science may be

taken. Admission into all courses is subject to consent of the instructor.

The following courses do not apply toward a major or minor in Biology: MSCI 445, 451, 460, 484, and 486. Students who wish to major in Biology with emphasis in Marine Biology should consult the department chair.

Pre-Engineering Program

A student entering the pre-engineering program concentrates the first two years on completing basic courses in mathematics, physics, chemistry, and humanities. At the conclusion of the second year, the student transfers to the engineering school of choice to complete the B.S. degree in engineering. A suggested curriculum follows the curricula for mathematics majors.

Dual-Degree Engineering Programs

UM currently has dual-degree program agreements with the engineering colleges of Auburn University, University of Alabama at Birmingham, and University of Alabama at Tuscaloosa. In three years at UM, a student in one of these programs completes 102 semester hours, which include all of UM's general education requirements and all course requirements of the B.S. degree in mathematics. After successful completion of those three years, the student transfers to the engineering college of his or her choice. Those universities offer the following areas of concentration:

- Auburn: aerospace, agricultural, chemical, civil, computer, electrical, industrial, materials, mechanical, or textile;
- UAB: civil, electrical, materials, or mechanical; and
- UAT: aerospace, chemical, civil, electrical (computer engineering option available), industrial, mechanical, metallurgical, or computer science.

Upon successful completion of study of a specific engineering curriculum, the student is awarded two degrees: a B.S. in Engineering and a B.S. in Mathematics from UM.

Students interested in a dual-degree program should contact Assistant Professor Hope for details.

Pre-Professional Programs

Students interested in pre-professional programs leading to post-graduate study in nursing, medicine, dentistry, optometry, veterinary medicine, and pharmacy should refer to the section on Pre-Professional Programs.

Courses in Biology, Chemistry, and Mathematics

Biology (BIO)

Course name	Credit
100 Principles of Biology	4
105 Introductory Biology I	4
106 Introductory Biology II	4
205 Ecology.....	4
206 Genetics.....	4
300 Microbiology.....	4
307 Molecular Cell Biology	4
310 Plant Systematics	4

Biology (BIO) (continued)

Course name	Credit
341 Anatomy	4
342 Physiology.....	4
375 Environmental Sampling.....	2
380 Invertebrate Zoology	4
390 Animal Behavior	4
410 Histology	4
420 Parasitology	4
425 Molecular Techniques.....	4
430 Developmental Biology	4
435 Conservation Biology.....	4
440 Evolution	4
450 Immunology.....	4
460 Field Botany	4
470 Vertebrate Field Zoology	4
475 Special Topics in Biology.....	1-4
480 Special Problems in Biology.....	1-4

Chemistry (CHEM)

Course name	Credit
100 Fundamentals of Chemistry.....	4
101 Basic Chemistry I.....	4
102 Basic Chemistry II.....	4
121 General Chemistry I.....	4
122 General Chemistry II.....	4
221 Organic Chemistry I.....	4
222 Organic Chemistry II.....	4
255 Chemical Computations	3
320 Analytical Chemistry	4
321 Physical Chemistry I	4
322 Physical Chemistry II	4
370 Biochemistry I	4
375 Environmental Sampling.....	2
380 Special Projects in Chemistry.....	1-6
420 Advanced Inorganic Chemistry.....	4
421 Advanced Physical Organic Chemistry.....	3
431 Research Project.....	4
440 Special Topics in Chemistry.....	3-4
450 Instrumental Analysis	4
490 Chemistry Seminar I	1
491 Chemistry Seminar II	1

Game Studies and Design (GSD)

Course name	Credit
210 History of Games	3
225 Survey of Modern Games	3
295 Special Topics.....	1-3
301 Game Design Workshop I	3
302 Game Design Workshop II	3
395 Special Topics.....	1-3

Geology (GEOL)

Course name	Credit
110 Physical Geology	4
115 Historical Geology	4
120 Introduction to Planetary Science.....	4

Courses in Biology, Chemistry, and Mathematics (continued)

Mathematics (MATH)

Course name	Credit
131 Intermediate Algebra	3
144 Pre-Calculus Algebra.....	3
147 Finite Mathematics	3
149 Pre-Calculus Trigonometry.....	3
150 Pre-Calculus Algebra and Trigonometry	4
154 The Nature of Mathematics	3
157 Introduction to Statistics	3
160 Basic Mathematics for Elementary Teachers I.....	3
162 Basis Mathematics for Elementary Teachers II	3
170 Calculus I.....	4
171 Calculus II.....	4
185 Survey of Mathematics	1
202 Mathematics of Games.....	3
205 Introduction to the History of Mathematics	3
247 Introduction to Discrete Mathematics	3
261 Introduction to Programming and Computer Algebra Systems	3
271 Sequences, Series, and Indeterminate Forms	2
272 Calculus III	4
295 Special Topics.....	3
299 Independent Study.....	1–3
310 Foundations of Mathematics.....	3
330 Numerical Analysis	3
336 Mathematical Statistics.....	3
350 Differential Equations.....	3
376 Complex Analysis.....	3
387 Graph Theory.....	3
390 Linear Algebra.....	3
395 Special Topics.....	3
399 Independent Study.....	1–3
440 Abstract Algebra	3
470 Real Analysis	3
480 Topology.....	3
484 Directed Reading in Mathematics.....	1
485 Senior Seminar.....	1
495 Special Topics.....	3
498 Mathematics Colloquium	1
499 Independent Study.....	1–3

Physics (PHYS)

Course name	Credit
100 Introductory Physics	4
201 College Physics I	4
202 College Physics II.....	4
241 University Physics I	4
242 University Physics II	4
350 Modern Physics.....	4

Pre-Professional Programs

Pre-Professional Programs

Chair of the Health Professions Advisory Committee: Associate Professor Noerager

A wide variety of pre-professional programs may be planned that will fulfill specific requirements for admission to either allopathic or osteopathic medical schools, while allowing students to pursue their individual academic interest. Students should consult the catalogs of particular health-professions schools for specific information on admissions requirements.

Independent of academic advising for their majors, students can be advised regarding their preparation for admission to health-professional school by the Health Professions Advisory Committee in the Department of Biology, Chemistry, and Mathematics. Health-professions advising assignments will be made by Dr. Noerager, based on the professional and educational goals of the student. It is important that all students interested in health-professions careers, regardless of educational majors, contact Dr. Noerager prior to registration for courses, so that programs of study for the health professions can be outlined.

When applying to professional programs, the student may request an evaluation letter from the Health Professions Advisory Committee. This evaluation letter will be based in part on information from two academic recommendation letters, which should be sent to Dr. Noerager, Chair, Health Professions Advisory Committee. The student is responsible for requesting the two recommendation letters and for informing the Advisory Committee to which schools the evaluation letter should be sent.

Pre-Medicine and Pre-Dentistry

Medical and dental schools emphasize the need for applicants to have a broad general education and in-depth experience in a single discipline. Therefore, most require that the undergraduate program include:

- one academic year of general biology (BIO 105, 106);
- one academic year each of inorganic or general chemistry (CHEM 121, 122) and organic chemistry (CHEM 221, 222);
- English composition (ENG 101, 102) and additional English courses;
- one semester of precalculus (MATH 150);
- one academic year of physics (PHYS 201 and 202, or 241 and 242); and
- one academic year in the humanities.

Within that context, applicants are urged to select some courses from appropriate areas in science (e.g. BIO 206, 300, 307, 341, 342, 410, 430, 450; CHEM 320, 370), and those areas of the social sciences and humanities that prepare students for the humanistic, behavioral, and socio-economic aspects of health care.

At Montevallo, these recommendations can be met in several programs of study leading to a variety of majors and minors.

Applications to medical and dental schools should be submitted approximately one year prior to the expected date of enrollment. Most medical schools require the Medical College Admission Test (MCAT), which is administered several times a year. Dental schools have the same requirement for their test, the Dental Admission Test (DA). Normally these tests should be taken during the summer after the junior year.

Pre-Optometry

Applicants to an optometric program must have completed 90 credit hours prior to matriculation. No more than 60 credit hours earned at a two-year college may be applied toward this requirement, and applicants with a bachelor's degree are given preferential consideration.

The following courses are general prerequisites: BIO 105, 106, 300; CHEM 121, 122, 221; ENG 101, 102; MATH 147, 170; PHYS 201 and 202, or 241 and 242.

All applicants must take the Optometry Admission Test (OAT), submit letters of recommendation, and take part in an interview. Contact the Health Professions Advisory Committee for more information.

Pre-Pharmacy

Admission requirements differ greatly between the two pharmacy schools in Alabama. In either case, the pre-pharmacy curriculum is a two-year program. Students usually submit an application to the professional school of their choice in the Spring Semester of the sophomore year.

Consult the Health Professions Advisory Committee for assistance in planning for the school of your choice.

Pre-Nursing

Students interested in studying nursing should contact the Chair of the Department of Biology, Chemistry, and Mathematics.

Department of Communication Science and Disorders

Professor Armstrong; Assistant Professors Edwards, Gaskill, Johnson (Acting Chair), Murdoch, Rich, Valentine; Staff Clinical Director Chatman.

Major

The Department grants the B.S. degree in Speech-Language Pathology (SLP).

The pre-professional program leads to the B.S. degree.

Each student in the Department must earn a grade of C or better in all departmental courses. This policy applies to all CSD courses. If a grade below C is received in a required course, the course must be repeated. Prerequisite courses must be passed with a C or better before subsequent courses may be taken. (For example, CSD majors must make a C or better in CSD 411 Introduction to Audiology before they can take CSD 471 Aural Rehabilitation. Other prerequisite courses are noted in the course listings.)

All CSD majors must be admitted into the junior class. To do so, a student must:

- complete the required 60 hours for junior status,
- complete specified courses in Speech-Language Pathology (CSD 101, 253, and 291),
- once admitted, maintain an overall GPA of 2.5 or better.

Note: Most CSD courses are only available to students who are declared CSD majors. CSD 101 is available to students who may be considering declaring Speech-Language Pathology as their major and are seeking more information about the profession. CSD 385 and 401 are also available to students outside the major.

Master's Degree

Persons interested in obtaining the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) and the state license from the Alabama Board of Examiners in Speech-Language Pathology and Audiology (ABESPA) will be required to complete a master's degree in speech-language pathology. The Department offers the M.S. degree in Speech-Language Pathology. Refer to the *Graduate Bulletin* for more information on the program.

Courses in Communication Science and Disorders

Communication Science and Disorders (CSD)

Course name	Credit
101 Survey of Communication Disorders	3
253 Applied Phonetics in Communication Disorders	3
291 Normal Language Development	3
380 Anatomy and Physiology of Speech.....	3
385 Multicultural Issues	3
393 Language Disorders: Assessment and Intervention	3

**Communication Science and Disorders (CSD)
(continued)**

Course name	Credit
394 Articulation and Phonological Development: Assessment and Intervention	3
401 Introduction to Clinical and Educational Interventions for Autism.....	2
411 Introduction to Audiology.....	3
463 Clinical Observation.....	1
464 Senior Seminar	3
471 Aural Rehabilitation.....	3
473 Introduction to Medical Speech-Language Pathology	3
475 Speech Science	3
481 Clinical Policies and Procedures	3
495 Introduction to Voice and Fluency Disorders	3
498 Special Studies in Communicative Disorders	1–3

**Department of English and
Foreign Languages**

Professors Conway, King, Murphy, Patton, Stewart, Webb; Associate Professors Ayotte, Crawford, Forrester, Inglesby, Mahaffey (Chair), Rozelle, Stoops, Vaccarella, Vazquez-Gonzalez; Assistant Professors Batkie, Beringer, Chancellor, Durst; Instructor Rickel.

General Education

All undergraduate students (except transfer students with equivalent credit) must complete the department's courses in Composition and in World Literature, either at the standard (ENG 101, 102, 231, 232) or honors level (ENG 103, 104, 233, 234).

Majors

The department offers the B.A. degree with majors in English and in Foreign Languages with a concentration in French or Spanish. At times there are elective courses in German.

The B.A. degree requires completion of the second-year sequence of a foreign language.

English

Students who major in English must take 36 hours in English courses numbered 300 or above. The 36 hours must include the following:

- 3 hours in ENG 300, Introduction to the Major;
- 9 hours in ENG 305, 306, and 307, Introduction to the Study of British and American Literature;
- 3 hours in a course that focuses on the writings of one or two authors (ENG 405);
- 3 hours in a course that focuses on a genre (ENG 411, 412, 413, 414, 415, or 419);
- 3 hours in a course that focuses on texts of a specific cultural or historical period (ENG 423, 424, 425, 426, 427, 428, 431, 432, or 439);
- 3 hours in a course that analytically studies the history, structure, or use of language or of texts (ENG 452, 454, or 455);
- 3 hours in *Diverse Voices*, a study of texts that present perspectives or voices historically not taught in British or American literature (ENG 471, 472, 473, 474, or 475);
- 3 hours in ENG 485, Senior Seminar: A Capstone Course for English majors; and
- 6 additional hours in English courses numbered 300/400 and above.

Of the 27 hours in courses other than ENG 305, 306, and 307, at least 6 hours must be in literature written before 1800, and at least 6 hours must be in literature written after 1800. In addition, of these 27 hours, at least 3 hours must be in courses primarily about American literature, and at least 3 hours must be in courses primarily about British literature.

A single course can satisfy only one of the nine requirements.

English majors must complete either:

1. a minor in a selected field, or

2. a departmentally approved minor area of concentration.

Candidates who wish to pursue the English/Language Arts Alternative Master's program must successfully complete 32/19 (32 hours with 19 hours at the 300/400 level) and have at least one course in each of the following areas: English, theatre, speech, journalism (MC 200), and grammar.

Foreign Languages

A degree in Foreign Languages can lead to various careers, from teaching to translation to business. The importance of language skills in the professional world is increasingly evident, and second-language skills will enhance career options, particularly in fields related to health and human services and customer service. Students planning to pursue graduate study may find a double major with a language a valuable asset.

Students wishing to begin French or Spanish at an advanced level (that is, above 101) and who do not already have credit for the language in question may take the Department's placement exam. Departmental faculty evaluate the results of the exam to determine the appropriate level of study. Students may register for a course lower than indicated by the exam, but not higher. The exam is offered to new students during summer preregistration and to other students by appointment. Contact the Foreign Languages office (station 6410) for more information.

The department offers the B.A. degree in Foreign Languages with a concentration in French or Spanish. Students who major in Foreign Languages must take 39 hours of the following:

- 3 hours from FL 301, 302, or 303; **or** 3 hours upper-level French/Spanish class;
- 6 hours from CSD 385; GEOG 231, 331; HIST 363, 380, 447, 448, 455, 461, 465, 483; MG 308, 465; POS 340, 455; SOC 445;
- 6 hours from FL 395 **or** two upper-level French/Spanish classes;
- FL 480; and
- 21 hours in Target Language courses 301; 302; 331 or 332; 341, 342, 344, or 345; **and** two classes numbered 300 or above.

Minors

A minor in English requires completion of 18 hours in English courses numbered 300 or above.

A minor in French requires completion of 12 hours of French courses numbered 300 or above.

A minor in Philosophy and Religion requires 18 credit hours in any combination of the two disciplines. Students choosing this minor are encouraged to take PHIL 110 or 220 (each of which satisfies the Humanities and Fine Arts component of the General Education curriculum) before enrolling for other courses.

A minor in Spanish requires completion of 12 hours of Spanish courses numbered 300 or above.

A minor in Writing requires completion of ENG 490 and 18 additional credit hours from the following: ENG 361, 380, 454, 455, 456, 461, and 489; COMS 330, 430,

435, and 450; MC 200, 255, 265, 300, 310, 332, 355, 390, and 455; MIS 267; PHIL 180; and THEA 371 and 471. Courses applied to the requirements for the English major may not also be counted toward the Writing minor. The Department of English and Foreign Languages offers a minor in Writing as a means to develop written communication skills that will be essential for success in any career path, within a coherent liberal-arts framework that reflects the mission of the College of Arts and Sciences. Students choosing this minor will select from a diverse roster of courses emphasizing both the practice of writing and the theories behind it. The culminating experience of the minor will be an individualized guided practicum that involves the creation of a portfolio that includes work of publishable quality. Either as an integrated part of the traditional English major, or as a supplement to another major, the minor in Writing provides marketable skills that are also at the core of a liberal-arts education.

Teacher Certification

The department offers teacher-certification programs in French and Spanish.

Courses in English and Foreign Languages

English (ENG)

Course name	Credit
100 Composition Practicum	1
101 Composition I	3
102 Composition II.....	3
103 Honors Composition I	3
104 Honors Composition II	3
180 Theatre in the Mind.....	1-3
231 World Literature I	3
232 World Literature II	3
233 Honors World Literature	3
234 Honors World Literature II	3
300 Introduction to the Major	3
301, 302 Special Topics in Language & Literature	3
305 Introduction to the Study of British and American Literature I	3
306 Introduction to the Study of British and American Literature II	3
307 Introduction to the Study of British and American Literature III.....	3
310 Literature for Children.....	3
320 Studies in World Literature.....	3
361 Creative Writing	3
380 Advanced Composition.....	3
404 Literature for Young Adults	3
405 Studies in One or Two Authors	3
408 Practicum in Writing Center Tutoring.....	1-3
411 Studies in Drama.....	3
412 Studies in Poetry.....	3
413 Studies in the Novel	3
414 Studies in Short Fiction.....	3
415 Studies in Non-Fiction.....	3
419 Special Topics in Genre	3
423 Medieval Literature	3

Courses in English and Foreign Languages (continued)

English (ENG) (continued)

Course name	Credit
424 Early Modern Literature.....	3
425 Restoration and Eighteenth-Century Literature.....	3
426 The Romantic Period.....	3
427 The Victorian Period.....	3
428 Modern Literature.....	3
431 American Literature to 1865.....	3
432 American Literature after 1865.....	3
439 Special Topics in the Literature of a Region, Culture, or Period.....	3
452 Studies in Critical Theory.....	3
454 Studies in Composition and Rhetoric.....	3
455 Advanced English Grammar.....	3
456 The Writing Process: Theories and Practices.....	3
461 Advanced Creative Writing.....	3
471 African-American Literature.....	3
472 Literature of Plural America.....	3
473 Post-Colonial Literature.....	3
474 Anglophone Literature.....	3
475 Literature by Women.....	3
485 Senior Seminar: A Capstone Course for English Majors.....	3
489 Selected Topics in Literature and Language.....	variable
490 Portfolio Preparation.....	1

Foreign Languages (FL)

Course name	Credit
100 Introductory Foreign-Language Study.....	1–6
200 Intermediate Foreign Language Study.....	1–6
300 Methods in Foreign-Language Teaching.....	3
301 Culture Through Cinema.....	3
302 Introduction to Literary Theory.....	3
303 Origin and History of Language.....	3
370 Special Topics.....	3
395 Study Abroad.....	6
399 Experiences in Language and Culture.....	1–3
480 Senior Seminar: A Capstone Course for Foreign Language Majors.....	3

French (FRN)

Course name	Credit
101 Introductory French I.....	3
102 Introductory French II.....	3
150 Accelerated Introductory French.....	6
201 Intermediate French I.....	3
202 Intermediate French II.....	3
250 Accelerated Intermediate French.....	6
300 Directed Independent Study.....	1–3
301 French Conversation.....	3
302 Grammar and Composition.....	3
303 Phonetics and Phonology.....	3
310 Business French.....	3
320 French Literature in Translation.....	3
321 Francophone Literature in Translation.....	3

French (FRN) (continued)

Course name	Credit
331 Survey of French Literature.....	3
332 Survey of Francophone Literature.....	3
341 French Culture and Civilization.....	3
342 Francophone Culture and Civilization.....	3
344 Francophone Cultural Studies and Film.....	3
345 The Francophone World Today.....	3
370 Special Topics.....	3
395 Study Abroad.....	6
400 Directed Independent Study.....	3
405 History of the French Language.....	3
423 History of French Film.....	3
430 French Medieval, Renaissance or Early Modern Literature.....	3
431 Modern and Contemporary French Literature.....	3
440 Francophone French Literature.....	3
451 Studies in Drama.....	3
452 Studies in Prose.....	3
453 Studies in Poetry.....	3
470 Special Topics.....	3

German (GER)

Course name	Credit
101 Introductory German I.....	3
102 Introductory German II.....	3
201 Intermediate German I.....	3
202 Intermediate German II.....	3

Humanities (HUM)

Course name	Credit
400 Internship.....	1–6

Latin (LAT)

Course name	Credit
101 Introductory Latin I.....	3
102 Introductory Latin II.....	3

Philosophy (PHIL)

Course name	Credit
110 Introduction to Philosophy.....	3
111 Honors Introduction to Philosophy.....	3
180 Critical Reasoning.....	3
220 Ethics.....	3
221 Honors Ethics.....	3
230 Science, Technology, and Value.....	3
250 Symbolic Logic.....	3
270 Philosophy of the Nineteenth Century.....	3
280 Ancient and Medieval Philosophy.....	3
290 Modern Philosophy.....	3
300 Special Topics in Philosophy.....	3
310 Philosophy of Religion.....	3
320 Feminist Philosophy.....	3
321 Philosophical Pragmatism.....	3
330 Philosophy of Science.....	3
350 Existentialism.....	3
365 Philosophy of Art.....	3
400 Studies in One or Two Philosophers.....	3

Courses in English and Foreign Languages (continued)

Philosophy (PHIL) (continued)

Course name	Credit
410 Epistemology.....	3
420 Metaphysics	3
430 Metaethics.....	3
440 Philosophical Analysis	3
465 Special Topics in Aesthetics	3

Religion (REL)

Course name	Credit
110 World Religions.....	3
210 Introduction to Religious Studies	3
300 The Literature of the Bible and Koran.....	3
301 St. Paul.....	3
302, 303 Special Topics in Religion	3

Spanish (SPN)

Course name	Credit
101 Introductory Spanish I.....	3
102 Introductory Spanish II.....	3
150 Accelerated Introductory Spanish.....	6
201 Intermediate Spanish I.....	3
202 Intermediate Spanish II	3
250 Accelerated Intermediate Spanish	6
300 Directed Independent Study	1–3
301 Spanish Conversation.....	3
302 Grammar and Composition.....	3
303 Phonetics and Phonology	3
310 Business Spanish	3
320 Latin American Literature in Translation	3
321 Spanish Literature in Translation	3
330 Introduction to Hispanic Literature	3
331 Survey of Spanish Literature	3
332 Survey of Latin American Literature	3
341 Peninsular Culture and Civilization	3
342 Latin-American Culture and Civilization	3
343 U.S. Latino Culture and Civilization	3
344 Hispanic Cultural Studies and Film	3
345 The Hispanic World Today	3
370 Special Topics.....	3
395 Study Abroad	6
400 Directed Independent Study	1–3
405 History of the Spanish Language	3
410 Spanish for the Professions	3
430 Spanish Medieval and Golden-Age Literature.....	3
431 Modern and Contemporary Spanish Literature	3
440 Colonial Spanish Literature	3
441 Modern and Contemporary Latin-American Literature.....	3
442 U.S. Latino Literature	3
450 Cervantes.....	3
451 Studies in Drama.....	3
452 Studies in Poetry.....	3
453 Studies in Prose.....	3
470 Special Topics.....	3

Michael E. Stephens College of Business

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Professors Bell, Craft (Dean), Mechitov, Moshkovich; Associate Professors Connell, Hamilton, MacPherson, Motii, Sanders, Smith; Assistant Professors Dillard, McMinn; Visiting Professor Sudderth; Instructor Dee.

Mission

The mission of the Stephens College of Business is to provide a personalized, ethically focused, liberal-arts-based business education that gives graduates outstanding communication, critical thinking, and leadership skills and a commitment to improving organizations and society.

Programs

The Stephens College of Business (COB) offers the Bachelor of Business Administration (B.B.A.) degree with majors in Accounting, Finance, Management, and Marketing. In addition, for students from any field of study, the Stephens COB offers minors in accounting, general business, and management information systems. The general business minor meets all prerequisites for the College's master of business administration (M.B.A.) program, which embraces students and professionals who look to succeed in business regardless of their backgrounds. To accomplish our mission the Stephens COB programs are designed to develop and equip students for the workplace. A foundation of the understanding of the liberal arts, including the natural sciences, mathematics, the arts, and human behavior, is what sets these business programs apart. Students majoring in a business degree program are required to express ideas convincingly and clearly, both in writing and in presentation. Students are required to work in and lead teams to develop their ability to conduct business meetings in a technological and global environment while displaying a commitment to diversity and ethical integrity.

Academic Programs and Checksheets for the Michael E. Stephens College of Business

Information about academic programs, as well as checksheets showing a suggested course of study for each major within this College, are available on the University's website.

Accreditation

Stephens COB programs are accredited by The Associa-

tion to Advance Collegiate Schools of Business (AACSB International), the premier accrediting agency for programs in business administration. AACSB International is devoted to the promotion and improvement of higher education in business administration. This accreditation places the Stephens COB with the top business programs worldwide.

AACSB accreditation means that Stephens COB students are exposed to curricula that blend theory and practice and are delivered by faculty members with strong academic credentials and professional experience, and who demonstrate high-quality teaching and research. The programs reflect currency and relevancy in knowledge and practices while satisfying criteria established and accepted by the international education community.

Finally, AACSB accreditation shows employers the value of a Stephens COB business degree.

Curriculum

The Stephens COB offers the B.B.A. degree with majors in Accounting, Finance, Management, and Marketing. Each degree program requires completion of the general education core, the business core, major requirements, and a set of elective courses.

Admission Policy

Freshmen admitted with either an American College Testing Program (ACT) composite score of less than 18 or a Scholastic Assessment Test (SAT) combined score of less than 800 must successfully complete ENG 101 and 102 and MATH 144, 147, or higher to be eligible for enrollment in the Stephens COB. Current University students changing to a business major, transfer students, and **non-Stephens COB** students being readmitted to the University must have a minimum GPA of 2.0 based on a 4.0 scale in order to be eligible for admission to the Stephens COB.

Academic Regulations

- Before a student enrolls in junior-level business courses, 60 semester hours must have been completed.
- Business majors must schedule freshman English and mathematics each semester until course requirements are successfully completed.
- To graduate, a Business major must:
 - a. attain a minimum 2.0 GPA in the basic business core and a minimum 2.0 GPA on all business courses attempted in the major and
 - b. complete the last 18 semester hours in the basic business core and the last 15 semester hours in the major at UM in the Stephens COB.
- Transfer students should follow the program of study outlined for B.B.A. candidates at the University during the freshman and sophomore years at other institutions.
 - a. The dean of the College determines eligible

transfer credit that applies toward business degrees.

b. Transfer students must schedule freshman and sophomore course deficiencies each semester until successfully completed.

General Education Core

Students seeking an undergraduate degree at UM must complete a 53-semester-hour General Education curriculum that includes courses in English, history, mathematics, the natural sciences, social sciences, fine arts, oral and written communication, computer applications, and health and kinesiology.

The minimum requirements are included in the Academic Programs and Policies chapter of this *Bulletin*, under the degree requirements section.

All Business majors must take EC 231 and 232, which fulfill 6 hours of the History, Social, and Behavioral Sciences component of the General Education curriculum.

Courses in the general education core and business core satisfy the 3-hour computer applications requirement in the General Education program.

Business Core

Students seeking the B.B.A. degree must complete the 36-semester-hour business core, 18 or more hours in their majors, plus sufficient electives after consultation with their adviser to complete at least 130 hours required for graduation.

The Business Core requirements are:

Course	Credit hours
AC 221, 222	Principles of Accounting I and II 6
BL 283	Legal Environment of Business 3
FI 372	Business Finance 3
MG 361	Principles of Management and Organization Theory 3
MG 305	Business Professional Development 3
MG 469	Business Policy..... 3
MIS 367	Management Information Systems..... 3
MK 351	Principles of Marketing 3
QM 235, 236	Quantitative Methods in Business I and II..... 6
QM 363	Operations Management..... 3

Majors

The Stephens COB offers the Bachelor of Business Administration degree with majors in Accounting, Finance, Management, and Marketing.

Accounting

The Accounting major prepares students for careers in financial reporting, managerial accounting, taxation, and general business. Students obtaining accounting degrees from this institution pursue careers in public accounting, controlling, finance, sales, and general management. They are employed by public accounting firms, industrial companies, financial companies, and government agencies. Accounting students are exposed to the traditional accounting fields such as auditing, information systems, generally

accepted practices, law, taxation, and cost determination. The program is designed so students can prepare for the Certified Public Accounting (CPA) Examination. The program follows the prescribed Alabama State Board of Accountancy curricular recommendations.

The following courses, totaling 30 credit hours, are required for a major in Accounting.

AC 324, 325, 327 Intermediate Accounting I, II, III	9
AC 326 Cost Accounting I	3
AC 421 Income Tax I.....	3
AC 423 Auditing I.....	3
BL 384 Business Law.....	3
Three electives from: AC 422, 425, 426, 427, 428	9

CPA prerequisites: A student who intends to sit for the CPA in Alabama must complete:

- all five of the Accounting electives (AC 422, 425, 426, 427, and 428);
- sufficient additional hours to meet the 150-hour requirement of the State of Alabama accountancy law.

Finance

The Finance major develops the specialized finance knowledge, techniques, and skills necessary for students to be successful in the workplace. The program encompasses the major areas of finance including corporate finance, financial institutions and markets, and investments. This degree program offers a strong foundation in the principles of valuation, financial statement analysis, and the concepts behind sound financial decision making.

The successful finance student will possess strong analytical skills, the ability to write, and the ability to speak clearly and convincingly. Both the required and elective courses in the finance major help develop these skills. Many finance courses require the use of spreadsheets, statistical packages, presentation software, and word processing. Using these computer programs will aid in the development of the skills necessary for a degree that is very marketable.

The following courses, totaling 18 credit hours, are required for a major in Finance.

FI 401 Money and Banking	3
FI 411 Risk Management and Insurance.....	3
FI 472 Advanced Business Finance	3
FI 473 Investments.....	3

At least two of the following courses:

FI 421, 474, 475, 476.....	6
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Management

The Management major is a blend of theory and professional application. This dynamic curriculum is designed to respond to the needs of business. Students receive a management education that focuses on management skills and leadership. The program is designed to develop and refine interpersonal and analytical skills necessary to create centers of management excellence. Students whose accomplishments reflect strong leadership qualities and the ability to improve the efficiency or competitive position of an organization will have the best opportunities in the workplace.

The following courses, totaling 18 credit hours, are required for a major in Management.

MG 308 Business and Society.....	3
MG 462 Human Resource Management.....	3
MG 464 Leadership and Organizational Change.....	3
MG 467 Organizational Behavior	3
Two of the following courses:	
MG 400, 460, 465, 466, 476	6

Marketing

The Marketing major examines the marketing processes involved in the conception, pricing, promotion, and distribution of ideas, goods, and services. Students in the marketing major become proficient in developing, analyzing, and creating exchanges that satisfy individual and organization objectives. Marketing students develop a comprehensive overview of marketing theory and professional practices that lead to positions in advertising, marketing research, communications, public relations, sales management, franchising, and retailing.

The following courses, totaling 18 credit hours, are required for a major in Marketing.

MK 353 Marketing Communications.....	3
MK 452 Strategic Marketing Management.....	3
MK 453 Marketing Research.....	3
MK 458 International Marketing	3
Two of the following courses:	
MK 352, 450, 455, 476.....	6

Minors

Accounting

A minor in Accounting consists of 18 total credit hours of accounting coursework, comprised of AC 221 and 222 and 12 credit hours of upper-division accounting courses.

Business

A minor in Business consists of 18 hours of required business courses, including: AC 221, EC 232, FI 372, MG 361, MK 351, and QM 235.

Management Information Systems

A minor in Management Information Systems (MIS) consists of 18 total credit hours of MIS coursework, comprised of MIS 161 and 367 and 12 credit hours of MIS and/or FI 421 courses.

Courses in Business

Accounting (AC)

Course name	Credit
221 Principles of Accounting I	3
222 Principles of Accounting II	3
324 Intermediate Accounting I	3
325 Intermediate Accounting II	3
326 Cost Accounting I	3
327 Intermediate Accounting III	3
409 Internship in Accounting	3
421 Income Tax I	3
422 Advanced Accounting	3
423 Auditing I	3

Accounting (AC) (continued)

Course name	Credit
425 Not-for-Profit Accounting	3
426 Cost Accounting II.....	3
427 Income Tax II	3
428 Auditing II	3
476 Applied Research in Accounting.....	3

Business Law (BL)

Course name	Credit
283 Legal Environment of Business	3
384 Business Law	3

Economics (EC)

Course name	Credit
231 Introduction to Macroeconomics.....	3
232 Introduction to Microeconomics.....	3
307 World Economy.....	3

Finance (FI)

Course name	Credit
372 Business Finance	3
401 Money and Banking.....	3
411 Risk Management and Insurance.....	3
421 Financial Information Systems	3
472 Advanced Business Finance.....	3
473 Investments	3
474 Financial Planning	3
475 Special Topics.....	3
476 Applied Research in Finance.....	3

General Business (GB)

Course name	Credit
100 Introduction to Business	3
270 Personal Finance	3
409 Internship in Business.....	3

Management (MG)

Course name	Credit
305 Business Professional Development.....	3
308 Business and Society	3
361 Principles of Management and Organization Theory	3
400 Globalization: National and International Issues.....	3
460 Special Topics in Management	3
462 Human Resource Management	3
464 Leadership and Organizational Change	3
465 International Management	3
466 Entrepreneurial Leadership.....	3
467 Organizational Behavior.....	3
469 Business Policy	3
476 Applied Research in Management.....	3

Management Information Systems (MIS)

Course name	Credit
161 Introduction to Computers	3
267 Web Design and Publishing.....	3
310 Computerized Data Analysis.....	3
330 Survey of Programming Languages.....	3
350 Business Programming.....	3
367 Management Information Systems.....	3
370 Internet Applications	3

Courses in Business (continued)

Management Information Systems (MIS) ***(continued)***

Course name	Credit
410 Database Management	3
420 Telecommunications and Networking.....	3
430 E-Commerce.....	3
450 Systems Analysis and Design.....	3
460 Selected Topics in Management Information Systems.....	3
476 Applied Research in Management Information Systems.....	3

Marketing (MK)

Course name	Credit
351 Principles of Marketing.....	3
352 Professional Selling.....	3
353 Marketing Communications.....	3
450 Services Marketing	3
452 Strategic Marketing Management.....	3
453 Marketing Research	3
455 Special Topics in Marketing.....	3
458 International Marketing.....	3
476 Applied Research in Marketing	3

Quantitative Methods (QM)

Course name	Credit
235 Quantitative Methods in Business I.....	3
236 Quantitative Methods in Business II.....	3
363 Operations Management.....	3

College of Education

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Mission

The mission of the College of Education is to promote the professional development of students who have made a commitment to service/careers in education, child and family studies, dietetics, health promotion, and retail merchandising. The College accepts as its primary role the preparation of professionals who make wise and informed decisions based on sound knowledge, skills, and practical experience.

Programs

The College of Education offers degree programs in Education of the Deaf and Hard of Hearing, Elementary Education, Family and Consumer Sciences, and Kinesiology. It also provides professional education courses necessary to meet teacher certification requirements for students who are preparing to teach at the P-12 and Secondary School levels. In addition, the College offers the following special education certification: K-6 Collaborative Teacher added to Elementary Education. Students may earn either a Bachelor of Arts or a Bachelor of Science degree in the College of Education. Students who complete teacher certification at UM are designated "Highly Qualified" under the provisions of the federal legislation titled "No Child Left Behind." All teacher preparation programs are fully aligned with the Alabama Quality Teaching Standards.

Academic Programs and Checksheets for the College of Education

Information about academic programs, as well as checksheets showing a suggested course of study for each major within this College, are available on the University's website.

Accreditation

The College is a member of the American Association of Colleges of Teacher Education and is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The Teacher Education Program (TEP) has been approved by the State Department of Education on the basis of National Association of State Directors of Teacher Education guidelines and state certification standards.

In compliance with the requirements of Title II of the Higher Education Act, the University of Montevallo reports that the State of Alabama presently administers the Alabama Educator's Certification Testing Program

(AECTP) for undergraduate students seeking initial teacher certification, and PLT and Praxis II, state-mandated tests to evaluate content knowledge and professional studies. Successful completion of all tests is required for Alabama teacher certification.

Admission to the Teacher Education Program (TEP)

Education courses are designed for prospective teachers and may be taken as general electives only with special permission by the Dean of the College. A student who plans to become a candidate for a teaching certificate must be admitted to the TEP. An application for admission may be obtained in the Office of Teacher Education Services, Wills 207.

Criteria for admission to the TEP include the following:

- An application for admission must be submitted during the semester in which 60 credit hours of college study are completed. At least 48 (36 MUS) of the 60 hours must be in General Education courses (core requirements) to be eligible for admission.

- A minimum grade point average (GPA) of 2.5, based on a 4.0 scale, on college study attempted (in general studies, the teaching field(s), and professional studies) must have been attained at the time of admission.

- Students, including transfers, in Elementary Education or Elementary Education with an endorsement in K-6 Collaborative Teacher must earn a minimum grade of C in all general-studies courses for admission to the TEP.

- A grade of C or better in a communication studies performance course must have been attained.

- A team interview with selected faculty members must have been completed successfully. Instructions for these interviews are located in the Teacher Education Handbook and can be obtained from the Office of TES. It is the responsibility of the student to schedule an interview with the Office of TES.

- Introduction to Teaching (ED 401) must be completed with a grade of C or better.

- A grade of C or better in ENG 101 and 102 must be attained.

- Successful completion of the Applied Math, Reading for Information, and Writing portions of the AECTP.

Those who do not satisfy the noted requirements may be allowed to continue further study but are not eligible to enroll in courses designated as "TEP restricted." Study may be permitted in a limited number of professional education courses (depending on the program) prior to TEP admission. A conference with an adviser prior to enrolling in any Education course is required.

The interview with selected faculty may be attempted up to a maximum of three times. ED 401 may be repeated once and only at Montevallo. Except in cases of doctor-

verified illness, a withdrawal counts as an attempt. The English composition and speech course may be repeated as University policy permits.

The Teacher Education Handbook, published by the Office of Teacher Education Services each fall, describes more specifically the current TEP requirements.

Retention and Completion Requirements

Advising is essential for successful completion of the TEP. Portions of the program are mandated by the State of Alabama for teacher certification and other portions are required by the University for graduation. Students planning to enter the TEP should consult with an adviser upon entering Montevallo to have a program of study prepared. Any variation from the program without written permission of the Dean could result in failure to receive certification.

Study in the TEP is limited to four years. Requests for extensions of this time limit must be reviewed by the Dean of the College. Extensions may result in additional coursework.

A minimum GPA of 2.5 (in general studies, the teaching field(s), and professional studies) must be maintained while studying in the TEP. All professional education and teaching-field courses must be completed with a minimum grade of C for certification. Courses in professional studies and the teaching field(s) may be repeated only once and must be repeated at Montevallo. Admission and retention in the TEP is required to repeat TEP-restricted courses. Except in cases of doctor-verified illness, a withdrawal counts as an attempt. In addition, all Elementary Education and Elementary Education with an endorsement in K–6 Collaborative Teacher students must earn a minimum grade of C in each general-studies course for retention in the TEP.

Successful completion of an internship, during which readiness to teach is demonstrated, is required. A minimum GPA of 2.5 (in general studies, the teaching field(s), and professional studies), based on all work attempted, passing scores on all related Praxis II tests, and other requirements, must be satisfied to be eligible for an internship. Applications are available in the Office of Teacher Education Services in Wills 207.

Upon completion of the TEP, a bachelor's degree in an approved program, a minimum cumulative GPA of 2.5 (general studies, teaching field(s), and professional studies), and either a portfolio or a passing score on a comprehensive assessment over the content of the teaching field(s) and of professional education are required. Information about these assessments is available in the program areas.

All candidates for initial teacher certification must meet the requirements of the Alabama Educator's Certification Testing Program. One requirement is a passing score on the AECTP Test of Basic Skills. A second requirement includes passing scores on all related Praxis II tests. These requirements for certification have been established by the Alabama State Board of Education.

General Education Requirements for the Teacher Education Program

Alabama teacher certification requires completion of a minimum of 60 credit hours in the General Education program described on pages 31–33. Completion of the TEP includes General Education requirements with the following stipulations for Elementary Education majors:

Mathematics

Elementary Education requires MATH 144, 147, 160, and 162. Four courses (for a minimum of 12 hours) in mathematics are required.

Computer Applications

Instructional Technology (ED 447) is required.

Natural Sciences

Elementary Education requires 3 courses in science (for a minimum of 12 hours), including at least one laboratory course and courses representative of at least two branches of science.

Written Composition/Humanities

Elementary Education requires a minimum of 12 hours in English/Language Arts (ENG 101, 102, 231, and 232).

History, Social, or Behavioral Sciences

A minimum of 12 hours in Social Science (Economics, Geography, History, or Political Science) courses is also required.

Courses of Study for Teacher Certification

The University offers undergraduate teacher-education programs leading to Alabama Class B (initial) certification in the following areas:

- Elementary Education (K–6)
- Elementary/Collaborative Education (K–6)
- Secondary Education (6–12) (French, Spanish, and Family and Consumer Sciences only)
- Physical Education and Music (grades P–12)
- Special Education: Education of the Deaf and Hard of Hearing (grades P–12)

Requirements for each of the Class B programs are described in the appropriate departmental sections of this *Bulletin*. A list of Class B requirements is also available from academic advisers or from the Office of Teacher Education Services, Wills 207.

The Alabama Class B certificate validity period is five years. Students should direct questions to the Office of Teacher Education Services. Students have five years after the program completion date to apply for certification.

In all teacher-certification courses, students must earn a minimum grade of C in each course in the major.

Preschool Through 12th Grade

“Preschool through 12th grade” (P–12) refers to certification for all grades, including preschool (P) and kindergarten (K). At the Class B initial certification level, these programs are:

- Music (instrumental and choral)
- Physical Education
- Special Education: Education of the Deaf and Hard of Hearing

Students planning to receive certification in any of these areas are advised by faculty in the individual departments. Individual curriculum areas are listed in this *Bulletin*.

Special Education

The program leading to Class B certification (P–12) in special education is Education of the Deaf and Hard of Hearing. Certification in K–6 Collaborative Teacher is available to those who major in Elementary Education. Advising is handled by the College of Education.

Refer to page 61 for further information.

Secondary Education

The University offers an alternative masters degree that leads to initial teacher certification in the following areas: P–12 Art, Biology, Chemistry, English/Language Arts, Family and Consumer Sciences, General Science, History, Mathematics, Music, Physical Education, Social Science, and Special Education (K–6, 6–12, and Deaf and Hard of Hearing P–12). Refer to the *Graduate Bulletin* for more information.

Certification in more than one Teaching Field

For certification in two teaching fields at one level, it is necessary to complete the requirements of each teaching field, the appropriate professional studies, and the appropriate 16-week internship in each teaching field.

Certification at more than one Teaching Level

To prepare for certification in one level and obtain a Class B certificate in an adjacent level, e.g., K–6 and 6–12, or non-adjacent level, e.g., P–3 and 6–12, it is necessary to complete the requirements of the certification field being pursued and complete a 16-week internship at that level.

Clinical Experiences

The College of Education, in cooperation with selected school systems, has developed a comprehensive program of clinical experiences in a variety of school and community settings as an integral part the professional-studies program. These experiences require involvement in schools and agencies outside the University. Transportation is the responsibility of the student.

Education Internships

The internship is a full-time assignment, e.g., 7:30 a.m.–3:30 p.m., for a full term. Observation and teaching at the appropriate grade level or levels under the direction of a public school teacher and a University supervisor occurs. Participation in activities or courses that interfere with the internship is not allowed.

There is a “no-cut” policy for interns; unexcused absences from the assigned school or seminars are not permitted,

and each absence results in a letter-grade reduction for the course. Any excused absences in excess of two must be made up for successful completion of the internship. Excessive absences will delay completion of the internship, graduation, and certification. All internships will be completed in one semester. The University’s incomplete policy will be strictly adhered to in cases where internships are not completed.

To qualify for an internship, a minimum GPA of 2.5 on all study attempted in general studies, as well as in each teaching field and in professional education courses, is required. It is necessary to have been admitted to the TEP and have attained senior status with the required minimum number of semester hours completed. A passing score on all related PRAXIS II exams is required for all candidates to be eligible for the internship. Additional requirements include a grade of C or better in professional studies and teaching-field courses, as well as completion of required courses. Elementary Education and Elementary Education with an endorsement in Collaborative Teacher students must earn a minimum grade of C in all general-studies courses to be eligible for the internship.

Counseling and Leadership Programs

Professors Daughhetee (Chair), Puleo (Program Coordinator); Associate Professor Bentley; Assistant Professors Fenn, Jackson, Sumbry.

Graduate programs are offered in Counseling and Instructional Leadership.

Elementary Education, Education of the Deaf and Hard of Hearing, and Secondary/P–12 Education Programs

Chair: Professor Whitsett.

Elementary Program: Professor McEwan; Associate Professor Moore (Coordinator); Assistant Professors Lawley, Ratchford, Raulston, Smajic.

Secondary Program: Professor Whitsett; Assistant Professors Alexiou-Ray, Cook.

Special Education, Educational Foundations, and Instructional Technology courses are taught by Professors Cost, Thrower, Walsh; Associate Professor Smith; Assistant Professor Suell.

The undergraduate programs in this area are Elementary Education and Education of the Deaf and Hard of Hearing, both of which satisfy requirements for Alabama Class B certification. An endorsement in K–6 Collaborative Teacher (Special Education) may be added to the elementary certificate. Courses and internships that support the Alternative Master's Degree Program in Secondary Education are offered in this area. Refer to the *Graduate Bulletin* for complete details.

Elementary Education

Completion of a bachelor's degree in Elementary Education meets requirements for an Alabama Class B certificate.

A suggested course of study is in this section. Study for a B.A. instead of a B.S. degree requires a conference with an adviser.

A traditional minor is not required in Elementary Education.

Students seeking certification in Elementary Education are required to take a minimum of 12 semester hours in each of the following areas: English/Language Arts, Mathematics, Science, and Social Sciences (Economics, Geography, History, or Political Science.)

Collaborative Teacher endorsement added to Elementary

Study for a certificate in Elementary Education allows for a K–6 Collaborative Teacher endorsement with the completion of additional courses. The endorsement certifies that the recipient is qualified to teach in all areas of special education except for the areas of sensory impairments and gifted. Additional requirements for the endorsement in K–6 Collaborative Teacher include SPED 416, 440, and 462, along with an internship in an appropriate collaborative setting.

Education of the Deaf and Hard of Hearing

The College grants the B.S. degree in Education of the Deaf and Hard of Hearing (EDHH) that leads to a Class B

Special Education Certificate with endorsement in Education of the Deaf and Hard of Hearing. Requirements for admission to the Teacher Education Program can be found in the College of Education chapter of this *Bulletin*.

Each student in the Program must earn a grade of C or better in all major courses. This policy applies to all major CSD/SPED courses, as well as to CSD/SPED courses taken as part of the Deaf Studies minor. If a grade below C is received in a required course, the course must be repeated. Prerequisite courses must be passed with a C or better before subsequent courses may be taken.

EDHH Minor

The College offers an 18-21-semester-hour minor in Deaf Studies that is available to majors in any department. Required courses are SPED 205, 300, 307, 375, 378, 398, and 490.

Secondary/P–12 Education

This certification qualifies the recipient to teach at the secondary-school level (grades 6–12 or P–12) and requires completion of professional education courses, an internship, and courses in the teaching field(s).

Secondary-school certification is available in the following fields at the undergraduate level:

- Family and Consumer Sciences
- French
- Spanish

Students should confer with teaching-field advisers and College of Education counselors regarding checksheets and specific course requirements. **Secondary-school certification is available in other fields at the graduate level. Refer to the *Graduate Bulletin* for details.**

Courses in Elementary, EDHH, and Secondary/P–12 Education Programs

Education (ED)

Course name	Credit
401 Introduction to Teaching.....	1
402 Secondary Students as Learners	2
410 Teaching of Reading.....	3
411 Teaching of Reading II.....	3
418 Classroom Management	2
441 Teaching Family and Consumer Sciences at the Secondary Level	1
444 Methods and Materials for Teaching Social Studies	3
445 Methods and Materials for Teaching Mathematics	3
446 Methods and Materials for Teaching Language Arts.....	3
447 Instructional Technology.....	3
448 Methods and Materials for Teaching Science	3
450 Managing and Teaching Across the Secondary Curriculum.....	3
455 Instructional Strategies I Literacy.....	2
465 Classroom Management in the Elementary Grades.....	3
481 Organization & Methods for Early Childhood Education.....	3
490 Advanced Seminar in Secondary Education	2
495 Directed Reading & Independent Study.....	1–3

Education Internships (EDI)

Course name	Credit
440 Internship in High School.....	11
460 Internship in K–6 Collaborative Teacher	12
470 Internship in Elementary Education.....	12
480 Internship in Early Childhood Education.....	12
490 Internship in Preschool Through 12th Grade.....	12

Courses in Education of the Deaf and Hard of Hearing

Education Internships (EDI)

Course name	Credit
461 Practicum: Deaf and Hard of Hearing.....	1–3
462 Internship: Deaf and Hard of Hearing	12
471 Internship in Elementary and Deaf and Hard of Hearing	12

Courses in Foundations of Education

Educational Foundations (EDF)

Course name	Credit
330 Educational Psychology.....	3
375 School and Society.....	3
461 Evaluation in Elementary Education	3
462 Evaluation in Secondary Education	3

Courses in Special Education

Special Education (SPED)

Course name	Credit
205 Manual Communication.....	3
297 Language Analysis	3
300 American Sign Language.....	3
307 Manually Coded English	3
375 Auditory Education and Strategies for Deaf and Hard of Hearing Students.....	3
378 Expressive Communication Strategies for Deaf and Hard of Hearing Students.....	3
398 Deaf Culture	3
407 Exceptional Learners in P–12 and Secondary Programs.....	3
408 Exceptional Learners in the Early Childhood and Elementary Classroom.....	3
415 Instructional Methods in the Inclusive Early Childhood and Elementary Classroom.....	3
416 Behavior Management in the Classroom	3
440 Practicum in Special Education.....	3
462 Assessment in Special Education.....	3
476 Methods of Teaching Academic Subjects to the Deaf and Hard of Hearing.....	3
477 Language Development and Methods of Literacy Instruction for Deaf and Hard of Hearing	3
482 Assessment: Deaf and Hard of Hearing.....	2
490 Psychology & Education of the Deaf and Hard of Hearing.....	3

Family and Consumer Sciences Program

Associate Professors Bloom (Program Coordinator), Culpepper, Kirkpatrick (Chair), Assistant Professors Bell, Wilson.

General Education

FCS 291 (Individual and Family Development) and FCS 402 (Dynamics of Family Relationships) help fulfill the Social and Behavioral Sciences requirement.

Degree

The programs in Family and Consumer Sciences lead to a baccalaureate degree in Family and Consumer Sciences in one of three concentration areas: child and family studies, family and consumer sciences education, and retail merchandising. All undergraduate programs are accredited by the American Association of Family and Consumer Sciences. The Family and Consumer Sciences Education program is included in the unit accreditation by the Council for the Accreditation of Educator Preparation (CAEP). The Child Study Center is accredited by the National Association for the Education of Young Children (NAEYC).

Major

The Family and Consumer Sciences major has concentrations in Child and Family Studies, Family and Consumer Sciences Education, and Retail Merchandising.

Students concentrating in Child and Family Studies complete a professional internship. Those in Family and Consumer Sciences Education must fulfill all requirements for teacher education as outlined on pages 63–66 of this *Bulletin*. Graduates of the Family and Consumer Sciences Education concentration are eligible to apply for a Class B teaching certificate. Students in Retail Merchandising complete a professional internship and are encouraged to complete a minor in Business.

Child and Family Studies graduates pursue careers in human resources, child and family services, and preschool teaching and administration. Family and Consumer Sciences Education graduates are prepared to teach in middle/high schools, work in the Cooperative Extension Service, and in related positions. Graduates in Retail Merchandising pursue positions in buying and selling of merchandise, placing and training personnel, in management, and in other related areas.

Students enrolled in Family and Consumer Sciences concentrations may be required to participate in state- and/or program-mandated background check programs.

Minors

Non-majors may pursue minors in one of four areas.

The Child and Family Studies minor consists of 18 hours of coursework, including FCS 291, 391, 400, 402, 462 or FCS elective, and 494.

The Family and Consumer Sciences minor consists of 18–21 hours in family and consumer sciences courses, including 6 hours in foods and nutrition, 3 hours in family

and child studies, 3 hours in resource management, 3 hours in clothing, and 3–6 hours in departmental electives.

The Foods and Nutrition minor consists of 18 hours of coursework, including FCS 170, 281, 382, 477, 485, and one 3-hour FCS elective.

The Retail Merchandising Minor consists of 18 hours of coursework, including FCS 201, 265, 350, 360, 451; and 461 or 150, 254, MK 351 or 352.

Courses in Family and Consumer Sciences

Family and Consumer Sciences (FCS)

Course name	Credit
150 Apparel Construction and Analysis	3
170 Introduction to Food Science and Preparation.....	3
181 Introduction to Dietetics	1
201 Visual Merchandising.....	3
241 Foundations of FCS.....	3
254 International Retailing.....	3
260 Family and Child Issues and Services	3
265 Fashion Fundamentals.....	3
281 Introduction to Nutrition	3
291 Individual & Family Development	3
330 Consumer Economics.....	3
336 Technology in Retailing.....	3
350 Textiles	3
360 Retail Buying.....	3
362 Administration, Principles, and Methodologies in Child and Family Studies	3
373 Seminar in Dietetics	1
382 Foodservice Systems Management	3
389 Infant Development.....	3
391 Child Development	3
400 Adolescent and Young Adult Development	3
402 Dynamics of Family Relationships.....	3
405 Adult Development and Aging.....	3
407 Human Sexuality	3
435 Professional and Career Development	3
451 Retail Planning.....	3
452 Clothing Design—Flat Pattern	3
453 Clothing Design—Draping	3
460 Problems in Family and Consumer Sciences.....	1–6
461 Retail Merchandising Internship (minors)	3
461 Retail Merchandising Internship (majors)	6
462 Child and Family Studies Internship (minors)	3
462 Child and Family Studies Internship (majors)	6
463 Nutrition Care Process I.....	3
464 Child and Elder Care Programs and Services.....	3
465 Parenting and Guidance	3
471 Applied Research in Food Science.....	3
473 Human Nutrition and Metabolism I	3
474 Human Nutrition and Metabolism II	3
477 Quantity Foods.....	3
484 Nutrition Care Process II.....	3
485 Life Cycle and Community Nutrition	3
491 Methods and Materials for Teaching Family and Consumer Sciences.....	3
494 Implementation of Early Childhood Programs.....	3

Kinesiology Program

Professor Kirby; Associate Professors Kirkpatrick (Chair), Nevet; Assistant Professors Davis, Mathisen; Instructor Pettit.

General Education

Health Wellness (KNES 120) is required for all students except Kinesiology majors. An activity component is an integral part of KNES 120 and no additional 1-credit-hour activity course is required.

Major

The Bachelors' degree is offered in Kinesiology. The three concentrations in Kinesiology are Teacher Preparation, Health Promotion, and Nutrition and Wellness. The Teacher Preparation concentration is designed for students who plan to teach physical education. The Health Promotion concentration is designed to allow students to pursue a variety of areas related to physical activity, sport, personal training, physical therapy, occupational therapy, and related areas. The Nutrition and Wellness concentration is designed to allow students to pursue a variety of areas related to nutrition and dietetics. The Didactic Program in Dietetics, now administered from the Kinesiology Program, is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Dietetics students meet requirements for the Didactic Program in Dietetics and, upon completion of the degree, are eligible to apply for a dietetics internship. Dietetics graduates are prepared for careers in clinical practice, research, foodservice systems management, and other related areas. Students should confer with an adviser about planning a curriculum.

Minor

A non-teaching minor with a minimum of 18 hours in Kinesiology is available. Students should confer with the Kinesiology Program Chair for more information.

Activity Courses

All activity courses are 1-credit-hour classes. Each of the following activity courses is identified by its course number. Refer to the most-recent Course Schedule for current activity-course offerings.

Kinesiology Activities

Aerobic Exercise	103
Badminton	123
Ballet.....	245, 255
Basketball	202
Canoeing.....	100
Cycling/Jogging/Walking.....	153
Dance, Ballroom	165
Dance, Jazz.....	265
Dance, Modern	135, 145
Dance, Tap.....	285
Games.....	130
Golf	126, 136
Hiking/Backpacking	114

Kinesiology Activities (continued)

Lifeguard Training	167
Orienteering.....	104
Pilates/Yoga.....	102
Racquetball.....	116
Beginning Swimming.....	127
Swim for Fitness.....	157
Beginning Tennis	128
Weight Training	215

Courses in Kinesiology

Kinesiology (KNES)

Course name	Credit
120 Health Wellness.....	3
150 Physical Conditioning.....	1
170 Introduction to Food Science and Preparation.....	3
181 Introduction to Dietetics	1
190 Survey of Kinesiology.....	2
200 Care & Prevention of Athletic Injuries.....	3
201 Team Sports.....	3
210 Personal Health	3
211 Motor Development	3
250 Medical Terminology	2
281 Introduction to Nutrition	3
300 First Aid and Prevention	2
301 Individual & Dual Sports	3
310 Sports Nutrition	3
361 Coaching of Team Sports	2
373 Seminar in Dietetics	3
380 Physiology of Exercise.....	4
381 Kinesiology.....	3
382 Foodservice Systems Management	3
398 Exercise Testing and Evaluation	4
400 The Curriculum in Physical Education.....	3
411 Developing Creativity Outdoors	3
420 Evaluation in Physical Education	3
421 The Curriculum in Health	3
422 The School Health Program	3
430 Methods of Teaching Physical Education in the Middle and Secondary Schools.....	3
440 Seminar in Health, Physical Education, and Recreation	3
471 Applied Research in Food Science.....	3
472 Adapted Physical Education.....	3
473 Human Nutrition and Metabolism I	3
474 Human Nutrition and Metabolism II	3
477 Quantity Foods.....	3
480 Workshop in Health, Safety, and Physical Activity for the Elementary School Teacher.....	1
482 Organization & Administration of Physical Education	3
483 Nutrition Care Process I.....	3
484 Nutrition Care Process II.....	3
485 Life Cycle and Community Nutrition	3
489 Methods of Teaching Physical Education in the Elementary School.....	3
490 Health Promotion Internship	3-12
493 Practicum in Nutrition and Wellness.....	3

Kinesiology (KNES) (continued)

Course name	Credit
494 Exercise and Wellness for Senior Adults	3
495 Directed Reading & Independent Study.....	1-3
496 Strength and Conditioning	3
497 Pharmacology.....	3
498 Sport/Fitness Management	3
499 Health-Fitness Program Design.....	3

Kinesiology (KNES)—Dance

Course name	Credit
315 Orchestis Performing Group	1

College of Fine Arts

Scott Stephens, *Interim Dean*
Davis Hall, Station 6663
telephone: (205) 665-6663
fax: (205) 665-6658
e-mail: stephens@montevallo.edu

Mission

The mission of the College of Fine Arts is to prepare students as visual artists, performers, musicians, arts educators, and communication specialists. The College provides instruction and the cultural events necessary and fundamental to the liberal education of Montevallo students and as aesthetic enrichment for the citizens of central Alabama.

Curriculum

The College of Fine Arts offers curricula in art, music, communication studies, theatre, and mass communication leading to the following degrees: Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), and Bachelor of Music (B.M.). These curricula offer a wide choice of emphasis, from broad general education and limited major-area study to specialized and concentrated study in the major area.

Academic Programs for the College of Fine Arts

Information about academic programs, as well as checksheets showing a suggested course of study for each major within this College, are available on the University's website.

General Education

All students seeking an undergraduate degree at UM must complete a core General Education curriculum that includes courses in English, history, mathematics, the natural sciences, social sciences, fine arts, oral and written communication, computer applications, and health and kinesiology.

The minimum requirements begin on page 31.

Department of Art

Professors Graffeo, Metz, Meyer, Stephens, Williams; Associate Professors M. Bennett, Wacker (*Interim Chair*); Assistant Professors J. Bennett, Lee, Somers, Willett; Instructor Walsh.

The department offers the Bachelor of Fine Arts (B.F.A.) degree in Studio Art, the Bachelor of Arts (B.A.) in Art, and the Bachelor of Science (B.S.) in Art. Suggested courses of study for each degree are in this section. Minors are offered in Art and Art History.

Accreditation

The University of Montevallo is an accredited institutional member of the National Association of Schools of Art and Design, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, (703) 437-0700.

General Education

ART 100, 218, or 219 may be selected to fulfill the Humanities and Fine Arts requirements.

Art 250 and ART 255 may be selected to fulfill the Computer Applications requirement and earn credit in the Art major as well.

Bachelor of Fine Arts

In addition to the General Education curriculum, the B.F.A. degree candidate must:

- complete 18 credit hours in a studio concentration,
- earn a grade of C or better in foundation studio art courses,
- complete ART 291, Foundation Review, and ART 391, Concentration Review,
- complete ART 491 during the senior year and mount an acceptable exhibition of work, and
- complete a total of at least 86 credit hours in art, with a minimum overall GPA of 2.0.

The eight areas of studio concentration are Ceramics, Drawing, Graphic Design, New Media, Painting, Printmaking, Photography, and Sculpture.

Bachelor of Arts and Bachelor of Science

In addition to the General Education curriculum, the B.A. or B.S. degree in Art requires 42 hours of art courses. Students must earn credit for at least 30 semester hours of 300- and/or 400-level study at Montevallo. Students must earn a C or better in foundation studio courses. A minor outside the Art Department may be declared but is not required. Up to 15 hours of art electives may be added to the Art major, for a maximum of 57 hours.

Art Education

Students who wish to teach art in the public schools should complete the B.F.A. degree (recommended), the B.A., or the B.S. in Art. Certification is earned at the graduate level in the Alternative Master's Degree Program.

For information, contact the Office of Graduate Studies at (205) 665-6350.

Minors

The Art minor requires 21 credit hours, including ART 112, 122 or 132, 219, and other art courses selected with the approval of the department chair.

The Art History minor requires 21 hours, including ART 218 and 219. Remaining courses are selected from 300- and 400-level art-history courses and approved by the department chair.

Advanced Placement

Students who qualify for Advanced Placement (AP) credit in Studio Art and scored a 3 or better in the National Portfolio Review receive 3 art elective credit hours. Students who scored a 4 or better on the AP test in Art History receive 3–6 credit hours for ART 218 and/or ART 219.

Students with exceptional studio preparation may request waiver of specific required foundations courses. Submission of a portfolio demonstrating competence in the full scope of course objectives is required. When a portfolio is favorably reviewed, required courses may be waived without earning credit. Course credit must be earned in elective courses or as assigned by the department chair. Portfolio review requests should be made well prior to registration.

Credit and Time Requirements

Three-credit-hour lecture classes in art meet for three hours per week for a 15-week semester, with the expectation that six hours of time outside of class per week will be used by students for preparation. Three-credit-hour studio classes meet for six hours per week for a 15-week semester, with the expectation that six hours outside of class per week will be used by students for preparation. Summer sessions maintain the same number of total class meeting and outside working times.

Transfer Credits

Transfer credits in the art major are approved by the Department of Art and may require the presentation of completed coursework and/or syllabus for evaluation.

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The Department of Art reserves the right to retain examples of student work for instructional purposes. The Department of Art reserves the right to reproduce examples of student artwork in its web page and any other promotional materials the department produces or approves.

Courses in Art

Art (ART)

Course	Credit
100 Art Awareness.....	3
101 Drawing for Non-Majors.....	3
112 Drawing I.....	3
113 Drawing II.....	3

Art (ART) (continued)

Course	Credit
122 Two-Dimensional Design & Color	3
132 Three-Dimensional Design/Tools & Materials	3
218 History of Art I.....	3
219 History of Art II.....	3
224 Introduction to Ceramics.....	3
227 Special Studies.....	1–3
228 Introduction to Painting.....	3
230 Introduction to Printmaking.....	3
242 Introduction to Photography.....	3
250 Introduction to New Media.....	3
255 Introduction to Graphic Design.....	3
270 Introduction to Sculpture.....	3
291 B.F.A. Foundation Seminar.....	1
300 Graphic Design: Typography.....	3
301 History of Ancient Art.....	3
302 History of Medieval Art.....	3
305 History of 17th- and 18th-Century Art.....	3
306 History of 19th-Century Art.....	3
307 History of Modern Art, 1860–1945.....	3
308 History of Art 1945–2000.....	3
313 Advanced Drawing: Series.....	3
314 Advanced Drawing: Human Figure.....	3
322 Ceramics: Atmosphere Firing.....	3
324 Ceramics: Mold-making.....	3
325 Ceramics: Wheel-throwing.....	3
326 Special Topics.....	3
327 Special Topics in Art History.....	3
328 Figure Painting.....	3
330 Printmaking: Intaglio.....	3
331 Printmaking: Screen Printing.....	3
350 Graphic Design: Symbolology.....	3
355 Graphic Design: Multimedia.....	3
356 Graphic Design: Publication Design.....	3
361 New Media: Animation.....	3
362 New Media: Web Media.....	3
363 New Media: Digital Video.....	3
375 Sculpture: Environmental.....	3
391 B.F.A. Concentration Seminar.....	1
394 Photography: Advanced Black-and-White.....	3
396 Advanced Drawing: Illustration.....	3
399 Water-Based Media.....	3
400 Graphic Design: History and Application.....	3
402 History of Italian Renaissance Art.....	3
403 Contemporary Art.....	3
405 Landscape to Land Art.....	3
406 History of Photography.....	3
408 Directed Research in Art History.....	1–3
410 Mixed Media.....	3
414 Advanced Drawing: Materials and Concepts.....	3
416 Advanced Drawing: Color.....	3
417 Advanced Drawing: Large Format.....	3
424 Ceramics: Hand-building.....	3
425 Ceramics: Alternative Approaches.....	3
428 Painting Material and Techniques.....	3
429 Narrative Painting.....	3

Courses in Art (continued)

Art (ART) (continued)

Course	Credit
430 Printmaking: Lithography.....	3
431 Printmaking: Relief	3
432 Photo-Etching	3
444 Studio Photography	3
445 Photography: Alternative Processes	3
446 Photography: Historic Processes.....	3
447 Photography: Documentary.....	3
450 Graphic Design: Information Design	3
460 New Media: 3-D Animation.....	3
461 New Media: Digital Printing	3
470 Sculpture: Metal Casting	3
471 Sculpture: Stone Carving.....	3
475 Public Sculpture: Design, Fabrication, and Installation.....	3
476 Sculpture: Sheet-Metal Fabrication	3
480 Performance and Installation Art.....	3
491 B.F.A. Exhibition Seminar.....	3
492 Portfolio	3
493 Internship.....	3

Department of Communication

Professors Cofield, Scott, Thompson; Associate Professors Ford, Hardig (Chair), Ozley; Assistant Professor Wang; Instructor Finklea.

Department Philosophy and Goals

Formed in 1925, the Department of Communication is one of the oldest college communication programs in the Southeast. The Department's philosophy is centered in the fundamental human activity that links our programs: communication, television programs, and speeches are all human communication. Thoughts become concepts, which must be translated into recognizable symbols through oral and written communication. The goal of the Department of Communication is to teach students to communicate clearly, accurately, and effectively.

Reproduction Rights

The Department of Communication reserves the right to retain examples of student work for instructional, publicity or recruiting purposes. Similarly, each program of the department reserves the right to use photographs, video/DVD and audio recordings of student productions in any departmental promotional material, including websites.

Curriculum

The Department of Communication offers Bachelor of Arts and Bachelor of Science degrees in Communication Studies and Mass Communication. Minors are available in Communication Studies, Journalism, Mass Communication, and Public Relations.

General Education

All undergraduate students at the University must complete the General Education Core, which includes COMS 101. MC 325 is an option to fulfill the Fine Arts requirement.

Graduate Courses

The department offers one graduate-level course. COMS 531—Directed Studies in Communication Studies

Contact the Office of Graduate Studies for more information.

Organizations

Each communication program has a club or honorary society: Lambda Pi Eta for Communication Studies; the National Broadcasting Society and Alpha Epsilon Rho for Mass Communication. Students who meet the grade-point requirements and who desire to become actively involved should contact the appropriate program head for details.

Internships

Many businesses offer paid and/or unpaid student internships. Successful completion of an internship can greatly enhance a student's job prospects by providing daily work experience in the major. Up to 6 hours of credit may

be counted toward the degree. Internships are graded on a pass/fail basis. Contact the appropriate program head for details.

Communication Studies Program

Bachelor of Arts or Bachelor of Science

Communication Studies is a core liberal art that provides training in the skills required by today's employers. The science of interpersonal and group dynamics, effective communication in business and industry, and the art of persuasion and social influence are emphasized in Communication Studies.

In addition to completing the General Education core, the Communication Studies curriculum requires 37 credit hours. A total of 130 credit hours is required to graduate.

Required Communication Studies Core (15 credit hours)

- 3 COMS 140—Principles of Public Speaking
- 3 COMS 141—Interpersonal Communication
- 3 COMS 200—Introduction to Communication Research Methods
- 3 COMS 330—Persuasion
- 3 COMS 499—Senior Seminar in Communication Studies

Choose 22 credit hours from the following

- 3 COMS 220—Introduction to Public Relations
- 3 COMS 320—Communication Theory
- 3 COMS 344—Organizational Communication
- 3 COMS 350—Nonverbal Communication
- 3 COMS 360—Group Discussion
- 3 COMS 375—Gender Communication
- 3 COMS 410—Environmental Communication
- 3 COMS 430—Argumentation and Debate
- 3 COMS 435—History and Criticism of U.S. Public Address
- 3 COMS 445—Communication Training and Development
- 3 COMS 450—Rhetorical Criticism
- 3 COMS 455—Intercultural Communication
- 3 COMS 460—Seminar in Communication Studies
- 1–6 COMS 475—Internship in Communication Studies
- 1–3 COMS 491—Directed Studies in Communication Studies
- 3 COMS 495—Public Relations Campaigns

Minor in Communication Studies

The minor in Communication Studies requires 18 credit hours, including COMS 140, 141, and electives approved by a Communication Studies adviser.

Mass Communication Program

Bachelor of Arts or Bachelor of Science

The Mass Communication Program teaches the knowledge and skills necessary to enter the fields of radio, television, newspapers, magazines, advertising, video production, corporate/governmental media relations, and web-related communication. The convergence of traditional mass media and the Internet has highlighted the importance of critical thinking, creativity, and effective writing. Career success

depends upon adapting to constantly changing technology.

In addition to completing the General Education core, the Mass Communication curriculum requires 40 credit hours, including the following courses and 3 credit hours of Mass Communication electives. A total of 130 credit hours is required to graduate.

Required Mass Communication Core (19 credit hours)

- 3 MC 100—Introduction to Mass Media
- 3 MC 200—Introduction to Mass Media Writing
- 3 MC 210—Introduction to Media Production
- 3 MC 360—Mass Communication Theory and Media Effects
- 3 MC 455—Media Law
- 3 MC 460—Media Management
- 1 MC 495—Senior Exit Portfolio

and

Broadcast Concentration (21 hours):

- 3 MC 215—Producing Video in the Studio
- 3 MC 315—Producing Video in the Field
- 3 MC 327—Electronic News Gathering
- 3 MC 411—Video Engineering
- 3 MC 412—Audio Engineering
- 3 MC 415—Advanced Video Post Production
- 3 MC Elective

or

Journalism Concentration (21 hours):

- 3 MC 255—Media Writing Fundamentals
- 3 MC 265—Broadcast News Writing
- 3 MC 300—Advanced Journalism Practices
- 3 MC 327—Electronic News Gathering
- 3 MC 333—Television Newscast Production
- 3 MC 355—Advanced Media Writing **or**
- 3 MC 310—Publication Layout and Design
- 3 MC Elective

Minor in Journalism

The minor in Journalism requires 21 credit hours, including MC 100, 200, 255, 265, 300, and electives approved by a Mass Communication adviser. Students majoring in Mass Communication may not minor in Journalism.

Minor in Mass Communication

The minor in Mass Communication requires 21 credit hours, including MC 100, 200, 215, 255, and electives approved by a Mass Communication adviser.

Minor in Public Relations

The minor in Public Relations requires 21 credit hours, including COMS 140 and 220, MC 200, and 12 elective hours selected from approved courses across four content areas including Writing, Communication Management, Persuasion, and Production.

Courses in Communication

Every class is not offered every semester. It is *strongly recommended* that students arrange their schedules around courses in the major.

Communication Studies (COMS)

Course name	Credit
101 Foundations of Oral Communication.....	3
102 Honors Foundations of Oral Communication.....	3
140 Principles of Public Speaking.....	3
141 Interpersonal Communication.....	3
200 Introduction to Communication Research Methods.....	3
220 Introduction to Public Relations.....	3
320 Communication Theory.....	3
330 Persuasion.....	3
344 Organizational Communication.....	3
350 Nonverbal Communication.....	3
360 Small Group Communication.....	3
375 Gender Communication.....	3
410 Environmental Communication.....	3
430 Argumentation and Debate.....	3
435 History and Criticism of U.S. Public Address.....	3
445 Communication Training and Development.....	3
450 Rhetorical Criticism.....	3
455 Intercultural Communication.....	3
460 Seminar in Communication Studies.....	3
475 Internship in Communication Studies.....	1–6
491 Directed Studies in Communication Studies.....	1–3
495 Public Relations Campaigns.....	3
499 Senior Seminar in Communication Studies.....	3

Mass Communication (MC)

Course name	Credit
100 Introduction to Mass Media.....	3
200 Introduction to Mass Media Writing.....	3
210 Introduction to Media Production.....	3
215 Producing Video in the Studio.....	3
255 Media Writing Fundamentals.....	3
265 Broadcast News Writing.....	3
300 Advanced Journalism Practices.....	3
310 Publication Layout and Design.....	3
315 Producing Video in the Field.....	3
325 Survey of American Cinema.....	3
326 History of French Film.....	3
327 Electronic News Gathering.....	3
333 Television Newscast Production.....	3
353 Media History.....	3
355 Advanced Media Writing.....	3
357 Special Topics in Public Relations.....	3
360 Mass Communication Theory and Media Effects.....	3
370 DVD and Video Graphic Design.....	3
390 Multimedia Website Creation.....	3
400 Special Topics in Journalism.....	3
411 Video Engineering.....	3

Mass Communication (MC) (continued)

Course name	Credit
412 Audio Engineering.....	3
415 Advanced Video Post Production.....	3
425 Documentary Production.....	3
433 Advanced TV Newscast Production.....	3
450 Seminar in Mass Communications.....	3
452 Public-Relations Writing.....	3
453 Advanced Journalism Practicum.....	3
455 Media Law.....	3
456 Nonfiction Freelance Writing.....	3
460 Media Management.....	3
475 Internship.....	1–6
491 Directed Study.....	1–3
494 Location Production.....	3
495 Senior Exit Portfolio.....	1

Department of Music

Professors Ardivino, Goldspiel (Chair), Jones, Neprud-Ardivino, Williams; Associate Professors George, Landers, Wood; Assistant Professors Doyle, Sargent; Instructors Halliday, Hoffman.

Programs of Study

The Department of Music offers two degree programs and one minor. Each degree program offers the student the opportunity to concentrate on a particular instrument or voice. The Bachelor of Music combines the University's distinctive general-education program with professional studies in music to prepare for careers in education, performance, or graduate study in music. The Bachelor of Arts in Music combines music studies with the liberal arts or career-oriented minor programs to prepare for a broad range of careers in the music industry and related areas. Orientation and advising are available from the department to assist students in the choice of a degree plan. The Music Studies minor combines a basic core of music-foundation studies with applied study.

Music Study for Non-Majors

General Education

Invitation to Listening (MUS 121), Invitation to Listening (Honors) (MUS 122), American Music Culture (MUS 125), School Music for the Elementary Teacher (MUS 255), and Music History, 19th Century to Present (MUS 342) are options for completing the Fine Arts core requirement.

Ensembles

The department's choral and instrumental ensembles actively seek qualified participants who are non-music majors. A complete list of ensembles is provided on page 77.

Private Lessons

Based on availability, individual music instruction is open to all students who meet the stated prerequisites. Priority is given to music majors. In addition to tuition, a private-lesson fee of \$65 or class-lesson fee of \$50 will be charged for each credit hour.

Admission and Retention

Admission to a degree program or minor in music is based on an audition in the primary performance area.

B.M. students whose primary instrument is not piano must complete the four-semester Class Piano course sequence (MUP 129, 130, 229, and 230). B.A. students whose primary instrument is not piano or organ must complete the first two semesters of the sequence. Placement in this series depends on results of the admission test in functional piano. Test results may offer the option of another secondary performance area to meet this credit requirement.

All music majors must enroll in MUS 100 for eight semesters (seven semesters for Music Education majors; six for B.A. majors). This zero-credit course requires students to maintain a satisfactory attendance record at recitals and concerts.

A minimum grade of C is required for all required music courses.

Advanced standing in music from other accredited institutions is determined by audition in the primary performance area and appropriate examinations in music theory, ear training, sight singing, music history, and functional piano.

Course Descriptions

MUP—classes in applied music, ensembles, and all private lessons.

Students must pass an audition for initial enrollment in 100-level private lessons. An Upper-Division Qualifying Exam is required before enrolling in 300-level MUP private lessons.

Music majors must complete six to eight semesters of MUP private lessons in one area of study (e.g., clarinet, guitar, organ, voice, trumpet) as part of completion of a degree program. Students are also required to undertake a secondary area of study.

MUS—courses in music history, theory, literature, and pedagogy

Credit for Performance Study

The amount of lesson time per week will be a one-half hour lesson for one semester hour of credit and a one-hour lesson for two semester hours of credit.

Reproduction Rights

The Department of Music reserves the right to retain examples of student work for instructional purposes and to use photographs, video and/or audio recordings of student performances in promotional materials the department produces or approves.

Accreditation

The University of Montevallo has been an accredited institutional member of the National Association of Schools of Music since 1931.

Degree Programs in Music

All music degree programs include a music core, applied studies, advanced studies, and specialized area studies (for B.A. students, area studies include general electives or an approved minor). Prior study or preparation may exempt students from some courses.

General Education

The General Education core curriculum, described in the Academic Programs and Policies chapter of this *Bulletin*, applies to all music concentrations with the following exceptions:

- Computer Applications: Take MUS 228 (Music Technology)
- Humanities and Fine Arts: Take MUS 342 (Music History, 19th Century to Present)
- Foreign Language: Two semesters are required for Voice Performance majors
- History, Social & Behavioral Sciences: PSYC 201 and EC 231 or 232 are required for Music Education majors
- Natural Sciences & Math: Biology is required for Music Education majors

Music Core (28–35 semester hours)

- 0 MUS 100—Recital Class*
- 8 MUS 111–114—Music Theory and Skills I, II
- 8 MUS 211–214—Music Theory and Skills III, IV
- 10 MUS 250, 252, 341, & 342—Music History
- 2–5 MUP—Secondary Applied**
- 2 MUS 495—Basic Conducting***
- 0 MUP 490—Senior Recital***
- 2 MUS 496/497—Choral or Instrumental Conducting****
- 0 MUP 390—Junior Recital*****

- * B.A.: 6 semesters; B.M., Music Education: 7 semesters; B.M., Performance: 8 semesters
- ** Non-Piano concentrates: MUP 129, 130, 229, 230—Class Piano I–IV; Piano concentrates: 4 semesters of a secondary instrument (4 semester hours); Choral/General Music Education using piano as a primary instrument: MUP 120 and 220—Voice, and MUS 133 Voice Lab I/English Language Diction (5 semester hours); B.A. only: MUP 129, 130—Class Piano I, II (2 semester hours)
- *** Not required for B.A.
- **** Music education and instrumental performance majors only
- ***** B.M performance only

Bachelor of Music

The Bachelor of Music (B.M.) degree is the professional approach to the music major for the student who wants a strong foundation in music, combined with in-depth training in specific aspects of the art. The department offers concentrations in Choral or Instrumental Music Education and Performance (guitar, percussion, piano, strings, vocal, or winds).

Performance (all concentrations)

Performance concentrates are required to present a senior full recital and a junior half recital. Students concentrating in performance must include four semesters in a secondary performance area of study (instrumentalists and vocalists may satisfy this requirement with MUP 129, 130, 229, and 230).

General Education (51 semester hours)

Music Core (32–34 semester hours)

Applied Studies (24–30 semester hours)

- 16 MUP—8 semesters private instrumental or vocal study (admission by audition only)
- 8 MUP—8 semesters choral or instrumental ensemble
- 2 MUP 104—Opera Workshop (Voice only)
- 4 MUP 1xx—Chamber Ensemble (Piano and Instrumental Performance only)
- 2 MUP 108—Accompanying (Piano Performance only)
- 0 MUP 390—Junior Recital
- 0 MUP 490—Senior Recital

Advanced Studies (6–10 semester hours)

- 2 MUS 420—Music Analysis
- 4–8 MUS—Elective Study in Music (Instrumental: 8; Organ: 8; Piano: 8; Voice: 8)

Area Studies (11–15 semester hours)

Instrumental (9 semester hours):

- 2 MUS 421—Composition
- 2 MUS 441—Orchestration
- 2 MUS 4xx—Literature
- 3 MUS 4xx—Pedagogy I, II

Piano (8 semester hours):

- 1 MUS 230—Keyboard Harmony and Technique I
- 2 MUS 421—Composition
- 2 MUS 482—Piano Pedagogy I
- 1 MUS 483—Piano Pedagogy II
- 2 MUS 469 & 470—Piano Literature I, II

Voice (12 semester hours):

- 1 MUS 119—Acting for Singers
- 2 MUS 133 & 134—Voice Lab I, II: English, Italian Diction
- 2 MUS 233 & 234—Voice Lab III, IV: German, French Diction
- 3 MUS 361 & 391—Vocal Pedagogy I, II
- 2 MUS 421—Composition
- 2 MUS 463 & 464—Vocal Literature I, II

Total Semester Hours: 130

Music Education

Designed for those who plan to teach in grades P–12, the concentration in Music Education leads to state teaching certification. Students earning this degree concentration must qualify for admission to the Teacher Education Program of the College of Education, and must perform a half recital during the senior year.

Students may adopt either a general/choral emphasis or an instrumental emphasis. Those in the general/choral area must also select either voice or piano as a primary performance area, and must follow it consistently throughout the degree program.

General Education (49 semester hours)

Music Core (34 semester hours)

Applied Studies (25 semester hours)

- 14 MUP—7 semesters private instrumental or vocal study (with 4 voice labs) (admission by audition only)
- 7 MUP—7 semesters choral or instrumental ensemble
- 4 MUP—Applied Secondary
- 0 MUP 490—Senior Recital

Professional Studies (16 semester hours)

- 2 MUS 101—Introduction to Music Education
- 2 MUS 131—Music in School and Society
- 2 MUS 201—Psychology of Music in Education
- 2 MUS 232—Curriculum, Instruction, and Assessment in Music Education
- 3 MUS 301—Elementary and General Music Methods
- 2 MUS 432—Exceptional Learners in Music Education

3 MUS 415/416—Secondary Choral/Instrumental Music Methods
Internship (9 semester hours)
 9 MUS 445/446—Internship
Choral/General Concentration Methods (6 semester hours)
 1 MUP 1xx—Vocal Chamber Ensemble
 1 MUS 331—Instrumental Music Methods for Vocalists
 4 MUS 361 & 391—Vocal Pedagogy I, II
Instrumental Concentration Methods (7 semester hours)
 6 MUS 260, 261, 360, 364, 383, 384—Methods Classes
 1 332—Choral Music Methods for Instrumentalists
Total Semester Hours: Instrumental, 133; Choral/General, 131–132

Bachelor of Arts

The Bachelor of Arts (B.A.) in Music provides for the study of music within the context of the liberal-arts curriculum. Most students earning the B.A. degree are interested in a broad education that includes general education, music courses, and elective study outside of music.

General Education (61 semester hours)

Music Core (26 semester hours)

Applied Studies (10 semester hours)

6 MUP—6 semesters private instrumental or vocal study (admission by audition only)

4 MUP—4 semesters choral or instrumental ensemble

Secondary Instrument (2 semester hours)

1 MUP 129—Class Piano I

1 MUP 130—Class Piano II

(**Note:** Students who demonstrate proficiency in this area will take 2 additional elective hours.)

Advanced Studies (8 semester hours)

Choose 8 hours from the following areas depending on primary instrument: Diction, Pedagogy, Literature, Keyboard, History, Theory, Conducting.

Area Studies (23 semester hours)

Minor and General Elective Studies

Total Semester Hours: 130

Minor in Music

Music Studies

This program consists of 22 credit hours distributed among courses in music theory, literature, and performance (private lessons and ensemble). Requirements include MUS 111, 112, 113, 114, (Theory and Music Skills) MUP 129, 130 (Class Piano), MUS 250 (World Music), 4 hours of private lessons at the 100–200 level, 4 hours of ensemble (one per semester), and 2 hours of music electives.

Courses in Music

Music courses (MUS)

Course name	Credit
100 Recital & Concert Attendance	0
101 Introduction to Music Education	2
110 Music Fundamentals	3

Music courses (MUS) (continued)

Course name	Credit
111 Principles of Music Theory I	3
112 Music Skills I	1
113 Principles of Music Theory II.....	3
114 Music Skills II	1
119 Acting for Singers.....	1
121 Invitation to Listening.....	3
122 Invitation to Listening (Honors).....	3
125 American Music Culture.....	3
131 Music in School and Society.....	2
133 Voice Lab I/English Language Diction.....	1
134 Voice Lab II/Italian Language Diction.....	1
200 Music Education Forum.....	0
201 Psychology of Music in Education	2
211 Principles of Music Theory III.....	3
212 Music Skills III	1
213 Principles of Music Theory IV	3
214 Music Skills IV	1
228 Music Technology.....	2
230 Keyboard Harmony and Technique I.....	1
232 Curriculum, Instruction, and Assessment in Music Education	2
233 Voice Lab III/German Language Diction.....	1
234 Voice Lab IV/French Language Diction	1
250 World Music.....	1
251 Survey of Music Literature.....	2
252 Music History, Medieval/Renaissance	3
255 School Music for the Elementary Teacher	3
260 Single-Reed Methods	1
261 Flute/Double-Reed Methods.....	1
267 Piano Pedagogy II.....	3
301 Elementary and General Music Methods.....	3
316 Marching Band Methods.....	1
317 Jazz Improvisation.....	2
331 Instrumental Music Methods for Vocalists.....	1
332 Choral Music Methods for Instrumentalists.....	1
338 Music Technology II.....	2
341 Music History, Baroque/Classical	3
342 Music History, 19th Century to Present.....	3
343 History of Jazz	3
360 High-Brass Methods	1
361 Vocal Pedagogy I.....	2
363 Organ Literature	2
364 Low-Brass Methods	1
366 Survey of the Piano Teaching Literature	2
383 Percussion Methods.....	1
384 String Methods.....	1
391 Vocal Pedagogy II.....	2
415 Secondary Choral Music Methods	3
416 Secondary Instrumental Music Methods	3
418 Guitar Literature.....	2
419 Percussion Literature.....	2
420 Music Analysis	2
421 Composition.....	2
422 Composition II.....	2
423 Flute Literature	2
425 Oboe Literature.....	2

Courses in Music (continued)**Music courses (MUS) (continued)**

Course name	Credit
427 Clarinet Literature	2
429 Saxophone Literature	2
430 History of Opera	3
431 Bassoon Literature	2
432 Exceptional Learners in Music Education	2
433 Horn Literature	2
435 Trumpet Literature.....	2
437 Low-Brass Literature	2
441 Orchestration	2
442 Orchestration II	2
445 Internship in Elementary and Choral Music Education	9
446 Internship in Elementary and Instrumental Music Education	9
448 Flute Pedagogy I	2
449 Flute Pedagogy II	1
450 Oboe Pedagogy I	2
451 Oboe Pedagogy II	1
452 Clarinet Pedagogy I.....	2
453 Clarinet Pedagogy II.....	1
454 Saxophone Pedagogy I	2
455 Saxophone Pedagogy II	1
456 Bassoon Pedagogy I	2
457 Bassoon Pedagogy II	1
458 Horn Pedagogy I.....	2
459 Horn Pedagogy II.....	1
460 Trumpet Pedagogy I.....	2
461 Trumpet Pedagogy II.....	1
462 Wind & Percussion Literature.....	2
463 Vocal Literature I.....	1
464 Vocal Literature II.....	1
466 Practicum in Piano Pedagogy I.....	1
467 Practicum in Piano Pedagogy II.....	1
469 Piano Literature I.....	1
470 Piano Literature II.....	1
471 Low-Brass Pedagogy I.....	2
472 Low-Brass Pedagogy II.....	1
477 Percussion Pedagogy I.....	2
478 Percussion Pedagogy II.....	1
479 Guitar Pedagogy I.....	2
480 Guitar Pedagogy II.....	1
481 Seminar in Music History.....	3
482 Piano Pedagogy I.....	2
483 Piano Pedagogy II.....	1
490 Directed Independent Study in Composition	1-4
491 Directed Independent Study in Music	1-6
492 Directed Independent Study in Music Ed	3
495 Basic Conducting.....	2
496 Choral Conducting.....	2
497 Instrumental Conducting.....	2

Music, Applied Classes (MUP)

Course name	Credit
117 Class Voice for Non-Majors	1
118 Class Guitar	1
119 Class Piano for Non-Majors	1
127 Class Voice	1
129 Class Piano I.....	1
130 Class Piano II.....	1
229 Class Piano III.....	1
230 Class Piano IV.....	1
290 Piano Proficiency.....	0
390 Junior Recital	0
490 Senior Recital	0

Music, Applied Private Lessons for Non-Majors (MUP)

Course name	Credit
126 Elective Voice	1-2
136 Elective Keyboard	1-2
146 Elective Woodwind.....	1-2
156 Elective Brass	1-2
166 Elective Percussion	1-2
176 Elective Strings.....	1-2

Musical Ensembles (MUP)

Course name	Credit
101 Chamber Choir.....	1
102 University Chorus.....	1
103 Concert Choir	1
104 Opera Workshop	1
105 Wind Ensemble (Concert Band)	0-1
106 Jazz Ensemble.....	1
107 Saxophone Quartet.....	1
108 Accompanying	1
109 Chamber Music Ensemble	1
110 Orchestra	1
111 Brass Quintet	1
112 Woodwind Quintet.....	1
113 Guitar Ensemble	1
114 Percussion Ensemble.....	1
115 Clarinet Choir.....	1
116 Jazz Combo	1
122 Pep Band	0-1
123 Drum Circle	1

Music, Applied Private Lessons for Music Majors and Minors (MUP)

The following numbers apply to all four levels of Applied Private Lessons for music majors and approved music minors. Each level may be taken twice for 1–2 credit hours. Study at the 100 level requires consent of instructor. Study at the 200 level requires consent of instructor and two semesters of 100-level study. Study at the 300 level requires successful completion of the Upper-Division Qualifying Exam, consent of instructor, completion of MUS 113, and two semesters of 200-level study. Study at the 400 level requires consent of instructor and two semesters of 300-level study.

Number	Subject	Number	Subject
20	Voice	52	Trumpet
31	Harpsichord	53	Trombone
32	Organ	54	Euphonium
33	Piano	55	Tuba
41	Flute	61	Percussion
42	Oboe	71	Violin
43	Clarinet	72	Viola
44	Bassoon	73	Cello
45	Saxophone	74	Double Bass
51	Horn	75	Guitar

Department of Theatre

Professor Callaghan (Chair); Associate Professors Killian, Laeger, Lane; Assistant Professor Gill.

The Department of Theatre has a long tradition of excellence and aims to provide students with first-rate theatre training within the context of a well-rounded liberal-arts education. The Theatre Program also offers ample production opportunities in three performance spaces, which expose students to a variety of theatrical styles and genres including classical, musicals, and contemporary American and European drama.

All UM Theatre performance majors (B.A., B.S., and B.F.A.) must audition for University productions even if they are not available for casting. Two or more unexcused absences from these required auditions may result in a student's removal from the Theatre degree program. Additionally, all Design/Tech majors must complete an interview and portfolio review each semester to be considered for design leadership assignments and opportunities.

Incoming students must audition to enter the Musical Theatre track and start voice lessons. Currently, incoming B.A. students do not need to audition. However, all students interested in B.F.A. degree programs, including the Musical Theatre emphasis, must formally audition for them during sophomore year.

Students are encouraged to audition for B.F.A. degree programs during the sophomore year so that they can pursue an appropriate degree track that will advance them toward graduation in a timely manner. Acceptance into the B.F.A. programs after the sophomore year may extend a student's time toward graduation.

Bachelor of Arts or Bachelor of Science

In addition to completing the General Education core, the B.A./B.S. Theatre curriculum requires 48 credit hours of theatre courses. A total of 130 hours is required to graduate with a B.A./B.S. in Theatre.

Required Theatre Core (48 credit hours)

- 3 THEA 120—Introduction to Theatre
- 3 THEA 213—Acting I
- 3 THEA 250—Stagecraft I
- 3 THEA 270—Directing I
- 3 THEA 300—Play Analysis, Theory and Criticism
- 3 THEA 313—Acting II
- 3 THEA 314—Fundamentals of Theatre Design
- 3 THEA 340—Voice I
- 3 THEA 355—Stage Lighting and Design
- 3 THEA 380—Stage Movement I **or**
 - 3 THEA 350—Stagecraft II **or**
 - 3 THEA 419—Costume Construction II
- 3 THEA 390—Stage Make-Up
- 3 THEA 423—Theatre History I
- 3 THEA 424—Theatre History II
- 6 Six 1-hour Applied Theatre electives
- 3 One 3-hour Applied Theatre elective

All Theatre majors (B.A./B.S.) are expected to actively participate in departmental productions and must maintain at least a 2.0 GPA to participate in productions that are not class assignments.

Minor in Theatre

The minor in Theatre requires 21 credit hours, including THEA 213, 250, 270, 423, 424, and electives approved by a Theatre adviser.

Bachelor of Fine Arts

Students may pursue a Theatre B.F.A. with a concentration in Acting, Design/Technology, Directing, or Musical Theatre.

Students seeking admission to the B.F.A. program must:

1. pass a screening examination by the Theatre faculty upon completion of the sophomore year or, for transfer students, after one semester at UM;
2. have completed THEA 120, 213, 250, 361, and/or 270;
3. demonstrate an aptitude in the chosen concentration area and;
4. maintain at least a 3.0 GPA in all Theatre courses.

* Students seeking the B.F.A. with a concentration in Acting are required to audition for all departmental mainstage productions.

* A Senior Project (THEA 465) is required of every candidate for the B.F.A. Theatre degree. Specific guidelines for projects are available in the Department of Theatre office.

Acting Concentration

In addition to completing the General Education core, the B.F.A. concentration in Acting requires 80 credit hours, including the following courses. A total of 130 credit hours is required to graduate.

Required Concentration Core (80 credit hours)

- 3 THEA 120—Introduction to Theatre
- 3 THEA 213—Acting I
- 3 THEA 250—Stagecraft I
- 3 THEA 270—Directing I
- 3 THEA 300—Play Analysis, Theory and Criticism
- 3 THEA 312—Audition Techniques
- 3 THEA 313—Acting II
- 3 THEA 314—Fundamentals of Theatre Design
- 3 THEA 340—Voice I
- 3 THEA 361—Musical-Theatre Styles I
- 3 THEA 380—Stage Movement I
- 3 THEA 390—Stage Make-up
- 3 THEA 400—Stage Combat
- 3 THEA 401—Acting for the Camera
- 3 THEA 413—Acting III
- 3 THEA 414—Seminar: Career Preparation
- 3 THEA 423—Theatre History I
- 3 THEA 424—Theatre History II
- 3 THEA 440—Voice II
- 3 THEA 465—Senior Project
- 3 THEA 480—Stage Movement II
- 3 Three 1-hour Applied Theatre courses
- 14 THEA electives

Design/Technology Concentration

In addition to completing the General Education core, the B.F.A. concentration in Design/Technology requires 80 credit hours, including the following courses. A total of 130 credit hours is required to graduate.

Required Concentration Core (Costume Design Emphasis) (80 credit hours)

- 3 ART 112—Drawing I **or** ART 113—Drawing II
- 3 THEA 120—Introduction to Theatre
- 3 THEA 213—Acting I
- 3 THEA 217—Costume Construction
- 3 THEA 250—Stagecraft I
- 3 THEA 270—Directing I
- 3 THEA 300—Play Analysis, Theory and Criticism
- 3 THEA 314—Fundamentals of Theatre Design
- 3 THEA 318—Costume Design I
- 3 THEA 355—Stage Lighting and Design
- 3 THEA 360—Scene Design I
- 3 THEA 390—Stage Make-up
- 3 THEA 414—Seminar: Career Preparation
- 3 THEA 417—Costume History
- 3 THEA 418—Costume Design II
- 3 THEA 419—Costume Construction II
- 3 THEA 423—Theatre History I
- 3 THEA 424—Theatre History II
- 3 THEA 465—Senior Project
- 15 Five 3-hour Theatre/Design electives
- 2 One 2-hour Theatre/Design elective
- 6 Six 1-hour Applied Theatre electives

Required Concentration Core (Scenic/Lighting Emphasis) (80 credit hours)

- 3 ART 112—Drawing I
- 3 ART 113—Drawing II
- 3 THEA 120—Introduction to Theatre
- 3 THEA 213—Acting I
- 3 THEA 250—Stagecraft I
- 3 THEA 270—Directing I
- 3 THEA 300—Play Analysis, Theory and Criticism
- 3 THEA 314—Fundamentals of Theatre Design
- 3 THEA 318—Costume Design I
- 3 THEA 350—Stagecraft II
- 3 THEA 355—Stage Lighting and Design
- 3 THEA 360—Scene Design I
- 3 THEA 409—Period Play Production
- 3 THEA 414—Seminar: Career Preparation
- 3 THEA 423—Theatre History I
- 3 THEA 424—Theatre History II
- 3 THEA 465—Senior Project
- 21 Seven 3-hour Theatre electives
- 2 One 2-hour Theatre elective
- 6 Six 1-hour Applied Theatre electives

Directing Concentration

In addition to completing the General Education core, the B.F.A. concentration in Directing requires 80 credit hours, including the following courses. A total of 130 credit hours is required to graduate.

Required Concentration Core (80 credit hours)

- 3 THEA 120—Introduction to Theatre
- 3 THEA 213—Acting I
- 3 THEA 250—Stagecraft I
- 3 THEA 270—Directing I
- 3 THEA 300—Play Analysis, Theory and Criticism
- 3 THEA 313—Acting II

- 3 THEA 314—Fundamentals of Theatre Design
- 3 THEA 340—Voice I
- 3 THEA 355—Stage Lighting and Design
- 3 THEA 361—Musical-Theatre Styles I
- 3 THEA 370—Directing II
- 3 THEA 380—Stage Movement I
- 3 THEA 401—Acting for the Camera
- 3 THEA 414—Seminar: Career Preparation
- 3 THEA 423—Theatre History I
- 3 THEA 424—Theatre History II
- 3 THEA 440—Voice II
- 3 THEA 465—Senior Project
- 3 THEA 470—Directing III
- 3 THEA 480—Stage Movement II
- 15 Five 3-hour Theatre electives
- 2 One 2-hour Theatre elective
- 3 Three 1-hour Applied Theatre electives

Musical Theatre Concentration

In addition to completing the General Education core, the B.F.A. concentration in Musical Theatre requires 80 credit hours, including the following courses. A total of 130 credit hours is required to graduate.

Required Concentration Core (80 credit hours)

- 8 THEA 102—Voice Lessons (Eight 1-hour private voice)
- 3 THEA 212—Musicianship for Actors/Singers
- 3 THEA 213—Acting I
- 18 THEA 215—Dance (Six 3-hour Theatre Dance courses)
- 3 THEA 250—Stagecraft I
- 3 THEA 270—Directing I
- 3 THEA 300—Play Analysis, Theory and Criticism
- 3 THEA 313—Acting II
- 3 THEA 314—Fundamentals of Theatre Design
- 3 THEA 340—Voice I
- 3 THEA 361—Musical-Theatre Styles I
- 3 THEA 380—Stage Movement I
- 3 THEA 401—Acting for the Camera
- 3 THEA 414—Seminar: Career Preparation
- 3 THEA 422—Musical Theatre History/Literature
- 3 THEA 423—Theatre History I
- 3 THEA 462—Musical Theatre Styles II
- 3 THEA 463—Musical Theatre Styles III
- 3 THEA 465—Senior Project
- 3 Three 1-hour Applied Theatre electives

Courses in Theatre

Theatre (THEA)

Course name	Credit
101 Freshman Applied Theatre I.....	1
102 Voice Lessons	1
120 Introduction to Theatre.....	3
121 Acting for Non-Majors.....	3
122 Honors Introduction to Theatre.....	3
201 Freshman Applied Theatre II.....	1
212 Musicianship for Actors/Singers	3

Theatre (THEA) (continued)

Course name	Credit
213 Acting I.....	3
215 Dance.....	3
217 Costume Construction.....	3
250 Stagecraft I.....	3
270 Directing I.....	3
300 Play Analysis, Theory and Criticism.....	3
301 Applied Theatre—Makeup.....	1
302 Applied Theatre—Lighting.....	1
303 Applied Theatre—Costumes.....	1
304 Applied Theatre—Management.....	1
305 Applied Theatre—Acting.....	1
306 Applied Theatre—Stage Management.....	1
307 Applied Theatre—Scenery.....	1
308 Applied Theatre—Directing.....	1
309 Applied Theatre—Sound.....	1
310 Applied Theatre—Props.....	1
312 Audition Techniques.....	3
313 Acting II.....	3
314 Fundamentals of Theatre Design.....	3
315 Acting Workshop.....	3
318 Costume Design I.....	3
340 Voice I.....	3
350 Stagecraft II.....	3
355 Stage Lighting and Design.....	3
360 Scene Design I.....	3
361 Musical-Theatre Styles I.....	3
370 Directing II.....	3
371 Playwriting I.....	3
380 Stage Movement I.....	3
382 Mask Work.....	3
390 Stage Makeup.....	3
400 Stage Combat.....	3
401 Acting for the Camera.....	3
404 Theatre and Arts Management.....	3
409 Period Décor.....	3
413 Acting III.....	3
414 Seminar: Career Preparation.....	3
417 Costume History.....	3
418 Costume Design II.....	3
419 Costume Construction II.....	3
422 Musical Theatre History/Literature.....	3
423 Theatre History I.....	3
424 Theatre History II.....	3
440 Voice II: Diction and Dialects.....	3
450 Special Theatre Seminar.....	3
457 Theatrical Computer Aided Drafting.....	3
460 Scene Design II.....	3
462 Musical Theatre Styles II.....	3
463 Musical Theatre Styles III.....	3
465 Senior Project.....	3
470 Directing III.....	3
475 Internship.....	1–6
480 Stage Movement II.....	3
491 Directed Study.....	3

Courses of Instruction (Undergraduate)

(GE) = Approved General Education Course

Accounting (AC)

Michael E. Stephens College of Business

221 Principles of Accounting I

3 credit hours

Principles and procedures involved in the accounting cycle, with emphasis on the logical application of accounting theory to the recording and interpretation of business transactions.

222 Principles of Accounting II

3 credit hours

Emphasis on accounting procedures for the planning and control of company activities and the significance of accounting information for managerial decision-making. Prerequisite: AC 221.

324 Intermediate Accounting I

3 credit hours

Financial accounting theory and practice, including thorough study of the accounting principles underlying reports on financial position and results of business operation. Prerequisites: AC 222 and junior standing.

325 Intermediate Accounting II

3 credit hours

Continuation of AC 324, which is a prerequisite.

326 Cost Accounting I

3 credit hours

Principles of manufacturing and distribution cost accounting. Emphasis on determination of unit costs for the manufacturer, service costs, standard costs, departmental costs, types of cost systems, use of cost accounting data in administering a business, and the measurement of operating results. Prerequisites: AC 222 and junior standing.

327 Intermediate Accounting III

3 credit hours

Continuation of AC 325, which is a prerequisite.

409 Internship in Accounting

3 credit hours

Work-related experience in a private, public, or government organization enhancing student learning of academic concepts and theories in accounting. Course may be repeated or completed for up to 6 credit hours on a pass/fail basis. Prerequisites: Accounting major, senior standing, GPA of at least 3.0, or consent of instructor.

421 Income Tax I

3 credit hours

Comprehensive study of federal income-tax principles and concepts as applied to individuals. Prerequisite: AC 222 and junior standing.

422 Advanced Accounting

3 credit hours

Accounting for partnerships, and the complexities that business combinations present to accountants. Course also examines accounting for international business operations and other selected advanced accounting topics. Prerequisite: AC 325.

423 Auditing I

3 credit hours

Theory and concepts underlying generally accepted auditing standards, with emphasis on the professional, ethical, and legal environments in which auditors work. Topics include the profession's standard-setting structure, code of ethics, Securities Acts of 1933 and 1934, Statements on Auditing Standards, and attribute sampling. Prerequisite: AC 325.

425 Not-for-Profit Accounting

3 credit hours

Special features of budgetary and fund accounting as applied to municipalities, other government units, and institutions such as hospitals and schools. Prerequisites: AC 222 and junior standing.

426 Cost Accounting II

3 credit hours

Managerial application of cost data in decision making, including cost-volume-profit analysis, budgeting, distribution costs, and capital investment. Prerequisite: AC 326 and junior standing.

427 Income Tax II

3 credit hours

Federal income-tax principles and concepts as they apply to partnerships, corporations, estates, trusts, and gifts. Prerequisite: AC 421.

428 Auditing II

3 credit hours

Procedural aspects of auditing, including internal control evaluation, audit program design, variable sampling, and EDP auditing. A case study that reinforces these topics is used, and emphasis is placed on auditing with the microcomputer. Includes an introduction to both transaction-cycle and balance-sheet audits. Prerequisite: AC 423.

476 Applied Research in Accounting

3 credit hours

Directed research in accounting. Course may be repeated for a total of 6 credit hours. Prerequisites: Senior standing and consent of instructor.

Air Force ROTC (AFRC)

Samford University

101 The Air Force Today I

1 credit hour

Topics relating to Air Force and national defense. Purpose, structure, and career opportunities in United States Air Force. Written communications. Students should also take the two-hour AFS AFRC laboratory.

102 The Air Force Today II

1 credit hour

Interpersonal communications. Effective listening techniques and verbal and non-verbal communications. Practical exercises and group projects to demonstrate barriers to effective communication and techniques to overcome barriers. Oral communication. Strategies, techniques, and delivery of effective oral presentations. Students should also take the two-hour AFRC 102 laboratory.

201 The Air Force Way I

1 credit hour

Historical survey of technological innovation in warfare. Emergence of air power and its significance in war and national-security policy implementation. Students should also take the two-hour AFS AFRC laboratory.

202 The Air Force Way II

1 credit hour

Leadership and followership traits in context of modern military force. Ethical standards of military officers and Air Force core values. Total quality management. Advanced application of oral communication skills. Organization, research, delivery, and audience analysis for briefings and presentations. Group leadership problems designed to enhance interpersonal communications. Students should also take the two-hour AFRC 202 laboratory.

250 Field Training

8 credit hours

Five-week training and evaluation course to select potential candidates for Professional Officer Course. Includes all topics in AFRC 101, 102, 201, and 202. Rigorous physical training. Prerequisite: Consent of Professor of Aerospace Studies.

300 Field Training

2 credit hours

Four-week training and evaluation course to select potential candidates for Professional Officer Course. Rigorous physical training. Prerequisite: Consent of Professor of Aerospace Studies.

301 Air Force Leadership and Management I

3 credit hours

Selected concepts, principles, and theories of quality Air Force leadership and management. Individual leadership skills and personal strengths and weaknesses as applied to Air Force environment. Students should also take the two-hour AFRC 301 laboratory.

302 Air Force Leadership and Management II

3 credit hours

Selected Air Force officer's duties and responsibilities as subordinate leader. Responsibility and authority of Air Force officer. Application of listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. Air Force officer's responsibilities in personal counseling and feedback process. Students should also take the two-hour AFRC 302 laboratory.

401 National Security Forces in Contemporary

American Society I

3 credit hours

Basic elements of national-security policy and process. Roles and missions of air power in implementing national-security policy. Students should also take the two-hour AFRC 401 laboratory.

402 National Security Forces in Contemporary

American Society II

3 credit hours

Contemporary roles for military in society and current issues affecting military profession. Comparative analysis of civil and military justice systems. Students should also take the two-hour AFRC 402 laboratory.

Anthropology (ANTH)

College of Arts & Sciences

210 Introduction to Anthropology

3 credit hours

The study of human variation, biological and behavioral, in the present as well as the past. This course explores the varied solutions of different peoples to the same basic problems, survival, social relationships, and the comprehension of the world in which they live.

211 Introduction to Archaeology

3 credit hours

Introduction to the methods and theory used by

archaeologists to reconstruct past societies by interpreting material culture and the landscape.

- 311 Selected Topics in Anthropology**
3 credit hours
 Topics vary and will be announced prior to registration period. Course may be repeated for credit as topic changes. Junior or senior standing required. Prerequisite: ANTH 210.
- 410 Theory and Methods in Anthropology**
3 credit hours
 Topics vary and will be announced prior to registration period. Course may be repeated for credit as topic changes. Senior standing required. Prerequisite: ANTH 210.
- Army ROTC (ARRC)**
University of Alabama at Birmingham
- 101 Developmental Leadership**
2 credit hours
 Introduces students to leadership theory and decision-making. Provides training with “life skill” lessons. Includes laboratory.
- 201 Leadership and Management**
2 credit hours
 Leadership dynamics, individual and group behavioral processes, and team building. Ethics, values, decision-making, and problem-solving. Includes laboratory.
- 204 Rangers**
1 credit hour
 Small-unit tactics, self discipline, self confidence, and resourcefulness. Cadets may participate in the two-day, 27-school South East Conference invitational varsity Ranger Challenge competition. Prerequisite: Prospect or contracted cadet.
- 301 Military Science III**
3 credit hours
 Includes laboratory. Prerequisites: ARRC 101 and 201 or equivalent. Must be a contracted cadet.
- 327 American Military History**
3 credit hours
 Prerequisites: Must be a contracted cadet or have approval of Professor of Military Science.
- 401 Military Science IV**
3 credit hours
 Includes laboratory. Prerequisites: ARRC 301, 302, and 303 or equivalent. Must be a contracted cadet.

Art (ART)

College of Fine Arts

- 100 Art Awareness**
3 credit hours (GE)
 Introduction to the visual arts, taking a topical rather than a historical approach. Examines the nature, structure, and criticism of visual arts.
- 101 Drawing for Non-Majors**
3 credit hours
 Principles, materials, techniques, and concepts of drawing. Emphasis on line, value, form, and composition through exercises in rendering still-life, natural objects, and some perspective. Non-majors only.
- 112 Drawing I**
3 credit hours
 Principles, materials, techniques, and concepts of drawing. Emphasis on line, value, form, and composition through exercises in rendering still-life, natural objects, and some perspective. Required of all studio majors.
- 113 Drawing II**
3 credit hours
 A continuation of techniques and concepts of drawing from ART 112, including media exploration and color drawing materials. Subjects include still-life, photographic material, landscape, and figure. Required of all studio majors. Prerequisite: ART 112.
- 122 Two-Dimensional Design and Color**
3 credit hours
 Introduction to creative process, composition, color theory, and practice through a variety of two-dimensional exercises. Required of all studio majors.
- 132 Three-Dimensional Design/Tools & Materials**
3 credit hours
 Theory, tools, materials, and processes used in the production of three-dimensional forms. Required of all studio majors.
- 218 History of Art I**
3 credit hours (GE)
 Survey of the history of art from Ancient through Medieval periods. Required of all Art majors.
- 219 History of Art II**
3 credit hours (GE)
 Survey of the history of art from Renaissance through Contemporary periods. Required of all Art majors.
- 224 Introduction to Ceramics**
3 credit hours
 Introduction to the major ceramics processes and firing techniques. Emphasis on wheel throwing with

- a survey of off-wheel approaches (mold making, extrusion, hand building). Prerequisite for majors: ART 132.
- 227 Special Studies**
1–3 credit hours
Variable credit for major department trips. Journal and other special projects required. Prerequisite: Consent of instructor.
- 228 Introduction to Painting**
3 credit hours
Introduction to oil painting. Still-life subjects and a variety of techniques introduce descriptive painting. Prerequisites: ART 112 and 122.
- 230 Introduction to Printmaking**
3 credit hours
Methods and materials of printmaking, with emphasis on monotype, relief, and intaglio techniques. Prerequisites: ART 112 and 122.
- 242 Introduction to Photography**
3 credit hours
Basic 35mm camera operation, black-and-white film processing and printing. Students will need a manual 35mm camera with light meter.
- 250 Introduction to New Media**
3 credit hours (GE)
Exploration of solutions to problems in visual art using various imaging, animation, and multimedia software. Students use the computer to explore new possibilities of electronic media and art. Prerequisites: ART 112 and 122.
- 255 Introduction to Graphic Design**
3 credit hours (GE)
Fundamental investigation of graphic design principles, tools, methods, and processes, with an emphasis on technical skills. Prerequisites: ART 112 and 122.
- 270 Introduction to Sculpture, 3 credit hours**
Introduction to materials and processes used in the production of sculpture. Prerequisite: ART 132.
- 291 B.F.A. Foundation Seminar**
1 credit hour
Introduction to professional practices in art and assessment of student's overall progress in the B.F.A. degree program through workshops, assignments, and the B.F.A. Foundation Portfolio Review. Prerequisite: Normally taken during the second semester of the sophomore year with completion of, or current enrollment in, ART 112, 113, 122, 132, 218, 219, and two introductory studios.
- 300 Graphic Design: Typography**
3 credit hours
Investigation of fundamental to advanced aspects of typographic design, including letterforms legibility, grid systems, hierarchical and expressive typographic structures, exploring traditional and non-traditional forms. Prerequisite: ART 255.
- 301 History of Ancient Art**
3 credit hours
History of art and architecture produced in ancient Greece and Rome. Prerequisite: ART 218 or consent of instructor.
- 302 History of Medieval Art**
3 credit hours
History of art and architecture produced in western Europe from the 5th through the 14th centuries, with emphasis on the Romanesque and Gothic periods. Prerequisite: ART 218 or consent of instructor.
- 305 History of 17th- and 18th-Century Art**
3 credit hours
History of art and architecture produced in Europe during the 17th and 18th centuries, with an emphasis on painting and sculpture. Prerequisite: ART 219 or consent of instructor.
- 306 History of 19th-Century Art**
3 credit hours
History of art and architecture produced in Europe and America during the 19th century, with an emphasis on painting and sculpture. Prerequisite: ART 219 or consent of instructor.
- 307 History of Modern Art, 1860–1945**
3 credit hours
History of art and architecture in Europe and America produced from 1860–1945, with an emphasis on Modern movements in the 20th century. Prerequisite: ART 219 or consent of instructor.
- 308 History of Art 1945–2000**
3 credit hours
History of art and architecture produced from 1945–2000, with an emphasis on the transition from the Modern to Postmodern periods. Prerequisite: ART 219 or consent of instructor.
- 313 Advanced Drawing: Series**
3 credit hours
In this advanced drawing course students will complete a group of drawings united in theme or approach. Students will develop skills relating to narrative and non-narrative structure in their work using a variety of media. Prerequisites: ART 113 and 122.

- 314 Advanced Drawing: The Human Figure**
3 credit hours
Advanced study of the human figure, with an emphasis on color and expressive composition. Offered on a rotating basis with other 300/400-level drawing courses. Prerequisites: ART 113 and 122.
- 322 Ceramics: Atmosphere Firing**
3 credit hours
Exploration of the techniques and materials of wood, salt, and other atmosphere firings used in the finishing of ceramic ware. Prerequisite: ART 224.
- 324 Ceramics: Mold-making**
3 credit hours
Single and multi-piece molds and creative applications of casting multiples. Prerequisite: ART 224.
- 325 Ceramics: Wheel-throwing**
3 credit hours
Use of wheel-throwing techniques in the creation of large-scale, functional, and sculptural forms. Prerequisite: ART 224.
- 326 Special Topics**
3 credit hours
The Art Department occasionally offers courses on special topics or processes in order to provide students an opportunity to work in areas not included in the regular curriculum. Prerequisite: Consent of instructor.
- 327 Special Topics in Art History**
1–3 credit hours
The Art Department occasionally offers courses on special topics in art history in order to provide students an opportunity to work in areas not included in the regular curriculum. Prerequisite: Consent of instructor.
- 328 Figure Painting**
3 credit hours
Figure painting, including work from live models and photographic sources. Prerequisite: ART 228.
- 330 Printmaking: Intaglio**
3 credit hours
Concentration on copper plate etching, including color and photomechanical techniques. Advanced printmaking classes may be taken in any order. Prerequisite: ART 230.
- 331 Printmaking: Screen Printing**
3 credit hours
Concentration on screen printing using color, direct stencil, and photomechanical techniques. Advanced printmaking classes may be taken in any order. Prerequisite: ART 230.
- 350 Graphic Design: Symbolology**
3 credit hours
Analysis of signs, symbols, and images to design a visual identity system, which involves logos, trademarks, corporate identity, and signage influence by social, cultural, environmental, and technological factors. Prerequisite: ART 255.
- 355 Graphic Design: Multimedia**
3 credit hours
Designing for the web as an effective communication vehicle, providing visual aesthetic, user-friendly, informational, and functional elements to convey information. Prerequisite: ART 255.
- 356 Graphic Design: Publication Design**
3 credit hours
Designing fundamental methods of typographical layout, editing images, space, and structure. Examining different styles, techniques, and images related to the book cover, magazine, editorial, catalogue, newspaper, and bookbinding. Prerequisite: ART 255.
- 361 New Media: Animation**
3 credit hours
Introduction to the basic principles of animation. Scripting and storyboarding will be an important foundation for continuing work in animation. Currently available software will be used to develop animation for the Web, and for creative art. Prerequisite: ART 250.
- 362 New Media: Web Media**
3 credit hours
Introduction to the theory and practice of art on the Internet. Critically examines the World Wide Web in its application as a digital arts exhibition space, design lab, and communication tool. Not only provides technical information, but also helps frame the Internet as a conceptual forum with historical, philosophical, and aesthetic roots. Prerequisite: ART 250.
- 363 New Media: Digital Video**
3 credit hours
Strategies and basic skills for visual and audio production of time-based cinemas. Structural, experimental, improvisational, image and audio processing, and event-oriented approaches are explored in conjunction with instruction in the use of digital and analog equipment. Prerequisite: ART 250.
- 375 Sculpture: Environmental**
3 credit hours
Production of environmental, site specific, and temporary sculptural installations and objects using raw materials and low-tech processes. Prerequisite: ART 270.

- 391 B.F.A. Concentration Seminar**
1 credit hour
Continuation of professional practices in art and assessment of student's overall progress in the B.F.A. degree program through workshops, assignments, and the B.F.A. Concentration Portfolio Review. Prerequisite: Normally taken during the second semester of the junior year after ART 291 and completion of, or current enrollment in, 18 credit hours of studio and art-history classes, including at least two classes in the concentration.
- 394 Photography: Advanced Black-and-White**
3 credit hours
Advanced control with black-and-white photography. Emphasis on developing technical skill and personal direction in image making. Prerequisite: ART 242.
- 396 Advanced Drawing: Illustration**
3 credit hours
Illustrative and narrative drawing; includes both black-and-white and color drawing media. Prerequisites: ART 113 and 122.
- 399 Water-Based Media**
3 credit hours
Exploration of various water-based media. A variety of drawing and painting processes will be used; focus in drawing or painting is possible. Prerequisite: ART 228.
- 400 Graphic Design: History and Application**
3 credit hours
Understanding graphic design as affected by social, political, international, and technological developments. Emphasis on developing visual arts and design in association with historical research. Prerequisite: ART 255.
- 402 History of Italian Renaissance Art**
3 credit hours
History of painting, sculpture, and architecture produced in Italy from the early to high Renaissance. Prerequisite: ART 218 or consent of instructor.
- 403 Contemporary Art**
3 credit hours
Exploration of production, theory, and criticism of Contemporary Art. Prerequisite: ART 307 or consent of instructor.
- 405 Landscape to Land Art**
3 credit hours
This course explores the conceptual and pictorial development of landscape as a genre in Western art with special focus on the development of Land Art as a contemporary art movement. Prerequisite: ART 219.
- 406 History of Photography**
3 credit hours
Survey of the history of photography and contemporary criticism.
- 408 Directed Research in Art History**
1–3 credit hours
Reading and research under direction and supervision of appropriate art history faculty. Prerequisite: Consent of instructor.
- 410 Mixed Media**
3 credit hours
Exploration of experimental and alternative media, techniques, and processes. Course content varies. Course may be repeated for credit by permission. Prerequisites: ART 112 and 122.
- 414 Advanced Drawing: Materials and Concepts**
3 credit hours
Traditional and alternative technical and conceptual problems in drawing, with emphasis on individual, creative approaches to the assignments, extensive planning and development, technical proficiency in execution, and thoughtful, articulate, critical evaluation. Prerequisites: ART 113 and 122.
- 416 Advanced Drawing: Color**
3 credit hours
An advanced-level drawing course that focuses on color drawing media such as pastel, colored pencil, and ink. Prerequisites: ART 113 and 122.
- 417 Advanced Drawing: Large Format**
3 credit hours
In this advanced drawing course students will explore drawing issues related to scale, such as the relationship with the viewer and the power of life-size and larger imagery. A variety of materials and techniques will be explored. Prerequisites: ART 113 and 122.
- 424 Ceramics: Hand-building**
3 credit hours
Use of coil, slab, extrusion, and wheel-generated forms as raw materials for assembly. Prerequisite: ART 224.
- 425 Ceramics: Alternative Approaches**
3 credit hours
Land art, performance, conceptual, clay in combination with other materials (both virtual and actual). Prerequisite: ART 224.
- 428 Painting Material and Techniques**
3 credit hours
The emphasis is to explore different painting techniques and concepts, and alternative painting sur-

- faces. More independence is expected of the students. Prerequisite: ART 228.
- 429 Narrative Painting**
3 credit hours
Exploration of narrative, symbol, and metaphor as subjects in painting. Prerequisite: ART 228.
- 430 Printmaking: Lithography**
3 credit hours
Concentration on direct lithography from plates and/or stones, including color and photomechanical techniques. Advanced printmaking courses may be taken in any order. Prerequisite: ART 230.
- 431 Printmaking: Relief**
3 credit hours
Concentration on relief printing, including color, large format, and non-traditional materials. Advanced printmaking courses may be taken in any order. Prerequisite: ART 230.
- 432 Photo-Etching**
3 credit hours
Concentration on the photo-etching printing technique using photopolymer plates and ink-jet transparencies from traditional and digital photographs and drawings. Prerequisite or concurrent enrollment in: ART 230 or 242. Restricted to Art majors only.
- 444 Studio Photography**
3 credit hours
Introduction to the equipment and processes of controlled lighting techniques, large-format camera, and color. Prerequisite: ART 242.
- 445 Photography: Alternative Processes**
3 credit hours
Exploration of non-silver and experimental photographic processes. Prerequisite: ART 242.
- 446 Photography: Historic Processes**
3 credit hours
Exploration of gum bichromate, cyanotype, van Dyke brown, and other contact printing processes. Prerequisite: ART 242.
- 447 Photography: Documentary**
3 credit hours
A seminar and studio course that presents traditions and techniques in documentary photography with use of the film and digital camera to explore cultural and personal themes. Prerequisite: ART 242.
- 450 Graphic Design: Information Design**
3 credit hours
Designing visual presentation of statistical and quantified information, such as narratives, graphs, charts, diagrams, maps, and data to express meaning in graphic and typographic messages. Prerequisite: ART 255.
- 460 New Media: 3-D Animation**
3 credit hours
Using 3-D computer graphics techniques, students gain proficiency in virtual modeling, lighting, and shading techniques as they are applied to computer animation. Basic computer skills expected. Prerequisite: ART 250.
- 461 New Media: Digital Printing**
3 credit hours
Exploration of the aesthetic possibilities of digital imaging and various approaches to creative multimedia printing using multiple modes of print production and dissemination. Prerequisite: ART 250.
- 470 Sculpture: Metal Casting**
3 credit hours
Tools, materials, and processes used in the production of cast-metal sculpture. The course includes mold making and the casting of bronze and aluminum. Prerequisite: ART 270.
- 471 Sculpture: Stone Carving**
3 credit hours
Tools, materials, and techniques used in the production of stone carving. Prerequisite: ART 270.
- 475 Public Sculpture: Design, Fabrication, and Installation**
3 credit hours
Exploring the public art process from design approval to installation. Prerequisite: ART 270.
- 476 Sculpture: Sheet-Metal Fabrication**
3 credit hours
Tools, materials, and processes used in production of steel sculptures. Prerequisite: ART 270.
- 480 Performance and Installation Art**
3 credit hours
Students create individual and group performances and installations. Major artists and trends in performance and installation art are studied and discussed. Prerequisite: Consent of instructor.
- 491 B.F.A. Exhibition Seminar**
3 credit hours
Final class in the professional practices of art and assessment of student's overall performance in the B.F.A. degree program through workshops, assignments, and the B.F.A. Exhibition Review. Prerequisite: Normally taken during the final semester of

the senior year after completion of ART 391 and completion of, or current enrollment in, all studio coursework including six classes in the concentration.

492 Portfolio

3 credit hours

Development of a specific body of advanced studio work to demonstrate a mature approach to studio art. Students focus on preparing work applicable to the respective professions or to graduate school. Prerequisites: This course should typically be the last taken in a studio concentration. Faculty consultation and approval required.

493 Internship

3 credit hours

Supervised, off-campus work experience for the purpose of gaining professional knowledge, skills, and attitudes in graphic design and/or photography. A daily journal is required. Prerequisite: Faculty consultation and approval the semester prior to the internship.

Biology (BIO)

College of Arts & Sciences

100 Principles of Biology

4 credit hours (GE)

Three lectures. One two-hour laboratory. Origin, development, growth, function, reproduction, evolution, and ecology of plants and animals. Students may not take this course for credit after completing a higher-level biology course with a grade of C or better.

105 Introductory Biology I

4 credit hours (GE)

Three lectures. One two-hour laboratory. Introduction to biology emphasizing molecular aspects of cells, genetics and physiology. Open to students in the following majors: Biology, Chemistry, Family and Consumer Sciences, Kinesiology, Psychology and Social Work, or by consent of instructor.

106 Introductory Biology II

4 credit hours (GE)

Three lectures. One two-hour laboratory. Introduction to biology emphasizing diversity of living organisms, and the biology and ecology of bacteria, fungi, plants, and animals.

205 Ecology

4 credit hours

Three lectures. One three-hour laboratory. Interrelationships of living organisms and of the environmental factors that influence their behavior and distributions. Prerequisites: BIO 106 and ENG 102 or 104; BIO 105 recommended.

206 Genetics

4 credit hours

Three lectures. One two-hour laboratory. Mechanisms of inheritance within plants, animals, and humans, with emphasis on molecular genetics and gene structure, as well as inheritance and evolution. Prerequisites: BIO 105 and MATH 131.

300 Microbiology

4 credit hours

Three lectures. One three-hour laboratory. Taxonomy, morphology, and physiology of microorganisms, with emphasis on bacteria, immunological theory, and techniques. Prerequisites: BIO 105 and CHEM 102. Fall Semester.

307 Molecular Cell Biology

4 credit hours

Three lectures. One three-hour laboratory. Morphology, basic molecular biochemistry, and function of cells and cellular organelles. Prerequisites: BIO 105 and 206 and CHEM 221.

310 Plant Systematics

4 credit hours

Two lectures. Two two-hour laboratories. A study of plant diversity focusing on local examples of major plant families of the world. Special attention to biological innovations and adaptations, methods of phylogenetic reconstruction, and specimen collection and preservation. Includes collecting excursions to different habitats within the region. Prerequisite: BIO 106.

341 Anatomy

4 credit hours

Three lectures. One three-hour laboratory. Anatomy of humans and other vertebrate animals, emphasizing comparative function and evolution of organ systems. Prerequisites: BIO 105 with a C or better and junior standing; BIO 106 also strongly recommended.

342 Physiology

4 credit hours

Three lectures. One three-hour laboratory. Physiology of humans and other vertebrate animals. Study of the mechanisms and processes involved in biological function from cellular to organismal levels, emphasizing their roles in regulation of homeostasis. Prerequisite: BIO 105 with a C or better, CHEM 102 or 122 with a C or better, and junior standing.

375 Environmental Sampling

2 credit hours

One two-hour laboratory. Students learn the methods and instruments used to sample chemical, bacteriologic, hydrologic, and meteorologic data. This

- course entails extensive laboratory time and field work at the local UM Ebenezer Swamp Ecological Preserve. Topics vary. Course may be repeated for credit as topic changes. Prerequisites: CHEM 121 (CHEM 222 and 230 strongly recommended but not required) and BIO 205. (Cross-listed with CHEM 375.)
- 380 Invertebrate Zoology**
4 credit hours
Three lectures. One three-hour laboratory. Biology of invertebrates, with an emphasis on taxonomy, ecology, and evolution. Lab includes field collection and identification. Prerequisites: BIO 106 and junior standing.
- 390 Animal Behavior**
4 credit hours
Three lectures. One three-hour laboratory. Examination of animal communication and social interactions, focusing on mate choice, kin relationships, aggression, territoriality, and predation. Prerequisite: BIO 106.
- 410 Histology**
4 credit hours
Three lectures. One three-hour laboratory. Detailed study of the microscopic structure of animal tissues and organs. Prerequisite: BIO 105; BIO 341 also recommended.
- 420 Parasitology**
4 credit hours
Three lectures. One three-hour laboratory. Protozoa, flatworms, roundworms, and arthropods. Prerequisite: BIO 106.
- 425 Molecular Techniques**
4 credit hours
Two lectures. Two two-hour labs. A methods-oriented class focusing on techniques of protein, RNA, and DNA manipulations commonly used in genetic engineering and biotechnology applications. Prerequisite: BIO 206.
- 430 Developmental Biology**
4 credit hours
Three lectures. One three-hour laboratory. A study of the development of vertebrates, with special emphasis on human development. Molecular, morphological, and clinical aspects of the development of all major organ systems will be explored. Prerequisite: BIO 341 or consent of instructor.
- 435 Conservation Biology**
4 credit hours
Three lectures. One three-hour laboratory. Study of the scientific efforts to document biodiversity and to understand and reduce the negative impact of human activity on the biosphere. Prerequisites: BIO 105, 205; BIO 206 recommended.
- 440 Evolution**
4 credit hours
Three lectures. One three-hour laboratory. Organic evolution, the process and its products. Prerequisite: BIO 206.
- 450 Immunology**
4 credit hours
Three lectures. One three-hour laboratory. Study of the cellular and molecular basis of immunity and the physiologic operations of the mammalian immune system. Prerequisites: BIO 105, CHEM 102 or 122, and junior standing.
- 460 Field Botany**
4 credit hours
Two lectures. One four-hour laboratory. Taxonomy and ecology of higher plants in Alabama. Prerequisite: BIO 106.
- 470 Vertebrate Field Zoology**
4 credit hours
Two lectures. Two two-hour laboratories. Biology of vertebrates, with an emphasis on taxonomy, ecology, and evolution. Lab includes field collection and identification. Prerequisites: BIO 106 and junior standing.
- 475 Special Topics in Biology**
1–4 credit hours
Designed to introduce students to new topics in biology.
- 480 Special Problems in Biology**
1–4 credit hours
Individual research problems completed under the direction of faculty. Open to junior or senior biology students who have a 3.0 GPA or above in all biology courses, or consent of instructor. Topics vary. Course may be repeated for credit as topic changes.
- Business Law (BL)**
Michael E. Stephens College of Business
- 283 Legal Environment of Business**
3 credit hours
A study of how business and economic life are shaped and directed by government, including the U.S. Constitution, federal and state legislation, federal regulatory agencies, and leading federal and state court decisions.

384 Business Law
3 credit hours

Analysis of legal problems inherent in business transactions, along with their accounting and auditing implications. Prerequisites: BL 283 and junior standing. Spring Semester.

Chemistry (CHEM)
College of Arts & Sciences

100 Fundamentals of Chemistry
4 credit hours (GE)

Three lectures. One two-hour laboratory. An introduction to the fundamental concepts of chemistry and the role of chemistry in everyday life. Discussions cover energy, foods and household products, natural and synthetic materials, waste and pollution. Prerequisite: High school algebra. Students may not take this course for credit after completing a higher-level chemistry course with a grade of C or better.

101 Basic Chemistry I
4 credit hours (GE)

Three lectures. One two-hour laboratory. Common elements and their compounds, fundamental laws and theories of chemistry, and an introduction to organic chemistry. Course intended for pre-nursing students and non-science students. May not be applied toward either major or minor. Course open to students in the following majors: Biology, Chemistry, Family and Consumer Sciences, and Kinesiology, or by consent of instructor. Prerequisite: MATH 131 or higher. Fall Semester, Summer Session.

102 Basic Chemistry II
4 credit hours

Three lectures. One two-hour laboratory. A continuation of CHEM 101, with particular emphasis on general concepts of organic and biological chemistry at an elementary level, for students interested in family and consumer sciences, nursing, and some health-related programs. An introduction to organic chemistry that includes selected methods of preparation, principles of reactions, and chemical properties of the major classes of compounds. May not be applied toward either major or minor. Prerequisite: CHEM 101. Spring Semester.

121 General Chemistry I
4 credit hours (GE)

Three lectures. One three-hour laboratory. A comprehensive study of the fundamental facts, principles, and theories of chemistry. Topics covered include units, problem solving, atoms, elements formulas, nomenclature, chemical reactions and equations, stoichiometry, atomic structure, periodicity, and theories of bonding and structure. Open to students in the following majors: Biology, Chemistry and

Kinesiology or by consent of instructor. Students who have not successfully completed a high school chemistry course are strongly encouraged to complete CHEM 101 before enrolling in this course. Prerequisite: MATH 131 or higher.

122 General Chemistry II
4 credit hours (GE)

Three lectures. One three-hour laboratory. A continuation of the introductory studies of basic facts, principles, and theories beyond those of CHEM 121. Topics covered include solid, liquid, and gaseous states; an introduction to chemical equilibria including acid base chemistry; thermodynamics and electrochemistry. Prerequisite: CHEM 121 with a C or better. Spring Semester.

221 Organic Chemistry I
4 credit hours

Three lectures. One three-hour laboratory. An introduction to nomenclature, selected methods of preparations, and selected chemical properties of the following classes of organic compounds: alkanes, alkenes, alkynes, alkyl halides, aldehydes and ketones, carboxylic acids, esters, ethers, alcohols and thiols, amides, anhydrides, and amines. Prerequisite: CHEM 102 or 122 with grade of C or better. Fall Semester.

222 Organic Chemistry II
4 credit hours

Three lectures. One three-hour laboratory. An introduction to reaction mechanisms, stereochemistry, and spectroscopy (IR, MS, NMR, UV) as they may be applied to the classes of compounds studied in CHEM 221. Prerequisite: CHEM 221 with a C or better. Spring Semester.

255 Chemical Computations
3 credit hours

Three lectures. An introduction to the use of standard software packages for carrying out scientific calculations and scientific presentations. The primary emphasis will focus on spreadsheets, scientific drawing programs, and molecular modeling. Topics will include data entry and manipulation, graphing, statistical analysis, chemical structure and model building, and use of these programs in scientific written and oral presentations. Prerequisite: CHEM 122.

320 Analytical Chemistry
4 credit hours

Three lectures. One three-hour laboratory. An introduction to the theory and practice of analytical chemistry, with an emphasis on classical volumetric and gravimetric techniques. Topics covered include acid-base and solubility equilibria, complex formation equilibria, and oxidation-reduction equilibria.

- A brief introduction to spectrophotometric and electrochemical techniques will be presented at the end of the term. Prerequisite: CHEM 122 with a grade of C or better. Fall Semester.
- 321 Physical Chemistry I**
4 credit hours
Three lectures. One three-hour laboratory. Physicochemical properties of matter in the gaseous, liquid, and solid states; solutions, equilibrium, kinetics, and thermodynamics of chemical reactions. Prerequisites: CHEM 221, PHYS 202 or 242, and MATH 170. Fall Semester.
- 322 Physical Chemistry II**
4 credit hours
Three lectures. One three-hour laboratory. Symmetry, quantum mechanics, molecular spectroscopy, chemical bonding, x-ray diffraction, and kinetics. Prerequisites: CHEM 321 and MATH 171; Math 272 is recommended. Spring Semester.
- 370 Biochemistry I**
4 credit hours
Three lectures. One three-hour laboratory. Metabolism, energetics, enzyme kinetics, nutrition, biosynthesis of proteins, and concepts in molecular biology. Prerequisites: CHEM 221. Spring Semester.
- 375 Environmental Sampling**
2 credit hours
One two-hour laboratory. Students learn the methods and instruments used to sample chemical, bacteriologic, hydrologic, and meteorologic data. This course entails extensive laboratory time and field work at the local UM Ebenezer Swamp Ecological Preserve. Topics vary. Course may be repeated for credit as topic changes. Prerequisites: CHEM 121 (CHEM 222 and 230 strongly recommended but not required) and BIO 205. (Cross-listed with BIO 375.)
- 380 Special Projects in Chemistry**
1–6 credit hours
For students requiring special skills in chemistry. Credit commensurate with complexity and effort required. Topics vary. Course may be repeated for credit as topic changes. Prerequisites: Junior standing and consent of instructor.
- 420 Advanced Inorganic Chemistry**
4 credit hours
Three lectures. One two-hour laboratory. Detailed discussions of theories of bonding and group theory, with applications to interpretation and understanding of the structure, spectra, and magnetic properties of coordination compounds. Prerequisite: CHEM 222 with a C or better.
- 421 Advanced Physical Organic Chemistry**
3 credit hours
The theory and mechanism of organic transformations. Emphasis on the physical and mechanistic basis of organic chemistry rather than on synthetic applications. Topics include organic structure, molecular dynamics, symmetry, stereochemistry of reactions, and energetics of reaction paths.
- 431 Research Project**
4 credit hours
Special project to be completed while working with a faculty member as a mentor. Students survey the literature, design and perform experiments, interpret results, and write or present a paper based on the research. Topics vary. Course may be repeated for credit as topic changes. Prerequisite: Consent of instructor.
- 440 Special Topics in Chemistry**
3–4 credit hours
A discussion of recent advances in theory, instrumentation, or techniques in analytical, inorganic, or physical chemistry. Topics vary. Course may be repeated for credit as topic changes. Prerequisite: Consent of instructor.
- 450 Instrumental Analysis**
4 credit hours
Three lectures. One three-hour laboratory. Theory and applications of physicochemical methods of analysis, including electroanalytical, spectrophotometric, and chromatographic methods. Prerequisites: CHEM 222 and 320.
- 490 Chemistry Seminar I**
1 credit hour
Students will choose a chemistry seminar topic and begin developing an oral and written presentation to be offered during the spring semester of their senior year. Limited to senior chemistry majors. This course is graded pass/fail and is offered only during the Fall semester.
- 491 Chemistry Seminar II**
1 credit hour
Students will present an oral seminar on a chemistry topic developed in CHEM 490. The student will also prepare a research paper reflecting the chemistry presented in the oral seminar.
- Communication Science and Disorders (CSD)**
College of Arts & Sciences & College of Education
- 101 Survey of Communication Disorders**
3 credit hours
General overview across the life span and basic introduction to speech-language pathology and audiology. Observations of therapy and diagnostics are required.

- 253 Applied Phonetics in Communication Disorders**
3 credit hours
Introduction to the International Phonetic Alphabet system of phonetic analysis, speech sound production, analysis and transcription of normal and disordered articulation. Multi-cultural aspects are included.
- 291 Normal Language Development**
3 credit hours
Theories of normal language development, knowledge of child development in general, and knowledge of the sequence of language development from birth to adolescence.
- 380 Anatomy and Physiology of Speech**
3 credit hours
Anatomy, physiology, and physics of speech production, with a survey of experimental work. Prerequisite: A grade of C or better in CSD 101, 253, and 291.
- 385 Multicultural Issues**
3 credit hours
Investigation of impact of cultural diversity upon human development, education, communication skills, family functioning, and social problems across the life span. Sensitivity to the varying needs of ethnic groups and the disabled is stressed. Review of interpersonal skills needed to relate to persons from diverse cultures is included.
- 393 Language Disorders: Assessment and Intervention**
3 credit hours
Analysis of assessment and intervention procedures used in treatment of language disorders. Prerequisite: A grade of C or better in CSD 101, 253, and 291.
- 394 Articulation and Phonological Development: Assessment and Intervention**
3 credit hours
Theories of articulation and phonological development. Sequence of normal articulation and phonological development. Analysis of assessment and intervention process and strategies. Prerequisite: A grade of C or better in CSD 101, 253, and 291.
- 401 Introduction to Clinical and Educational Interventions for Autism**
2 credit hours
Students in pre-professional programs in education and the social sciences will be introduced to the characteristics associated with Autism Spectrum Disorders. Learners will describe challenges faced by individuals with Autism and identify interventions, accommodations, and modifications appropriate for this population. Junior standing is required.
- 411 Introduction to Audiology**
3 credit hours
This course will expose students to the basics of hearing science, the nature of hearing loss, and the key techniques and underlying principles of hearing assessment. Prerequisite: A grade of C or better in CSD 101, 253, and 291.
- 463 Clinical Observation**
1 credit hour
Provide the student with an experience observing speech-language pathology services in a video lab, supervised by clinical supervisors. Prerequisites: CSD 393 and 394, and a grade of C or better in CSD 101, 253, and 291.
- 464 Senior Seminar**
3 credit hours
This capstone course will involve a variety of learning activities designed to facilitate the transition into clinical activities required in graduate studies. Prerequisites: CSD 393 and 394, and a grade of C or better in CSD 101, 253, and 291.
- 471 Aural Rehabilitation**
3 credit hours
This course will expose students to the implications of hearing loss and the key techniques and underlying principles of auditory (re)habilitation. Prerequisites: CSD 411 or consent of instructor, and a grade of C or better in CSD 101, 253, and 291.
- 473 Introduction to Medical Speech-Language Pathology**
3 credit hours
This required course will focus on the various neurogenic communication disorders assessed and treated by a speech-language pathologist in the medical setting. Various disorders will be presented with assessment and treatment techniques briefly discussed to introduce the student learner to adult communication disorders. Examples of disorders will be discussed including: aphasia, traumatic brain injury, various types of dementia, and various types of motor-speech disorders. Prerequisite: CSD 380.
- 475 Speech Science**
3 credit hours
Comprehensive study of the physiological and acoustical aspects of speech production. Prerequisites: CSD 380 or consent of instructor, and a grade of C or better in CSD 101, 253, and 291.
- 481 Clinical Policies and Procedures**
3 credit hours
A study of clinical procedures, techniques, and skills necessary for clinic practice in speech-language

pathology. Prerequisites: CSD 393 and 394, and a grade of C or better in CSD 101, 253, and 291.

495 Introduction to Voice and Fluency Disorders
3 credit hours

An introduction to the study of normal voice production and voice disorders, as well as the etiology and management of fluency disorders in children and adults. Prerequisite: A grade of C or better in CSD 101, 253, and 291.

498 Special Studies in Communicative Disorders
1–3 credit hours

Investigation of communicative disorders in traditional or non-traditional framework, special project, interim course, or other model.

Communication Studies (COMS)

College of Fine Arts

101 Foundations of Oral Communication
3 credit hours (GE)

Foundation in the principles of communication focusing on understanding the intrapersonal, interpersonal and group, organizational, cultural, and public communication climates within which the students interact daily. Provides students the opportunity to study and practice effective communication and to prepare for real-life situations.

102 Honors Foundations of Oral Communication
3 credit hours (GE)

Principles of foundations of communications for Honors Program students.

140 Principles of Public Speaking
3 credit hours

Performance of several types of public speeches, with emphasis on subject matter and content, purpose, social context, and occasion. Prerequisite: COMS 101.

141 Interpersonal Communication
3 credit hours

Study and practice of effective dyadic communication in family, social, and work environments. Explores such topics as the development of the self-concept, perception, language, nonverbal communication, and conflict management.

200 Introduction to Communication Research Methods
3 credit hours

Study, application, and evaluation of quantitative and qualitative research methods employed in scholarly communication research. Includes experimental, survey, textual analysis, and ethnography. Prerequisite: COMS 101.

220 Introduction to Public Relations
3 credit hours

An introduction to theories, practices, responsibilities and management functions in the field of public relations. Class format will include lecture, discussion, and team projects.

320 Communication Theory
3 credit hours

In-depth exploration of communication theories as they relate to interpersonal, group, public, and other communication contexts. Emphasis on how theories are formulated and evaluated. Prerequisite: COMS 101.

330 Persuasion
3 credit hours

A study and application of the theory and practice of persuasive strategies that constantly influence human behavior and attitudes. Includes performance opportunities. Prerequisites: COMS 140.

344 Organizational Communication
3 credit hours

A study of the principles of group discussion, leadership, conflict, and communication patterns in businesses and organizations. Prerequisite: COMS 101.

350 Nonverbal Communication
3 credit hours

Communication beyond the spoken or written word, including personal appearance, touch, space, eye contact, gestures, chronemics, olfaction, body adornment, and body language. Prerequisite: COMS 101.

360 Small Group Communication
3 credit hours

Nature, uses, and types of group discussion, including leadership, group problem solving, and the individual's role in a group. Prerequisite: COMS 101.

375 Gender Communication
3 credit hours

Study of the development, usage, and effects of gendered communication interpersonally and in organizational settings. Prerequisite: COMS 101.

410 Environmental Communication
3 credit hours

This course begins from the presumption that how we communicate about the environment powerfully affects our perceptions of both it and ourselves and how we define our relationship with the natural world. We will examine various contexts, styles, and strategies of communication about the environment focusing primarily on the rhetorical perspective. Prerequisite: COMS 101.

430 Argumentation and Debate

3 credit hours

A study of the development, techniques, and styles of argumentation to facilitate communication in social, political, and cultural settings. Prerequisite: COMS 140.

435 History and Criticism of U.S. Public Address

3 credit hours

A survey and criticism of U.S. public address that emphasizes the study and analysis of the changing styles of rhetoric revealed in the public address of U.S. citizens as they respond(ed) to the historically and constantly changing cultural and social contexts. Prerequisites: COMS 101 and ENG 102.

445 Communication Training and Development

3 credit hours

Strategies and techniques for improving the communication skills of business personnel, classroom students, and clients. Prerequisite: COMS 101.

450 Rhetorical Criticism

3 credit hours

A survey and practice of rhetorical methods and criticism through analysis of speeches, campaigns, and other rhetorical artifacts. Prerequisites: COMS 101 and ENG 102.

455 Intercultural Communication

3 credit hours

An introduction to communication between people from different cultures. Class format will include lecture, discussion, debate, and participation in intercultural events.

460 Seminar in Communication Studies

3 credit hours

Special offerings on a Communication Studies topic not covered in the curriculum. May be repeated for credit as topics vary.

475 Internship in Communication Studies

1–6 credit hours

Practical experience in a professional environment. Open to juniors and seniors only with departmental consent. Applications, including requirements, are available in departmental office. May be repeated for a total of 6 credit hours on a pass/fail basis. Prerequisite: Consent of instructor.

491 Directed Studies in Communication Studies

1–3 credit hours

Supervised, independent directed study in communication-related area. Faculty adviser must approve research topic the semester prior to registration. Prerequisite: Consent of instructor.

495 Public Relations Campaigns

3 credit hours

This course will review current practices in the field for the planning, proposing, implementation, and analysis phases of public-relations campaigns. Particular focus will be given to the application of theory and research strategies to current problems and needs of organizations. The class format will be primarily discussion and team projects — to include case study analyses and service-learning projects. Prerequisite: COMS 220.

499 Senior Seminar in Communication Studies

3 credit hours

This course will include a synthesizing of previous work in Communication Studies (COMS) and how that work has contributed to an understanding of the overall subject of COMS, culminating in the presentation of either a senior project or thesis. Must be taken during fall semester of senior year. Prerequisites: Senior standing and consent of instructor.

Economics (EC)

Michael E. Stephens College of Business

231 Introduction to Macroeconomics

3 credit hours (GE)

Basic economic concepts, aggregate income, employment and output, money and banking, inflation, monetary and fiscal policy, and international economics and comparative systems.

232 Introduction to Microeconomics

3 credit hours (GE)

An explanation of the market determination of and the individual household's response to demand, supply, and price in both product and factor markets.

307 World Economy

3 credit hours

Focuses on financial factors—interest rates, inflation, exchange rates, the balance of payments—related to international trade, and their role in the formulation of national economic policy. Includes an examination of the theoretical basis for trade between countries, the existence of trade barriers, and the effects of U.S. trade policy on the multinational corporation. Prerequisites: AC 222, EC 231 and 232, and junior standing.

Education (ED)

College of Education

401 Introduction to Teaching

1 credit hour

Designed to acquaint pre-professionals with the education profession. Observation of classrooms

and case analyses will provide students a beginning pedagogical foundation for making professional career decisions regarding teaching.

402 Secondary Students as Learners
2 credit hours

The COE conceptual framework theme, “Educator as Developing Professional,” is a major organizer for this course in that secondary candidates will be encouraged to explore various foundations for beginning a career in teaching and for committing to anticipated growth and development to span the entire career. Prerequisites with concurrency: One applicable course from ED 435–441, ED 455, and SPED 407.

410 Teaching of Reading
3 credit hours

This course will provide prospective candidates with the knowledge of learner, knowledge of subject matter, curriculum and instruction, of the competencies and materials needed to teach reading to children from varying backgrounds of experience in the elementary classroom setting. This course is intended to impart: a) knowledge of reading skills; b) understanding of the reading process as one of the integrated language arts; c) competencies and attitudes for teaching reading; d) knowledge of different approaches and materials used in teaching reading; e) knowledge of objectives in the Alabama Course of Study and the Alabama Reading Initiative; and f) the discovery of the beginning of a personal literacy framework for teaching reading. The specific purpose of this course is to present an eclectic approach to the teaching of reading. Corequisites: ED 401, EDF 330 and 375.

411 Teaching of Reading II
3 credit hours

Approaches, methods, strategies, and materials necessary to effectively teach and assess literature-based reading for children in early childhood, elementary and middle school settings. Teaching and assessing literature-based reading, and planning formats needed to teach these strategies. Prerequisite: ED 410. Corequisite: ED 446.

418 Classroom Management
2 credit hours

Provides an opportunity to review and analyze various classroom environments and disciplinary styles. Students will develop basic human-relations skills and communicate an understanding of their role in the classroom. Prerequisite with concurrency: Completion of Stage A.

441 Teaching Family and Consumer Sciences at the Secondary Level

1 credit hour

Field-based methods with certified teacher in students’ teaching field. Prerequisite: Admission to Stage A. Prerequisites with concurrency: ED 402, 455, and SPED 407.

444 Methods and Materials for Teaching Social Studies

3 credit hours

Curricular approaches, teaching strategies, and resources for effective teaching of social studies at the early childhood, elementary, and middle school levels. Particular emphasis is given to content knowledge and methodology in history, geography, civics, and economics. The pre-service teacher’s development as a decision-maker is emphasized; a laboratory experience is required. Prerequisites: ED 411 and 446. Corequisites: ED 445, 447, and 448.

445 Methods and Materials for Teaching Mathematics
3 credit hours

Materials and methods of teaching mathematics to children in early childhood, elementary, and middle school settings. The primary focus of the course is on the instructional decisions made by teachers as facilitators of mathematics learning in the classroom. Appropriate laboratory experiences provided. Prerequisites: ED 411 and 446. Corequisites: ED 444, 447, and 448.

446 Methods and Materials for Teaching Language Arts

3 credit hours

Selection of strategies and construction of language-arts materials for children in early childhood, elementary and middle school settings in teaching language arts across the curriculum. Appropriate laboratory experiences are required. Prerequisite: ED 410. Corequisite: ED 411.

447 Instructional Technology
3 credit hours (GE)

Researching, designing, and producing integrated, discipline-specific multimedia products for classroom instruction. Corequisites: ED 444, 445, and 448.

448 Methods and Materials for Teaching Science
3 credit hours

Materials and methods of teaching science for children in early childhood and elementary settings. Scientific literacy, content knowledge, and the application of pedagogical content knowledge are the major components of this course. Prerequisites: ED 411 and 446, and admission to the TEP. Corequisites: ED 444, 445, and 447.

- 450 Managing and Teaching Across the Secondary Curriculum**
3 credit hours
Selection and organization of materials and techniques for teaching middle school and high school subjects. Emphasizes writing instructional objectives, planning, constructing learning activities, testing, management, simulated teaching on video, and assigned observation in middle and high school classrooms. Prerequisite: Admission to Stage B.
- 455 Instructional Strategies I Literacy**
2 credit hours
Research on and study of new and more advanced models of teaching, methods of assessment, and further integration of technology.
- 465 Classroom Management in the Elementary Grades**
3 credit hours
Planning, organization, and classroom management for elementary school. Emphasis on decision-making regarding use of strategies for prevention and intervention, professional collaboration in instructional planning, curriculum design, and importance of classroom climate. Prerequisites: ED 401, EDF 330 and 375, and admission to the TEP.
- 481 Organization and Methods for Early Childhood Education**
3 credit hours
Selection and organization of instructional materials and teaching methods appropriate for young children. The role of the teacher of young children as a professional whose decisions influence learning is emphasized. An interdisciplinary approach is used, including appropriate field experiences in early childhood settings. Prerequisites: ED 401, EDF 330 and 375, and admission to the TEP.
- 490 Advanced Seminar in Secondary Education**
2 credit hours
A “capstone” experience in teacher education, which includes the opportunity to reflect, apply, and integrate various program components. Includes readings, case analyses, field cases, and the development of a teaching portfolio that demonstrates synthesis of skills and knowledge. Prerequisite: Admission to internship.
- 495 Directed Reading and Independent Study**
1–3 credit hours
Investigation of assigned subjects through supervised reading and independent study. Course open to advanced students with consent of instructor. This course can be repeated three times for up to 3 hours credit with instructor and advisor approval.

Education Internships (EDI)

College of Education

- 440 Internship in High School**
11 credit hours
Full-time placement for 16 weeks of the semester at a school of grade levels 6–12. Prerequisite with concurrency: ED 490.
- 460 Internship in Collaborative Teaching**
12 credit hours
Full-time placement for 16 weeks in a classroom that serves students with special needs at the K–6 level. Prerequisites: ED 444, 445, and 447, and successful completion of Content Block and all TEP requirements. (Cross-listed with EDI 560.)
- 461 Practicum: Deaf and Hard of Hearing**
1–3 credit hours
Supervised diagnostic and teaching procedures with students with hearing loss, including scheduling, lesson planning, IEP development, record keeping, parent counseling, case staffing, and referral procedures. Prerequisite: Admission to the TEP.
- 462 Internship: Deaf and Hard of Hearing**
12 credit hours
Observation and teaching under the guidance of a certified teacher of students with hearing loss, in both elementary and secondary educational settings. Students should schedule this course for the last semester of the senior year. Prerequisites: Satisfactory completion of major course work and admission to the TEP.
- 470 Internship in Elementary Education**
12 credit hours
A “capstone” experience in the Teacher Education Program. Supervised school-based observation and participation for a full semester, culminating in full-time teaching in an elementary-school setting. Prerequisites: ED 444, 445, and 447, and successful completion of Content Block and all TEP requirements.
- 471 Internship in Elementary and Deaf and Hard of Hearing**
12 credit hours
Full-time placement for 16 weeks of the semester in a classroom that serves students K–6 level and students with certified hearing loss. Prerequisite: Successful completion of coursework and all TEP requirements.
- 480 Internship in Early Childhood Education**
12 credit hours
A “capstone” experience in the Teacher Education Program. Supervised school-based observation and participation for a full semester, culminating in full-time teaching in an early-childhood setting.

Prerequisites: Successful completion of Content Block and all TEP requirements.

490 Internship in Preschool Through 12th Grade
12 credit hours

Full-time placement for the 15 weeks of the semester. The student will be placed in a school or schools that have grades P–12. Prerequisites: Successful completion of Stage B and all TEP requirements.

Educational Foundations (EDF)

College of Education

330 Educational Psychology

3 credit hours

Psychology as it relates to teaching and learning. Includes theories of learning, personality, and development; motivation; growth and development; the nature and measurement of intelligence, achievement, and attitudes. Emphasis on psychological principles basic to an understanding of the learner, the learning process, and the classroom setting. Corequisites: ED 401 and 410, and EDF 375.

375 School and Society

3 credit hours

The evolution of American education, including a survey of philosophical, social, political, and economic movements that have influenced its direction. Local, state, and federal policies related to finance, government, and legal aspects. The socializing role of the school and characteristics of different cultural groups. Corequisites: ED 401 and 410, and EDF 330.

461 Evaluation in Elementary Education

3 credit hours

The interrelation of teaching, learning, and evaluation. Includes developing skills in interpreting standardized tests, evaluating the appropriateness of standardized tests, and developing the ability to utilize measurement data in making decisions regarding instructional needs in the elementary classroom. Prerequisites: ED 401 and EDF 330 and 375.

462 Evaluation in Secondary Education

3 credit hours

The interrelation of teaching, learning, and evaluation. Includes developing skills in interpreting standardized test scores, evaluating the appropriateness of standardized tests, and developing the ability to utilize measurement data in making decisions regarding instructional needs in the secondary classroom. Prerequisites: ED 402 and 412, and SPED 407. Corequisites: ED 418 and 450.

English (ENG)

College of Arts & Sciences

100 Composition Practicum

1 credit hour

Individual writing instruction to complement current ENG 101/102 courses. Focuses on basic grammar and revision strategies. Students meet one-on-one with the instructor to address individual composition needs. Credit awarded on pass/fail basis. Prerequisite: Department approval required.

101 Composition I

3 credit hours (GE)

Introduction to writing as a tool of liberal learning, of thinking critically, and of clarifying values. Emphasis on writing not only as a means of organizing and reporting knowledge, but also as a means to understand and deepen knowledge. To these ends, writing as an active process is emphasized, including planning, drafting, and revision. Students must receive a minimum grade of C in English 101 in order to progress on to English 102. The grade for English 101 is reported as A, B, C, or NC (No Credit).

102 Composition II

3 credit hours (GE)

Continued development of skills begun in ENG 101. Emphasis on information literacy, scholarly analysis, and purposeful syntheses of multiple sources. Students must receive a minimum grade of C in English 102 in order to progress on to English 231/232. The grade for English 102 is reported as A, B, C, or NC (No Credit).

103 Honors Composition I

3 credit hours (GE)

An advanced introduction to writing as a tool of liberal learning, of thinking critically, and of clarifying values. Emphasis on writing not only as a means of organizing and reporting knowledge, but also as a means to understand and deepen knowledge. To these ends, writing as an active process is emphasized, including planning, drafting, and revision. Students must receive a minimum grade of C in English 103 in order to progress on to English 104. The grade for English 103 is reported as A, B, C, or NC (No Credit).

104 Honors Composition II

3 credit hours (GE)

Continued development of advanced skills begun in ENG 103. Emphasis on information literacy, scholarly analysis, and purposeful syntheses of multiple sources. Students must receive a minimum grade of C in English 104 in order to progress on to English 233/234. The grade for English 104 is reported as A, B, C, or NC (No Credit).

- 180 Theatre in the Mind**
1–3 credit hours
Viewing and studying plays produced by the Alabama Shakespeare Festival Theatre.
- 231 World Literature I**
3 credit hours (GE)
Focus on the Western literary tradition with readings that reflect ethical, social, and aesthetic ideals of the West. Readings also provide a basis for developing skills in literary interpretation, presentation, analysis, and discussion. Students must complete both semesters of World Literature (or equivalent) before enrolling in any English course numbered 301 or above, with the exceptions of ENG 361 and 408.
- 232 World Literature II**
3 credit hours (GE)
Focus on global literary perspectives. Consideration given to ethical, social, and aesthetic ideals that reflect shared values as well as cultural distinctions. Readings provide a basis for developing skills in literary interpretation, presentation, analysis, and discussion. Students must complete both semesters of World Literature (or equivalent) before enrolling in any English course numbered 301 or above, with the exceptions of ENG 361 and 408.
- 233 Honors World Literature**
3 credit hours (GE)
Focus on the Western literary tradition with readings that reflect ethical, social, and aesthetic ideals of the West. Readings also provide a basis for developing skills in literary interpretation, presentation, analysis, and discussion. Students must complete both semesters of World Literature (or equivalent) before enrolling in any English course numbered 301 or above, with the exceptions of ENG 361 and 408.
- 234 Honors World Literature II**
3 credit hours (GE)
Focus on global literary perspectives. Consideration given to ethical, social, and aesthetic ideals that reflect shared values as well as cultural distinctions. Readings provide a basis for developing skills in literary interpretation, presentation, analysis, and discussion. Students must complete both semesters of World Literature (or equivalent) before enrolling in any English course numbered 301 or above, with the exceptions of ENG 361 and 408.
- 300 Introduction to the Major**
3 credit hours
Designed for English majors. Introduction to current trends in English studies, including critical approaches, research methods, and vocabulary and skills necessary for success in the major and the field. English majors and minors are strongly encouraged to take ENG 300 during the World Literature sequence (231, 232, 233 or 234, or equivalent). Minimum grade of C required. Prerequisite: ENG 102 or 104, or equivalent.
- 301 Special Topics in Language and Literature**
3 credit hours
One-time course in any of various non-traditional topics. Open to non-majors.
- 302 Special Topics in Language and Literature II**
3 credit hours
One-time course in any of various non-traditional topics. Open to non-majors.
- 305 Introduction to the Study of British and American Literature I**
3 credit hours
A survey of British and American literature from the Middle Ages to 1660, with an emphasis on major trends and influential writers. Required of all English majors. Prerequisite: ENG 300, although students may petition to take ENG 300 as a corequisite.
- 306 Introduction to the Study of British and American Literature II**
3 credit hours
A survey of British and American literature from 1660 to 1865, with emphasis on major trends, influential writers, and the transatlantic dialogue that emerged following the American Revolution. Required of all English majors. Prerequisite: ENG 300, although students may petition to take ENG 300 as a corequisite.
- 307 Introduction to the Study of British and American Literature III**
3 credit hours
A survey of British and American literature from 1865 to the present, with emphasis on major trends and influential writers of the Modern and Contemporary periods. Required of all English majors. Prerequisite: ENG 300, although students may petition to take ENG 300 as a corequisite.
- 310 Literature for Children**
3 credit hours
Selecting, reading, and evaluating literature for children. Enrollment preference is given to majors in Elementary and Early Childhood Education, Communication Science and Disorders, Family and Consumer Sciences, and Theatre. Others may be admitted with permission of the department.
- 320 Studies in World Literature**
3 credit hours
Selected masterpieces of world literature in translation. May survey great works from various cultures,

- or survey works from a single culture (e.g., Japanese literature in translation), or focus on a group of sacred texts (e.g., Bible and Koran). (May be cross-listed with FRN 320 or 321 or with SPN 320 or 321.)
- 361 Creative Writing**
3 credit hours
Guided workshop in poetry and creative prose, including short fiction and life writing. This course introduces and emphasizes the basic elements of creative writing across genres: narrative, image, and voice among them. Limited enrollment. Prerequisite: ENG 101 and 102. Course may be repeated for credit (as topic changes) for a maximum of 6 hours.
- 380 Advanced Composition**
3 credit hours
Guided writing of non-fiction, with an emphasis on developing a clear, coherent style.
- 404 Literature for Young Adults**
3 credit hours
Poems, short stories, novels, and plays with an appeal for young people in grades 7–12.
- 405 Studies in One or Two Authors**
3 credit hours
Close study of selected texts by a single figure (e.g. Shakespeare, Chaucer, Austen) or comparison of texts by a pair of writers (e.g. Barrett Browning and Dickinson). May be repeated for credit as authors vary. Prerequisite: ENG 300 or consent of instructor.
- 408 Practicum in Writing Center Tutoring**
1–3 credit hours
This course combines study of major scholarship on writing-center theory and practice with firsthand observations of tutoring sessions, followed by direct tutoring experience. It is intended for prospective and practicing Harbert Writing Center tutors, as well as for non-tutoring students who expect to teach writing during their careers. Prerequisites: ENG 101, 102, 231, 232 or equivalents, or consent of instructor.
- 411 Studies in Drama**
3 credit hours
Study of the formal and generic features of drama. May emphasize development of dramatic form and content, a group of writers (the Irish Literary Revival), a period (Elizabethan and Jacobean), or a sub-genre (tragedy). Prerequisite: ENG 300 or equivalent or consent of instructor.
- 412 Studies in Poetry**
3 credit hours
Study of the forms and conventions of poetry. May emphasize a poetic kind (the lyric, the dramatic monologue, the elegy), a group of writers (Pope and his circle), a period or culture (contemporary Caribbean poetry), or a recurrent theme (country and city). Prerequisite: ENG 300 or equivalent or consent of instructor.
- 413 Studies in the Novel**
3 credit hours
Study of the formal and generic features of the novel. May emphasize the origins and development of the novel, a group of writers (contemporary African-American novelists), a period or culture (novels of the American South), or a sub-genre or kind (the Bildungsroman or picaresque). Prerequisite: ENG 300 or equivalent or consent of instructor.
- 414 Studies in Short Fiction**
3 credit hours
Study of the formal and generic features of the short story. May emphasize the origins and development of the short-story form, a group of writers (Latin American “magical realists”), or a period or culture (Southern Gothic). Prerequisite: ENG 300 or equivalent or consent of instructor.
- 415 Studies in Non-Fiction**
3 credit hours
Study of various forms of non-fiction prose (biography, autobiography, diaries and other forms of personal writing, journalism, polemical writing, the essay, etc.). Prerequisite: ENG 300 or equivalent or consent of instructor.
- 419 Special Topics in Genre**
3 credit hours
Exploration of a selected problem in genre. May consider history and uses of a formal device (meter), a theoretical problem (the ideology of the sonnet), a historical problem (the relationship between the novel and emerging national identities), or a cultural-studies issue (constructions of race and gender in early modern English drama). Prerequisite: ENG 300 or equivalent or consent of instructor.
- 423 Medieval Literature**
3 credit hours
Studies in literature of the Middle Ages (750–1500). May include Beowulf, Chaucer, Petrarch, Dante, Marie de France. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 424 Early Modern Literature**
3 credit hours
Studies in literature of the Renaissance and 17th century (1500–1660). May include Spenser, Donne, Jonson, Marvell. Prerequisite: ENG 300 or equivalent or consent of instructor.

- 425 Restoration and Eighteenth-Century Literature**
3 credit hours
Studies in literature from the “long Eighteenth century” (1660–1790). May include Dryden, Etherege, Bunyan, Defoe, Pope, Swift, Johnson. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 426 The Romantic Period**
3 credit hours
Studies in literature of the Romantic period (1790–1832). May include Blake, Wordsworth, Coleridge, Byron, the Shelleys, Keats. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 427 The Victorian Period**
3 credit hours
Studies in literature of the Victorian period (1832–1900). May include Carlyle, Tennyson, the Brownings, Arnold, the Rossetis, Hopkins, and Hardy. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 428 Modern Literature**
3 credit hours
Studies in literature of the 20th century. Aspects of modernism examined through texts of one or several genres. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 431 American Literature to 1865**
3 credit hours
Studies in colonial and 19th-century American literature. May include Bradford, Bradstreet, Franklin, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 432 American Literature after 1865**
3 credit hours
Studies in American literature from the late 19th century through the present. May include Twain, James, Chopin, Crane, Dreiser, Steinbeck, Williams, Barth. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 439 Special Topics in the Literature of a Region, Culture, or Period**
3 credit hours
Exploration of a selected topic in a period or culture. May consider a historical problem (did women have a Renaissance?) or the literature of a period and/or subculture (the Harlem Renaissance, Southern Literature). Prerequisite: ENG 300 or equivalent or consent of instructor.
- 452 Studies in Critical Theory**
3 credit hours
A study of both ancient and modern critical concepts that attempt to discover meaning in or impose meaning on literary texts. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 454 Studies in Composition and Rhetoric**
3 credit hours
Focused studies in specific areas of research in composition (e.g., studies in the composing process) and rhetoric (e.g., classical rhetoric, rhetoric of particular genres).
- 455 Advanced English Grammar**
3 credit hours
Provides a standard framework for identifying and authoritatively discussing the grammatical forms and constructions of Standard English. Required of all students seeking Language Arts certification.
- 456 The Writing Process: Theories and Practices**
3 credit hours
This course explores and synthesizes theories and practices related to writers’ processes and the teaching of writers. In addition to providing a foundation upon which students may develop strategies for improvising as writers, the course also will foster the kinds of skills needed for successfully assigning, analyzing, and responding to the writing of others. Prerequisites: ENG 101, 102, 231, and 232 or equivalents.
- 461 Advanced Creative Writing**
3 credit hours
In-depth workshop of poetry and/or creative prose. May focus on a particular genre or theme (the long poem, memoir, creative nonfiction). Includes readings in contemporary literature and at least one extended writing project. Limited enrollment. May be repeated with consent of instructor. Prerequisite: ENG 361 or equivalent or consent of instructor.
- 471 African-American Literature**
3 credit hours
Historical perspectives on issues, themes, and distinctive literary strategies in African-American literature. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 472 Literature of Plural America**
3 credit hours
Studies in literature written by traditionally marginalized groups, including Native Americans, Latinos, Jewish-Americans, Asian-Americans, gays and lesbians. Prerequisite: ENG 300 or equivalent or consent of instructor.
- 473 Post-Colonial Literature**
3 credit hours
Studies in literature arising from colonialism and the

dissolution of European empires, including works from Africa, India, and the Caribbean. Prerequisite: ENG 300 or equivalent or consent of instructor.

474 Anglophone Literature
3 credit hours

Study of literature from settler countries, including Canada, South Africa, and Australia. Prerequisite: ENG 300 or equivalent or consent of instructor.

475 Literature by Women
3 credit hours

Study of literature by recently recovered or understudied women (e.g., American and English women of the 17th century). Prerequisite: ENG 300 or equivalent or consent of instructor.

485 Senior Seminar: A Capstone Course for English Majors
3 credit hours

Required of all English majors. Prerequisite: ENG 300 or equivalent or consent of instructor.

489 Selected Topics in Literature and Language
Variable credit hours

A special-topics course designed to meet a particular program or student need; the number of credit hours is determined by the faculty member teaching the course, in consultation with the department chair. Prerequisite: ENG 300 or equivalent or consent of instructor.

490 Portfolio Preparation
1 credit hour

Students will work individually with instructors in developing goals for the types and numbers of written texts to be prepared. Instruction will include one-on-one responses to drafts and revisions and guidance in submitting manuscripts for publication. Prerequisites: Senior standing and enrollment in the Minor in Writing. Credit awarded on pass/fail basis.

Environmental Studies (ES)

University-Wide

200 Introduction to Environmental Studies
1 credit hour

As part of the Environmental Studies minor, ES 200 is an exploration of issues, methods, and terminology essential to contemporary environmental thought. This interdisciplinary course taught by UM professors in a variety of fields will entail readings, projects, and lecture-based study of the relationships between human culture and ecological systems. Environmental Studies at the University of Montevallo is an interdisciplinary minor grounded in the natural sciences that incorporates perspectives from the social sciences, the arts and humanities, and business.

300 Interdisciplinary Approaches to Environmental Studies
3 credit hours

This team-taught course focuses on interdisciplinary issues related to the natural environment to foster complex awareness of environmental concerns. Course content and instructors will change with each offering. Course number may be taken repeatedly for credit providing content differs (approval of ES Coordinator required).

310 Special Topics in Environmental Studies
1–4 credit hours

This course focuses on issues related to the natural environment and serves to foster awareness of environmental concerns. Course content and instructor will change with each offering. Course number may be taken repeatedly for credit providing course content differs. Approval of ES Coordinator is required.

401 Interdisciplinary Approaches to Environmental Studies
3 credit hours

This team-taught course focuses on interdisciplinary issues related to the natural environment to foster complex awareness of environmental concerns. Course content and instructors will change with each offering. Course number may be taken repeatedly for credit providing content differs. Approval of ES Coordinator is required.

410 Special Topics in Environmental Studies
1–4 credit hours

This course focuses on issues related to the natural environment and serves to foster awareness of environmental concerns. Course content and instructor will change with each offering. Course number may be taken repeatedly for credit providing course content differs. Approval of ES Coordinator is required.

480 Environmental Studies Independent Project
1–4 credit hours

Students propose and perform independent projects conducted under supervision of ES Coordinator. Projects may entail experiential learning, internship, service-learning, field study and/or research. This class integrates coursework across the disciplines. Prerequisites: ES 200 and ES 300 or 401. Restricted to ES minors.

Family and Consumer Sciences (FCS)

College of Education

150 Apparel Construction and Analysis
3 credit hours

One lecture, two two-hour laboratories. Development of modern skills and techniques in clothing

construction; clothing selection and consumer economics.

170 Introduction to Food Science and Preparation
3 credit hours

Three lectures, one two-hour laboratory. Basic food science and technology; biotechnology; basic food safety and sanitation; culinary techniques in food preparation; food resources, time and meal management; role of food in the promotion of a healthy and enjoyable life-style.

181 Introduction to Dietetics
1 credit hour

Introductory course detailing history of nutrition, dietetics, and The American Dietetic Association; dietetics program framework and connection to FCS; path to securing a dietetic internship and passage of Registration Exam; professional development as a health-care professional; and career planning.

201 Visual Merchandising
3 credit hours

Visual merchandising focuses on design principles applied to various display needs, which include investigation and hands-on experience in planning, implementing, and evaluating displays for commercial and educational needs. Emphasis will also be placed on the effects of advertising on consumer purchasing.

241 Foundations of FCS
3 credit hours

The course will focus on the study of the body of knowledge, the integrative nature, and the conceptual foundations of the family and consumer sciences profession. It addresses the roles and behaviors of professionals in interrelationships among people. Through discussions about wellness, global interdependence, resource development and sustainability, capacity building, the use of technology, diversity, and the ecological perspective, the students will understand their roles as FCS professionals in the application of content to societal issues and in the shaping of public policy.

254 International Retailing
3 credit hours

Examination of principles of international trade related to retailing on a global basis.

260 Family and Child Issues and Services
3 credit hours

Issues affecting children and families in American society. Emphasis on child abuse and neglect, developmentally disabled children, homeless children and families, chronically ill and disabled children, and services available to children and families. Policy

issues related to the provision of adequate services and resources also will be considered. (Cross-listed with SOC 260 and SWK 260.)

265 Fashion Fundamentals
3 credit hours

A survey of the fashion industry including the role of professionals, the fashion design process, fashion terminology, fashion designers, legislation, marketing and sales, garment styles and parts, fashion cycles and trends, impact of technology on the fashion industry, and the process of taking a design concept from idea to market.

281 Introduction to Nutrition
3 credit hours

Food requirements, nutritive values; choice, use of food for maintenance and advancement of positive health; role of nutrients in human nutrition.

291 Individual and Family Development
3 credit hours (GE)

Individual and family development throughout the life cycle, prenatal through the aging adult. Includes observation hours. Students may not receive credit for both this course and PSYC 306.

330 Consumer Economics
3 credit hours

This course provides students with an overview of consumer rights and responsibilities, including contracts, financial management, banking, credit, housing, buying skills, and insurance. The emphasis throughout the course is on the student's competence in making wise consumer decisions throughout the various life stages.

336 Technology in Retailing
3 credit hours

An examination of electronic commerce as it pertains to retail merchandising.

350 Textiles
3 credit hours

The study of textiles, fabrics, and their uses, including the study of natural and man-made fibers, fabric construction, yarns, and finishes. Two hours lecture and one two-hour laboratory per week.

360 Retail Buying
3 credit hours

Provides students with a complete overview of the buying function in various types of retail fashion companies. Examines in detail the principles of retail math (profit and loss, pricing, markup, inventory control, shortages, forecasting, and store organization), actual calculations, and logic behind decisions based on these numbers.

- 362 Administration, Principles, and Methodologies in Child and Family Studies**
3 credit hours
Prepares the Child and Family student for the formal internship experience. Examines the functions of administrators in various programs related to Family and Consumer Sciences; explores principles and methods of teaching in child and family programs; includes active field observation. Prerequisites: FCS 391 and 494.
- 373 Seminar in Dietetics**
1 credit hour
Overview of the American health-care system, policies, and administration; reimbursement issues in Medical Nutrition Therapy and outcomes-based research; guidance through application process for securing a dietetic internship. Open to majors only.
- 382 Foodservice Systems Management**
3 credit hours
Management, organization, administration of various foodservice systems; emphasis on management theories, quality control, cost analysis, financial and human resources, interviewing and negotiating techniques, diversity issues, educational theory and techniques, development of educational materials, and employee education.
- 389 Infant Development**
3 credit hours
Emotional, social, intellectual, and physical aspects of development, prenatal through early preschool (ages 0–3). Includes observation, methods, and practical experiences with infants, toddlers, and early preschoolers. For FCS majors. Prerequisite: FCS 291.
- 391 Child Development**
3 credit hours
One-hour laboratory. Basic growth and development principles; physical, social, emotional, and cognitive development; emphasis on children enrolled in Pre-K through middle school; directed observations and participation in Child Study Center and local preschool programs. For FCS majors. Prerequisite: FCS 291.
- 400 Adolescent and Young Adult Development**
3 credit hours
Theory and practice related to physical, social, intellectual, and emotional development of pre-adolescents through young adulthood. Prerequisite: FCS 291 or 391.
- 402 Dynamics of Family Relationships**
3 credit hours (GE)
A comprehensive understanding of the key issues facing marriages and families in the 21st century; help in understanding the dynamic nature of marriages, families, and intimate relationships and their diversity.
- 405 Adult Development and Aging**
3 credit hours
Perspectives on developmental issues in later life. Exploration of issues related to the adulthood and retirement years with special emphasis on processes and problems associated with growing older. Prerequisites: FCS 291 and 400.
- 407 Human Sexuality**
3 credit hours
This course will examine research and theories related to the physiological, psychological, and social aspects of human sexual development across the life span. The course will also provide students with an understanding of strategies to make value-respectful decisions with the goal of achieving healthy sexual adjustment.
- 435 Professional and Career Development**
3 credit hours
Application of family and consumer sciences concepts and principles on the preparation of students to enter the world of work; importance of personal and professional relationships, the dynamics of the professional position, and the strategies used in professional practice.
- 451 Retail Planning**
3 credit hours
Practices, policies, and design of retail businesses, emphasis on merchandising and role of the consumer. Course is built on cumulative study of accounting, marketing, management, economics, and family and consumer sciences merchandising. Majors only. Prerequisites: Minimum 2.0 GPA.
- 452 Clothing Design—Flat Pattern**
3 credit hours
One lecture. Two two-hour laboratories. Flat pattern techniques in costume design. Offered as needed.
- 453 Clothing Design—Draping**
3 credit hours
One lecture. Two two-hour laboratories. Draping techniques in costume design. Students execute their original designs. Offered as needed.
- 460 Problems in Family and Consumer Sciences**
1–6 credit hours
Students select problem with approval of chairman and work with guidance and supervision of an assigned faculty member. Hours to be arranged. This

course can be repeated two times for up to 6 hours credit with instructor and advisor approval.

461 Retail Merchandising Internship

3 credit hours for minors

6 credit hours for majors

Off-campus experience in business for 160 hours (minors) or 320 hours (majors); includes full-time work in a program developed by the Department of Family and Consumer Sciences and business personnel. Majors or minors only. Students must have junior or senior standing and at least a 2.0 GPA.

462 Child and Family Studies Internship

3 credit hours for minors

6 credit hours for majors

Supervised work experiences for 160 hours (minors) or 320 hours (majors) in approved community programs for children, youth, adults, and/or families. Majors or minors only. Students must have senior standing and at least a 2.0 GPA. Prerequisite: FCS 362.

463 Nutrition Care Process I

3 credit hours

Foundations of client interviewing and counseling, methods of education, health behavior concepts, nutrition assessment, documentation techniques, medical terminology, weight management, eating disorders, fluid and electrolyte balance, diabetes, and tube feeding. Prerequisites: BIO 341 and 342 and FCS 385.

464 Child and Elder Care Programs and Services

3 credit hours

Strategies and procedures required for operation of quality child- and elder-care services programs including organizational structure, personnel policies and procedures, program administration, business practices, grant writing, and meeting needs with developmentally appropriate facilities and activities. Prerequisites: FCS 291 and 391.

465 Parenting and Guidance

3 credit hours

This course provides an understanding of how parents teach, guide, and influence children and adolescents, as well as the changing nature, dynamics, and needs of the parent-child relationship across the lifespan. The course also provides strategies that enable homes, schools, and communities to develop vibrant, respectful partnerships in the education and support of children.

471 Applied Research in Food Science

3 credit hours

Factors affecting the functions of various ingredients in foods, including portions, temperatures, prepara-

tion techniques, utensil selection, and ingredient substitutions. Students use food-science knowledge to plan, conduct, and report about an individual experiment. Prerequisites: FCS/KNES 170. (Cross-listed with FCS 544.)

473 Human Nutrition and Metabolism I

3 credit hours

FCS 473 is the first of a two-semester sequence of courses that addresses the integration of physiological, biochemical, and chemical principles in an in-depth study of human nutrition and intermediary metabolism of carbohydrates, fats, proteins, and nucleic acids. Prerequisites: BIO 341 and 342 and FCS 281 with a minimum grade of C in all courses. Corequisite: KNES 380.

474 Human Nutrition and Metabolism II

3 credit hours

FCS 474 is the second of a two-semester sequence of courses that addresses the integration of physiological, biochemical, and chemical principles in an in-depth study of human nutrition and intermediary metabolism of vitamins and minerals. In addition, this course focuses on advanced concepts related to fluid and electrolyte balance and the interrelationships between the regulation of macronutrient metabolism and energy balance in both health and disease. Prerequisite: FCS 473 with a minimum grade of C.

477 Quantity Foods

3 credit hours

Two lectures. One two-hour laboratory. Planning, procuring, storing, producing, and serving foods for families and commercial production. Emphasis is placed on nutritional needs, culture, socioeconomic levels, safety, sanitation, and management. Prerequisite: FCS/KNES 170. (Cross-listed with FCS 572.)

484 Nutrition Care Process II

3 credit hours

Application of clinical nutrition foundations to disease systems; case-study approach to medical nutrition therapy. Prerequisite: FCS 463.

485 Life Cycle and Community Nutrition

3 credit hours

Human nutrition needs from conception through old age; emphasis on nutrition services and resources available in a community for individuals of all ages. Prerequisite: FCS 281 or equivalent.

491 Methods and Materials for Teaching Family and Consumer Sciences

3 credit hours

Strategies and methods for teaching family and consumer sciences career connections and family-life

programs in middle- and secondary-school settings; organization, administration, and assessment of career/technical programs including project-based learning, student organizations, advisory committees, business/industry certification, workplace applications, and career portfolio development. Prerequisite: Admission to the TEP.

494 Implementation of Early Childhood Programs
3 credit hours

Organizing, planning, evaluating various programs for young children. Supervised experiences with 3- and 4-year-old children in Child Study Center and other early-childhood education programs (Pre-K). Prerequisites for child and family studies concentration: FCS 291 and 391.

Finance (FI)

Michael E. Stephens College of Business

372 Business Finance
3 credit hours

Financial analysis, profit planning, budgeting, valuation of the firm, current asset management, and short- and long-term financing. Prerequisites: AC 221 and sophomore standing.

401 Money and Banking
3 credit hours

The functions of money, credit, and financial institutions in our economy. Details the structure of interest rates and investigates the determination of the level of domestic rates of interest and their implications for international currency markets. Prerequisites: EC 231, FI 372, and junior standing.

411 Risk Management and Insurance
3 credit hours

This course examines the various risk control and financing techniques available to manage risk exposures. The course includes risk identification, risk evaluation, and risk financing methods for managing property, liability, and life, health, and retirement exposures to loss. Prerequisite: FI 372.

421 Financial Information Systems
3 credit hours

This course discusses the basics of financial information systems, including their analysis, design, development, and maintenance. The course covers tools for financial transaction and data analysis and their application for defining present and future values, positive and negative cash flows, calculating depreciation, taxes, and amortization tables. The course also considers what-if analyses. Prerequisites: FI 372, MIS 161.

472 Advanced Business Finance
3 credit hours

Theory and applications of financial management of the firm, structure and cost of capital, working capital management, dividend policy, long-term financial planning and forecasting. Prerequisite: FI 372.

473 Investments
3 credit hours

The structure and operation of securities markets, introduction to portfolio management and capital market theory, the valuation of common stocks and fundamental analysis, determinants of option prices, determinants of future prices, portfolio performance measurement and risk management, international portfolio management and international investing. Prerequisite: FI 372.

474 Financial Planning
3 credit hours

Development of financial planning principles and their application to the design of insurance, savings, and investment programs for individuals. Topics include property, health, life insurance, deposit-based and marketable savings alternatives, fixed income and equity investment alternatives including mutual funds. Prerequisite: FI 372.

475 Special Topics
3 credit hours

Study of a select range of topics relating to banking and finance and may include market efficiency, behavioral finance, asset pricing theories, international banking and finance, options theory and productivity and performance in financial institutions, international trade, and foreign direct investments. Prerequisites: FI 372 and consent of instructor.

476 Applied Research in Finance
3 credit hours

Research project under the supervision of an assigned faculty member. Course may be repeated for a total of 6 credit hours. Prerequisites: FI 372, junior standing, and consent of instructor.

Foreign Languages (FL)

College of Arts & Sciences

100 Introductory Foreign-Language Study
1–6 credit hours

Emphasis on the development of basic communication skills in reading, writing, listening, and speaking, through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation. (Language may vary; see department chair.)

**200 Intermediate Foreign Language Study
1–6 credit hours**

Continued emphasis on the development of basic communication skills in reading, writing, listening, and speaking through grammatical and verbal drills, systematic vocabulary acquisition, reading composition, and conversation. (Language may vary; see department chair.)

**300 Methods in Foreign-Language Teaching
3 credit hours**

Trends in second-language acquisition theory and methods, including an overview of the ACTFL standards, and may also include the Alabama course of study for foreign languages. Prerequisite: FRN 101, GER 101, SPN 101, or equivalent, or consent of instructor.

**301 Culture Through Cinema
3 credit hours**

Survey of topics in Hispanic, Francophone, and Germanic cultures through the study of film. A variety of written texts (scripts, critical articles, short stories, etc.) will enhance the regular viewing of films. Taught in English. Prerequisite: FRN 101, GER 101, SPN 101, or equivalent, or consent of instructor.

**302 Introduction to Literary Theory
3 credit hours**

Exploration of reading methods for literary texts. To include works from Hispanic, Francophone, and Germanic literary traditions, as well as major critical approaches. Taught in English. Prerequisite: FRN 101, GER 101, SPN 101, or equivalent, or consent of instructor.

**303 Origin and History of Language
3 credit hours**

The general aim of this course is to give students a broadly based foundation in comparative historical linguistics, with particular emphasis on the development of Romance and Germanic languages and their similarities and/or differences. Taught in English. Prerequisite: FRN 101, GER 101, SPN 101, or equivalent, or consent of instructor.

**370 Special Topics
3 credit hours**

Investigation of selected topics or themes drawn from culture, history, literature or the arts, taught in a foreign language not offered at UM.

**395 Study Abroad
6 credit hours**

Immersion in the language of study to perfect linguistic and cultural skills. Students may substitute two upper-level courses in the language of their concentration for this requirement.

**399 Experiences in Language and Culture
1–3 credit hours**

Immersion in foreign culture and language.

**480 Senior Seminar: A Capstone Course for Foreign Language Majors
3 credit hours**

Studies on selected topics from Hispanic, Francophone, and Germanic literatures and cultures. Taught in English. Required of all Foreign Language majors. Can be repeated twice for credit if subject is different. Senior standing or consent of instructor. Restricted to Foreign Languages majors.

French (FRN)

College of Arts & Sciences

**101 Introductory French I
3 credit hours (GE)**

Emphasis on the development of basic communication skills in reading, writing, listening, and speaking, through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation.

**102 Introductory French II
3 credit hours (GE)**

Continued emphasis on the development of basic communication skills in reading, writing, listening, and speaking, through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation. Prerequisite: FRN 101 or equivalent or placement by departmental exam.

**150 Accelerated Introductory French
6 credit hours (GE)**

This course covers the material for FRN 101 and 102 in one semester. Emphasis on the development of basic communication skills in reading, writing, listening, and speaking, through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation. May not be taken by students who have credit for either FRN 101 or FRN 102. Prerequisite: Placement by departmental exam.

**201 Intermediate French I
3 credit hours (GE)**

Continued emphasis on the development of basic communication skills, stressing vocabulary, the idiom, and grammar, along with composition and conversation. Readings and discussion explore cross-cultural values. Prerequisite: FRN 102 or equivalent or placement by departmental exam.

- 202 Intermediate French II**
3 credit hours (GE)
 Continuation of FRN 201. Prerequisite: FRN 201 or equivalent or placement by departmental exam.
- 250 Accelerated Intermediate French**
6 credit hours (GE)
 Continued emphasis on the development of basic communication skills, stressing vocabulary, the idiom, and grammar, along with composition and conversation. Readings and discussion explore cross-cultural values. May not be taken by students who have credit for either FRN 201 or FRN 202. Prerequisite: FRN 102 or FRN 150 or equivalent or placement by departmental exam.
- 300 Directed Independent Study**
1–3 credit hours
 Investigation of assigned subjects, supervised reading, and independent study at the advanced intermediate level. Consent of instructor and chair required.
- 301 French Conversation**
3 credit hours
 Emphasis on development of speaking fluency. Oral practice highly emphasized. Occasional written exercises. Prerequisite: FRN 202 or 250 or placement test scores or consent of instructor.
- 302 Grammar and Composition**
3 credit hours
 Emphasis on development of technical command of French through grammar review, vocabulary amplification, and writing exercises. Prerequisite: FRN 202 or 250 or placement test scores or consent of instructor.
- 303 Phonetics and Phonology**
3 credit hours
 Studies in phonetics and phonology of French. Emphasis on pronunciation of contemporary French. At the instructor's discretion, the course may involve studies in linguistic analysis and transcription. Prerequisite: FRN 202 or 250 or placement test scores or consent of instructor.
- 310 Business French**
3 credit hours
 Emphasis on understanding commercial vocabulary and comprehending authentic texts, as well as the creation of dialogues and oral presentations. Study of aspects of other areas of professional French (social work, law) may be included. Prerequisite: FRN 301, 302, or 303, or consent of instructor.
- 320 French Literature in Translation**
3 credit hours
 Studies in French literature. Major works and authors of the French literary tradition. May be thematic or generic in approach or may concentrate on one author. (May be cross-listed with ENG 320.) Prerequisite: FRN 301, 302, or 303, or consent of instructor.
- 321 Francophone Literature in Translation**
3 credit hours
 Studies in Francophone literature. Major works and authors writing in French outside France. May be thematic or generic in approach or may concentrate on one author. (May be cross-listed with ENG 320.) Prerequisite: FRN 301, 302, or 303, or consent of instructor.
- 331 Survey of French Literature**
3 credit hours
 This course introduces students to the literary genres and historical panorama of French literature. Emphasis on the acquisition of reading skills and analytical tools in drama, poetry, narrative, and essay. Prerequisite: FRN 301, 302, or 303, or consent of instructor.
- 332 Survey of Francophone Literature**
3 credit hours
 This course introduces students to the literary genres and historical panorama of Francophone literature. Emphasis on the acquisition of reading skills and analytical tools in drama, poetry, narrative, and essay. Prerequisite: FRN 301, 302, or 303, or consent of instructor.
- 341 French Culture and Civilization**
3 credit hours
 This course introduces students to the main historical events, social movements, artistic currents, and philosophical vogues from the beginning of French civilization to the present. The cultural history of France will be considered within a national and international context. Prerequisite: FRN 301, 302, or 303, or consent of instructor.
- 342 Francophone Culture and Civilization**
3 credit hours
 This course introduces students to the main historical events, social movements, artistic currents, and philosophical vogues in the French-speaking world, considered within a national and international context. Prerequisite: FRN 301, 302, or 303, or consent of instructor.
- 344 Francophone Cultural Studies and Film**
3 credit hours
 Study of current events in the French-speaking world through use of print, electronic, and visual sources.

Prerequisite: FRN 301, 302, or 303, or consent of instructor.

345 The Francophone World Today
3 credit hours

Studies in contemporary French culture. Prerequisite: FRN 301, 302, or 303, or consent of instructor.

370 Special Topics
3 credit hours

Investigation of selected topics or themes drawn from culture, history, literature, or the arts. Can be repeated twice for credit. Prerequisite: FRN 301, 302, or 303, or consent of instructor.

395 Study Abroad
6 credit hours

Immersion in the French language to perfect linguistic and cultural skills. Prerequisite: FRN 301, 302, or 303, or consent of instructor.

400 Directed Independent Study
3 credit hours

Investigation of assigned subjects, supervised reading, and independent study at the advanced level. Consent of instructor and chair required. Prerequisite: At least two classes numbered at FRN 331 or above.

405 History of the French Language
3 credit hours

Study of the history of one or more aspects of the French language, including syntax, morphology, lexicon, and diffusion. Prerequisite: At least two classes numbered at FRN 331 or above.

423 History of French Film
3 credit hours

Traces the social and technological history of French film. All films subtitled in English. Readings and discussion in French and English. Prerequisite: FRN 301, 302, or 303, or consent of instructor. (Cross-listed with HIST 411/511.)

430 French Medieval, Renaissance or Early Modern Literature
3 credit hours

Studies in French literature from the Medieval and Renaissance periods to the beginning of the 18th century. At the instructor's discretion, this course may involve a survey of major authors and texts, or may explore a special topic. Prerequisite: At least two classes numbered at FRN 331 or above.

431 Modern and Contemporary French Literature
3 credit hours

Studies in French literature from the 18th century to today. At the instructor's discretion, this course

may involve a survey of major authors and texts, or may explore a special topic. Prerequisite: At least two classes numbered at FRN 331 or above.

440 Francophone French Literature
3 credit hours

Studies in Francophone literature from its origins to today. At the instructor's discretion, this course may involve a survey of major authors and texts, or may explore a special topic. Prerequisite: At least two classes numbered at FRN 331 or above.

451 Studies in Drama
3 credit hours

Study of the formal and generic features of drama. May emphasize the development of dramatic form and content, a group of writers, a period or a sub-genre. Prerequisite: At least two classes numbered at FRN 331 or above.

452 Studies in Prose
3 credit hours

Study of the formal and generic features of the novel, novella, essay, autobiography, and other prose forms. May emphasize origins and development of a particular prose genre, a group of writers, a period or culture, or a sub-genre. Prerequisite: At least two classes numbered at FRN 331 or above.

453 Studies in Poetry
3 credit hours

Study of the forms and conventions of poetry. May emphasize a poetic genre, a group of writers, a period or culture, or recurrent theme. Prerequisite: At least two classes numbered at FRN 331 or above.

470 Special Topics
3 credit hours

Advanced investigation of selected topics or themes drawn from culture, history, literature, or the arts. Can be repeated twice for credit. Prerequisites: FRN 301, 302, or 303, or consent of instructor, and at least two classes numbered at FRN 331 or above.

Game Studies and Design (GSD)
College of Arts and Sciences

210 History of Games
3 credit hours

An exploration of the history of games from ancient times to modern day.

225 Survey of Modern Games
3 credit hours

A study of popular world games and game franchises from the 20th and 21st centuries examining and critiquing their impact, technique, design, and style. Includes regular game play.

295 Special Topics
1–3 credit hours

Topics will be announced prior to registration. Topics vary. Course may be repeated for credit as topic changes.

301 Game Design Workshop I
3 credit hours

This class will introduce students to the fundamentals of game design, including the basic principles of card, board, role playing, and video games. Topics will include concept and design elements as students begin developing their own games. Prerequisites: ENG 101, 102; MATH 147 or 202 or 247 or consent of instructor. Corequisite: GSD 210.

302 Game Design Workshop II
3 credit hours

A continuation of GSD 301, with an emphasis on play testing and development. Students will develop a body of work suitable for a portfolio that will include at least one finished product. Prerequisite: GSD 301.

395 Special Topics
1–3 credit hours

Topics will be announced prior to registration. Topics vary. Course may be repeated for credit as topic changes.

General Business (GB)

Michael E. Stephens College of Business

100 Introduction to Business
3 credit hours

Introduction to accounting, economics, finance, management, marketing, and business law. Consent of dean required for Business majors.

270 Personal Finance
3 credit hours

Planning and managing personal finances, residential housing purchase, insuring your resources, and investing your financial resources. Designed primarily for students pursuing a degree in Arts & Sciences or Fine Arts. Open to Business majors as a free elective only.

409 Internship in Business
3 credit hours

Work-related experience in a private, public or governmental organization enhancing student learning of academic concepts and theories in the student's major area. Course may be repeated for a total of 6 credit hours on a pass/fail basis. Prerequisites: Major area prerequisite(s), junior standing, GPA of 2.5 in major and business core, and consent of instructor.

Geography (GEOG)

College of Arts & Sciences

231 World Regional Geography
3 credit hours (GE)

The nature and characteristics of places as affected by human activity. Emphases on the historical, political, economic, and social attributes of the world's regions in relation to current world events.

303 Selected Topics in Regional Geography
3 credit hours

Study of the physical and human geography of a particular region in the world focusing on contemporary and global issues. Topics vary and will be announced prior to registration period. Course may be repeated for credit as topic changes. Restricted to sophomores, juniors, and seniors. Prerequisite: GEOG 231.

331 Human Geography
3 credit hours

The major organizing concepts of economic and cultural geography. Man's geographic behavior in terms of spatial organization of the earth's surface and his development of regional, urban, and political systems.

332 Physical Geography
3 credit hours

Distribution and analysis of natural features of the earth. Landforms, soils, minerals, water, climates, flora, and fauna. Emphasis on human-environment relations. Junior standing required.

375 Geography of the United States and Canada
3 credit hours

A geographical analysis of the United States and Canada, with emphasis on regional variations of social, economic, political, and historical geography.

405 Urban Geography
3 credit hours

Locational aspect of urbanization; functions of and relations among cities and between urban, suburban, and exurban areas of metropolitan areas. Internal structure of urban areas. (Cross-listed with SOC 405.)

411 Selected Topics in Geography
3 credit hours

Topics vary. Course may be repeated for credit as topic changes. Prerequisites: HIST 101 and 102.

466 Political Geography
3 credit hours

Major political structures and geopolitical implications of location, shape, area, culture, and natural environment of nations and states. Spatial analysis of voting behavior. (Cross-listed with HIST 466.)

Geology (GEOL)

College of Arts & Sciences

110 Physical Geology

4 credit hours (GE)

Lecture and one two-hour laboratory. Materials and processes of the surface and interior of the earth, including the origin of minerals and rocks, earthquakes, volcanoes, earth structure, and plate tectonics. Resources, energy, and environmental problems are emphasized. Laboratory includes study of rocks, minerals, and maps.

115 Historical Geology

4 credit hours (GE)

Lecture and one two-hour laboratory. History of the earth as recorded in rocks, life history as shown by fossil evidence, and rocks as records of ancient conditions and environments. Geologic history of North America is emphasized. Laboratory covers rocks, fossils, ancient environments, and maps.

120 Introduction to Planetary Science

4 credit hours

Survey of astronomy. Enrollment limited to majors in Elementary and Early Childhood Teacher Education and Middle and Secondary School General Science Education. This course does not fulfill any science requirement outside of these programs.

German (GER)

College of Arts & Sciences

101 Introductory German I

3 credit hours (GE)

Emphasis on the development of basic communication skills in reading, writing, listening, and speaking, through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation.

102 Introductory German II

3 credit hours (GE)

Continued emphasis on the development of basic communication skills in reading, writing, listening, and speaking, through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation. Prerequisite: GER 101 or equivalent.

201 Intermediate German I

3 credit hours (GE)

Continued emphasis on the development of basic communication skills, stressing vocabulary, the idiom, and grammar, along with composition and conversation. Readings and discussions explore cross-cultural values. Prerequisite: GER 102 or equivalent (see department chair).

202 Intermediate German II

3 credit hours (GE)

Continuation of GER 201. Prerequisite: GER 201 or equivalent (see department chair).

History (HIST)

College of Arts & Sciences

101 History of World Civilizations I

3 credit hours (GE)

Major civilizations of the world, their institutions and basic characteristics. Civilizations covered include Mesopotamian, Egyptian, European, Indian, Chinese, Greek, Islamic, North and South American, African, and Japanese. HIST 101 and 102 are prerequisites for all other history courses. Exceptions are made only when a student has fulfilled the freshman history requirement at another institution, where the requirement is HIST 211–212.

102 History of World Civilizations II

3 credit hours (GE)

Continuation of HIST 101.

103 History of World Civilizations for Honors Students (Prehistoric to 1500 A.D.)

3 credit hours (GE)

Same as HIST 101, but presented at an advanced level for honors students.

104 History of World Civilizations for Honors Students II (1500 A.D. to present)

3 credit hours (GE)

Continuation of HIST 103.

211 History of the United States

3 credit hours

United States history from colonial times to 1865. Required of History majors and minors. Prerequisites: HIST 101 and 102.

212 History of the United States

3 credit hours

United States history from 1865. Required of History majors and minors. Prerequisites: HIST 101 and 102.

303 Selected Topics in History

3 credit hours each

Topics vary. Course may be repeated for credit as often as topic changes. (Cross-listed with GEOG 303, POS 303, and SOC 303.)

310 Introduction to Historical Study

3 credit hours

Characteristics and purposes of history and methods of historical study, research, and writing; survey of philosophies and theories of History. Required of

- history majors. Recommended for minors. Prerequisites: HIST 101 and 102. Fall Semester.
- 325 Women's History**
3 credit hours
 The experience of women in America from the Colonial Period to the present. Prerequisites: HIST 101 and 102.
- 355 Research in Social Welfare**
3 credit hours
 Principles, methods, and utilization of quantitative and qualitative research relating to social work practice. Emphasis is placed on the role of research in evaluating the effectiveness of one's own practice and of service delivery systems. (Cross-listed with SOC 355 and SWK 355.)
- 363 History of Europe Since 1815**
3 credit hours
 General survey of Europe since Napoleon. Course includes the rise of nationalism, liberalism, imperialism, and socialism, the Two World Wars, the Cold War, and Europe's role in world politics. Prerequisites: HIST 101 and 102.
- 370 Research Methods in the Social Sciences**
3 credit hours
 Introduction to empirical research, concentrating on research design, methods of data collection, and statistical analysis of data. Students will be introduced to the Statistical Package for the Social Sciences and acquire practical experience in computer-assisted research. (Cross-listed with POS 370 and SOC 370.)
- 380 History of Latin America**
3 credit hours
 Survey of Latin American history. Prerequisites: HIST 101 and 102.
- 411 Selected Topics in History**
3 credit hours
 Topics vary. Course may be repeated for credit as topic changes. Prerequisites: HIST 101 and 102.
- 423 Civil Rights Movement**
3 credit hours
 Traces development of Civil Rights Movement in the United States from 1954 to 1968. Emphasis on origins of segregation, community, protest movements, and Civil Rights leaders. Prerequisites: HIST 101 and 102. (Cross-listed with POS 423.)
- 424 Colonial Latin America**
3 credit hours
 This course examines the Americas before European conquest, the nature of Spanish and Portuguese colonialism, the impact of colonialism on the American environment, the nature of chattel slavery, the formation of multiracial and multi-ethnic societies, systems of social stratification, the collapse of colonial empires and establishment of independent republics after 1808. Special attention will be paid to factors that still affect contemporary Latin America. Prerequisites: HIST 101 and 102. (Cross-listed with HIST 524.)
- 425 Modern Latin America**
3 credit hours
 This course surveys major themes in Latin American history after the independence was achieved from Spain and Portugal. Since it would be impossible to provide a detailed treatment of every Latin American country, the objective of the course is to give students a working knowledge of the ideas, experiences, and problems common to the region as a whole. Political ideologies, economic underdevelopment, authoritarianism, civil rights, democratic development, and the United States' presence in the region are some of the themes that will be covered in this course. Prerequisites: HIST 101 and 102.
- 426 U.S.-Latin American Relations: 1820 to present**
3 credit hours
 This course analyzes the political, social, and cultural events that have marked the relationship between Latin American countries and the United States. Students will consider the history of individual countries, while at the same time analyzing the influence of the United States policy on the region as a whole. The goal of the course is to introduce the student to factual and interpretive material useful for making informed judgments regarding the unequal interactions between the peoples of Latin America and the United States from 1820 to the present. Prerequisites: HIST 101 and 102.
- 431 Cold War Latin America**
3 credit hours
 This course examines Latin America during the Cold War with a focus on three types of politics: populism, Marxism, and anti-communist counterrevolution. Students will study the way Latin Americans supported and opposed these three types of politics, as well as their consequences for democracy, order, violence, and human rights. Prerequisites: HIST 101 and 102.
- 432 History of French Film**
3 credit hours
 This course will examine developments in modern French history through the analysis of French films. We shall discuss the evolution of film techniques, the elements of film history, and the role of national identity in French history. (Cross-listed with FRN 323.) Prerequisites: HIST 101 and 102.

- 433 Modern Brazil**
3 credit hours
This course surveys Brazilian history beginning with the founding of an independent state in 1822. Topics covered include slavery, regionalism, immigration, the economy, the armed forces, and other major themes such as race, class, gender, politics, and religion. Prerequisites: HIST 101 and 102.
- 435 History of Modern Japan**
3 credit hours
A general survey of Japanese history, from 1600 to the present. Examines the major events and trends in Japanese politics, economics, and society in an international context. Topics include: the Tokugawa legacy, the Meiji Restoration, the “Westernization” of Japan, Japanese relationships with China, the Second World War, and the post-war economic “miracle.” Prerequisites: HIST 101 and 102.
- 441 History of England I—From the Roman Conquest to 1603**
3 credit hours
The religious, political, economic, social, and intellectual developments of the English people up through the Tudors. Prerequisites: HIST 101 and 102.
- 442 History of England II—1603 to the Present**
3 credit hours
Continuation of HIST 441. HIST 441 is not a prerequisite. Prerequisites: HIST 101 and 102.
- 443 Middle East**
3 credit hours
Middle East political issues, culture, institutions, and their historical background. (Cross-listed with HIST 543 and POS 443.)
- 444 The Islamic World**
3 credit hours
The Islamic World surveys the birth of Islam, the structure of Islamic civilization, early disputes and enduring controversies among Muslims, and the religion’s spread to non-Arabic parts of the world. The second half of the class examines more contemporary issues such as the Islamic world’s response to European colonialism, the Arab-Israeli conflict, and politics in the Islamic world. Prerequisites: HIST 101 and 102. (Cross-listed with HIST 543.)
- 447 Medieval European History, 476–1400**
3 credit hours
European history from the fall of the Roman Empire to the Renaissance. Emphasis will be on the religious, political, intellectual, and social development of Western Europe. Prerequisites: HIST 101 and 102.
- 448 Renaissance and Reformation, 1300–1563**
3 credit hours
Will investigate the literary, artistic, intellectual, religious, and cultural achievements of Renaissance Italy, the rise and growth of Protestantism, and the Catholic reaction, against the background of the economic, political, and social developments in Western Europe. Prerequisites: HIST 101 and 102.
- 455 The French Revolution and the Napoleonic Era, 1789–1815**
3 credit hours
Origin of the French Revolution in the institutions of the old regime and the ideas of the Enlightenment. The course of revolutionary events in France and their impact throughout Europe. Emphasis on Napoleon. Prerequisites: HIST 101 and 102.
- 458 History of Germany, 1871–1945**
3 credit hours
A survey of German history beginning with the Second Reich, the Weimar Republic, and the Third Reich. Emphasis on the cultural, social, and political origins of Nazism and the Holocaust. Prerequisites: HIST 101 and 102.
- 460 History of the South**
3 credit hours
Social and cultural factors contributing to the development of the South from colonial times to the present. Some attention to political and economic development of the region. Prerequisites: HIST 101 and 102.
- 461 History of Early Modern Europe, up to 1789**
3 credit hours
A survey of European history from the Renaissance up to the outbreak of the French Revolution. Emphasis will be on the growth of Nation States; conflicts between Absolutism and Constitutionalism; the Scientific Revolution; changing social and economic patterns; and the Enlightenment. Prerequisites: HIST 101 and 102.
- 465 History of France Since 1815**
3 credit hours
A continuation of HIST 455. Examines the major trends in French history in a European and international context. Topics include: The Bourbon Restoration, the Second Empire, the Third Republic, the Two World Wars, the Fourth and Fifth Republics, Reconstruction, Decolonization, and the European Union. Prerequisites: HIST 101 and 102.
- 466 Political Geography**
3 credit hours
Major political structures and geopolitical implications of location, shape, area, culture, and natural

- environment of nations and states. Spatial analysis of voting behavior. (Cross-listed with GEOG 466.)
- 470 Colonial America**
3 credit hours
 A history of the American colonies, covering the social, cultural, economic, and political development of the region and its peoples to 1763. Prerequisites: HIST 101, 102, and 203 or 211.
- 471 Revolutionary America**
3 credit hours
 Origins, development, and consequences of the American Revolution from 1763 to 1800. Prerequisites: HIST 101, 102, and 203 or 211.
- 472 History of Alabama**
3 credit hours
 Political, economic, social, and cultural developments of the region that comprises Alabama, from prehistoric times to the present. Emphasis on local development within the framework of American history. Prerequisites: HIST 101, 102, and 203 or 211 and 212.
- 473 African-American History**
3 credit hours
 Examines the experience of blacks in America from 1619 to present, with special attention to slavery, emancipation, segregation, race, leadership, and the Civil Rights Movement. Prerequisites: HIST 101 and 102. Fall Semester.
- 474 Jeffersonian-Jacksonian America**
3 credit hours
 Traces the development of the United States through the early national period, 1800–1850. Focuses on Jeffersonian Republicanism, Jacksonian Democracy, and growing sectionalism in the early 19th century. Prerequisites: HIST 101, 102, and 211.
- 475 Constitutional Law**
3 credit hours
 An examination of the role of the Supreme Court in constitutional interpretation, with emphasis on a study of the historical landmark decisions from the Marshall Court to the Rehnquist Court. Prerequisites: HIST 101 and 102. (Cross-listed with POS 475.)
- 476 The Civil War and Reconstruction Era, 1850–1877**
3 credit hours
 A study of the events leading to the Civil war; the major military, diplomatic, economic, and social issues associated with the war; and the developments during Reconstruction. Prerequisites: HIST 101, 102, and 203 or 211.
- 477 The Gilded Age**
3 credit hours
 Political, economic, social, and technological developments of the United States from 1877 to 1920. Topics include industrialization, labor unions, the New South, Populism, and Progressivism. Prerequisites: HIST 101 or 103, HIST 102 or 104, and HIST 203 or 212.
- 479 History of Alabama's Constitutions**
3 credit hours
 This course explores the historical basis for Alabama's constitutions and considers the need for reform of the state's 1901 Constitution. (Cross-listed with HIST 579, POS 479, and POS 579.) Prerequisites: HIST 101 and 102.
- 480 Diplomatic History of the United States**
3 credit hours
 Foundations of American diplomacy and America's expanding role in international affairs. (Cross-listed with POS 480, HIST 580, and POS 580.)
- 481 The United States, 1900–1945**
3 credit hours
 Survey of U.S. history, with emphasis on the social, political, and economic problems of the period. Prerequisites: HIST 101, 102, and 203 or 212.
- 482 The United States Since 1945**
3 credit hours
 Domestic, economic, political, and social problems from the beginning of the Cold War through the wars in Korea and Vietnam. Prerequisites: HIST 101, 102, and 203 or 212.
- 483 History of Africa**
3 credit hours
 African geography, culture, and people. Prerequisites: HIST 101 and 102.
- 484 U.S. Wars—Korea and Vietnam**
3 credit hours
 This course examines recent military experiences of the United States in terms of the traditional American way of preparing for and waging war. To do this the course considers the emergence of a military policy following World War II that was unique in the American experience. As national policy changed in response to the communist threat, the armed services adapted to the new demands of a hostile world. Thus, permanent readiness for war became a part of American life during the Cold War. Historical inquiry will focus on military tactics, operations, and strategies; grand strategy; foreign policy; domestic politics; international diplomacy; social impacts; and lessons learned. (Cross-listed with HIST 584,

POS 484, and POS 584.) Prerequisites: HIST 101, 102, and 212.

485 Senior Seminar in Social Science

3 credit hours

This course will include a synthesizing of previous work in history, political science, and sociology, and will demonstrate how that work has contributed to an overall understanding of the social sciences and the relationship between these disciplines. It will involve the presentation and defense of a senior research paper and will include a general knowledge test on the social sciences. This course is required of all senior Social Science majors. Education students in secondary social science must take this course with a HIST prefix. (Cross-listed under History, Political Science, and Sociology.) Prerequisites: HIST 101, 102, and senior standing, and 36 hours in the social sciences or consent of instructor. Spring Semester.

490 Directed Reading and Independent Study

3 credit hours

Investigation of assigned subjects, supervised reading, and independent study. Open to seniors by special arrangement with the instructor. Prerequisites: HIST 101 and 102.

491 Senior Seminar in History

3 credit hours

This course will include a synthesizing of previous work in history, including historiography, and how that work has contributed to an understanding of the overall subject of history. It will involve the presentation and defense of a senior research paper, and will include a general knowledge test of history. It is restricted to History majors who have senior status and is required of all History majors. Prerequisites: HIST 101, 102, and 310. Spring Semester.

495 Internship in History

Up to 6 credit hours

Individual reading and study with a faculty member and work on an approved project with the Alabama Department of Archives and History, the Archival Department of the Birmingham Library, the Alabama Historic Commission, or a similar cooperating institution. Prerequisites: HIST 101 and 102.

Honors (HNRS)

College of Arts & Sciences

300 Vacca Seminar

3 credit hours

Seminar topics vary according to the academic discipline of the visiting eminent scholar designated the Vacca Professor. Course number may be repeated for credit.

308 Special Topics

1 credit hour

Seminar topics vary according to the academic discipline of the UM professor or professors teaching the course. Topics are often interdisciplinary and may be team-taught. Course number may be repeated for credit.

309 Special Topics

3 credit hours (GE)

Seminar topics vary according to the academic discipline of the UM professor or professors teaching the course. Topics are often interdisciplinary and may be team-taught. Course number may be repeated for credit.

314 Model Arab League

1 credit hour

Students represent a designated country as delegates to the Southeastern Model Arab League, where they join students from other schools representing other Arab League countries. Participants write, debate, and vote on resolutions in a simulation of the Arab League committee process, and acquire hands-on knowledge of the major issues facing the Arab world.

320 Model United Nations

1 credit hour

Students represent a designated country as delegates to the Southern Regional Model United Nations, where they join students from other schools representing other countries. Participants write, debate, and vote on resolutions in a simulation of the United Nations committee process, and acquire hands-on knowledge of the major issues facing the international community.

400 Golson Seminar

1 credit hour

Required of Honors Program seniors who plan to graduate "with University Honors." Topics of general interest are selected by students and faculty participants. Participants bring to the seminars the perspective of their own disciplines and, by an exchange of views, contribute to a greater appreciation of the interrelations of academic endeavors. Students lead the seminar.

490 Thesis/Project

0–3 credit hours

An opportunity for senior students to propose and carry out an in-depth thesis/project integrating the major with the general educational experience. May be combined with senior seminar-type courses required of various majors. Approval must be granted by the Honors Program Director and major professor. For guidelines and proposal forms, contact the Honors Program Director.

Humanities (HUM)**College of Arts & Sciences****400 Internship****1–6 credit hours**

Humanities 400 is a for-credit internship program available to students majoring in humanities disciplines, who wish to have a work-world experience that draws upon their training in their major field. Typically, interns will have completed their junior year of studies. The amount of credit awarded will depend upon the number of hours worked and the kind of responsibility entailed by the internship. Typically, one hour's academic credit will be awarded for a minimum of 30 hours of work at the work-site, up to a maximum of 6 hours of elective credit. The Internship Director, in consultation with the Chair of the Department of English and Foreign Languages, will determine the amount of credit and the appropriateness of the work-site assignment.

International and Intercultural Studies (IIS)**College of Arts & Sciences****299 Study Away****1–15 credit hours**

Academic and cultural experience provided at an off-campus location, either within the continental United States or abroad.

399 Study Away**1–15 credit hours**

Academic and cultural experience provided at an off-campus location, either within the continental United States or abroad.

499 Study Away**1–15 credit hours**

Academic and cultural experience provided at an off-campus location, either within the continental United States or abroad.

Kinesiology (KNES)**College of Education****100 Canoeing****1 credit hour (GE)****102 Pilates/Yoga****1 credit hour (GE)****103 Aerobic Exercise****1 credit hour (GE)****104 Orienteering****1 credit hour (GE)****114 Hiking/Backpacking****1 credit hour (GE)****116 Racquetball****1 credit hour (GE)****120 Health Wellness****3 credit hours (GE)**

This course is designed to provide the knowledge needed to assist students to make wise and informed decisions about their personal lifestyle behaviors to enable them to maximize their level of wellness. This course will help the students identify the various factors influencing their level of wellness. Information, skills and movement activities/games associated with lifetime activities will be demonstrated and practiced. Emphasis will be given to content areas and issues related to disease prevention and wellness.

123 Beginning Badminton**1 credit hour (GE)****126 Beginning Golf****1 credit hour (GE)****127 Beginning Swimming****1 credit hour (GE)****128 Beginning Tennis****1 credit hour (GE)****130 Games****1 credit hour (GE)**

Emphasis on learning the skills, rules, and strategies associated with Ultimate Frisbee and Frisbee Golf and utilizing those skills in game-play situations.

135 Beginning Modern Dance Technique**1 credit hour (GE)****136 Intermediate Golf****1 credit hour (GE)****145 Intermediate Modern Dance Technique****1 credit hour (GE)****150 Physical Conditioning****1 credit hour (GE)**

Wide array of conditioning activities aimed at developing the components of fitness: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. Kinesiology majors only.

153 Cycling/Jogging/Walking**1 credit hour (GE)****157 Swim for Fitness****1 credit hour (GE)**

- 165 Beginning Ballroom Dance**
1 credit hour (GE)
- 167 Lifeguard Training**
1 credit hour (GE)
- 170 Introduction to Food Science and Preparation**
3 credit hours
Three lectures, one two-hour laboratory. Basic food science and technology; biotechnology; basic food safety and sanitation; culinary techniques in food preparation; food resources, time and meal management; role of food in the promotion of a healthy and enjoyable life-style.
- 181 Introduction to Dietetics**
1 credit hour
Introductory course detailing history of nutrition, dietetics, and The American Dietetic Association; dietetics program framework and connection to FCS; path to securing a dietetic internship and passage of Registration Exam; professional development as a health-care professional; and career planning.
- 190 Survey of Kinesiology**
2 credit hours
Introduction to programs and philosophies of kinesiology, career opportunities, and professional leadership and ethics. Kinesiology majors only.
- 200 Care and Prevention of Athletic Injuries**
3 credit hours
Care and prevention of athletic injuries, with emphasis on management of acute injuries.
- 201 Team Sports**
3 credit hours
Instruction in the planning, organizing, and teaching of several team sports. Emphasis is on the study of skills, drills, equipment, facilities, fundamentals, strategies, officiating, and rules. Kinesiology majors and minors only, or by consent of instructor.
- 202 Basketball**
1 credit hour (GE)
- 210 Personal Health**
3 credit hours
Issues of personal and community health to help students develop a broad understanding of health from a whole-health perspective. Kinesiology majors only. Fall Semester.
- 211 Motor Development**
3 credit hours
The study of movement behavior and the associated biological change in human movement across the life span. This course includes classroom and laboratory experiences designed to assist the pre-professional in the process of observing and analyzing movement behavior and motor performance with applications to developmentally appropriate movement experiences. Kinesiology majors only.
- 215 Weight Training**
1 credit hour (GE)
- 245 Beginning Ballet Technique**
1 credit hour (GE)
- 250 Medical Terminology**
2 credit hours
This elective course is designed to provide Kinesiology majors and majors in related fields of study who are interested in careers in healthcare, medicine, nursing, pharmacy, physical therapy, occupational therapy, or other related careers with an in-depth study of medical language. The Medical Terminology course will be presented from a health and disease perspective and in relation to human structure and function. This course builds a framework by introducing the key elements of word structure and the understanding of medical terms, which then is applied to the specific body systems. Emphasis will be placed on defining, spelling, pronouncing, and analyzing medical terms, and also understanding the context in which these medical terms are used.
- 255 Intermediate Ballet Technique**
1 credit hour (GE)
- 265 Beginning Jazz Dance**
1 credit hour (GE)
- 281 Introduction to Nutrition**
3 credit hours
Food requirements, nutritive values; choice, use of food for maintenance and advancement of positive health; role of nutrients in human nutrition.
- 285 Tap Dance**
1 credit hour (GE)
- 300 First Aid and Prevention**
2 credit hours
Instruction in American Red Cross Standard First-Aid. Emphasis on preventing accidents and treatment of emergencies when they occur.
- 301 Individual and Dual Sports**
3 credit hours
Instruction in the planning, organizing, and teaching of several individual and dual sports. Emphasis is on the study of skills, drills, equipment facilities, fundamentals, strategies, and rules. Kinesiology majors and minors only.

- 310 Sports Nutrition**
3 credit hours
Course will provide a sports-specific knowledge base in nutrition for the physical educator, athlete, coach, and recreational athlete. Nutritional goals and weight loss will be addressed. Kinesiology majors only.
- 315 Orchestis Performing Group**
1 credit hour (GE)
- 361 Coaching of Team Sports**
2 credit hours
Coaching methods for various sports, including strategy, conditioning, and schedule making. Kinesiology majors only.
- 373 Seminar in Dietetics**
1 credit hour
Overview of the American health-care system, policies, and administration; reimbursement issues in Medical Nutrition Therapy and outcomes-based research; guidance through application process for securing a dietetic internship. Open to majors only.
- 380 Physiology of Exercise**
4 credit hours
Physiological principles as they apply to health, fitness, and sport activities. Includes lectures, demonstrations, and a separate two-hour laboratory experience each week designed to increase knowledge and application of the adaptations of organ systems created through movement and vigorous exercise. Prerequisites: BIO 342, restricted to Kinesiology majors only, and junior or senior standing.
- 381 Kinesiology**
3 credit hours
This course is designed to develop a fundamental understanding of the anatomical, neuromuscular, and biomechanical principles of human movement. Further, the course allows for practical application of these principles in the field of kinesiology. Prerequisites: BIO 341, restricted to Kinesiology majors only, and junior or senior standing.
- 382 Foodservice Systems Management**
3 credit hours
Management, organization, administration of various foodservice systems; emphasis on management theories, quality control, cost analysis, financial and human resources, interviewing and negotiating techniques, diversity issues, educational theory and techniques, development of educational materials, and employee education.
- 398 Exercise Testing and Evaluation**
4 credit hours
Comprehensive, functional, and diagnostic examination of the cardiovascular responses to graded exercise testing. Emphasis given to electrophysiology, mechanisms of arrhythmias, normal electrical activation of the heart, axis determination, and the normal 12-lead electrocardiogram. Includes lectures, demonstrations, and a separate two-hour laboratory experience each week designed to increase knowledge and application of the course content. Prerequisite/Corequisite: KNES 380. Prerequisites: Kinesiology major and junior or senior standing.
- 400 The Curriculum in Physical Education**
3 credit hours
Curricular designs and selected areas of study in health and physical education. Prerequisite: Admission to the TEP.
- 411 Developing Creativity Outdoors**
3 credit hours
Contributions to a child's creativity through exploration, discovery, and direct experiences utilizing the natural environment as a learning laboratory, through physical-education activities.
- 420 Evaluation in Physical Education**
3 credit hours
Examination and description of the tools and techniques necessary in appraising the extent to which physical-education objectives are achieved. Prerequisite: Admission to the TEP.
- 421 The Curriculum in Health**
3 credit hours
Analysis of basic principles, techniques, and methods of curriculum development for school health instruction. Emphasis on selection of subject matter, scope and sequence, and various curriculum designs, as well as teaching strategies, in a comprehensive school health curriculum.
- 422 The School Health Program**
3 credit hours
Correlation and integration of health instruction with the total seven other components of the school program will be reviewed. Advances and recent developments in the field of health will also be explored.
- 430 Methods of Teaching Physical Education in the Middle and Secondary Schools**
3 credit hours
Designed for students majoring in Kinesiology and preparing to teach physical education in the middle and secondary schools. Field-based for 10 weeks. Prerequisite: Admission to the TEP.

- 440 Seminar in Health, Physical Education, and Recreation**
3 credit hours
Study of developments in the field of education, with particular emphasis on health and physical education. Current issues will be researched with special attention to the application to research.
- 471 Applied Research in Food Science**
3 credit hours
Factors affecting the functions of various ingredients in foods, including portions, temperatures, preparation techniques, utensil selection, and ingredient substitutions. Students use food-science knowledge to plan, conduct, and report about an individual experiment. Prerequisite: FCS/KNES 170.
- 472 Adapted Physical Education**
3 credit hours
Content, organization, conduct, and application of activities designed for individuals with permanent or temporary physical limitations. Prerequisites: KNES 211, restricted to Kinesiology majors only, and junior or senior standing.
- 473 Human Nutrition and Metabolism I**
3 credit hours
FCS 473 is the first of a two-semester sequence of courses that addresses the integration of physiological, biochemical, and chemical principles in an in-depth study of human nutrition and intermediary metabolism of carbohydrates, fats, proteins, and nucleic acids. Prerequisites: BIO 341 and 342 and KNES 380.
- 474 Human Nutrition and Metabolism II**
3 credit hours
FCS 474 is the second of a two-semester sequence of courses that addresses the integration of physiological, biochemical, and chemical principles in an in-depth study of human nutrition and intermediary metabolism of vitamins and minerals. In addition, this course focuses on advanced concepts related to fluid and electrolyte balance and the interrelationships between the regulation of macronutrient metabolism and energy balance in both health and disease. Prerequisites: BIO 341 and 342 and KNES 473 with a minimum grade of C, and KNES 380.
- 477 Quantity Foods**
3 credit hours
Two lectures. One two-hour laboratory. Planning, procuring, storing, producing, and serving foods for families and commercial production. Emphasis is placed on nutritional needs, culture, socioeconomic levels, safety, sanitation, and management. Prerequisite: FCS/KNES 170.
- 480 Workshop in Health, Safety, and Physical Activity for the Elementary School Teacher**
1 credit hour
The course explores health, safety, and physical activity concepts and skill-development strategies that are appropriate for the K–6 classroom. Corequisites: ED 444, 445, 447, and 448.
- 482 Organization and Administration of Physical Education**
3 credit hours
Problems and issues involved in the organization and administration of physical-education programs in elementary and secondary schools. Kinesiology majors only.
- 483 Nutrition Care Process I**
3 credit hours
Foundations of client interviewing and counseling, methods of education, health behavior concepts, nutrition assessment, documentation techniques, medical terminology, weight management, eating disorders, fluid and electrolyte balance, diabetes, and tube feeding. Prerequisites: BIO 341 and 342 and FCS 385.
- 484 Nutrition Care Process II**
3 credit hours
Application of clinical nutrition foundations to disease systems; case-study approach to medical nutrition therapy. Prerequisite: FCS 482.
- 485 Life Cycle and Community Nutrition**
3 credit hours
Human nutrition needs from conception through old age; emphasis on nutrition services and resources available in a community for individuals of all ages. Prerequisite: FCS 281 or equivalent.
- 489 Methods of Teaching Physical Education in the Elementary School**
3 credit hours
Emphasis on planning, organization, and management strategies, as well as instructional strategies. Course is field-based for 10 weeks at an elementary school. Prerequisite: Admission to the TEP.
- 490 Health Promotion Internship**
3–12 credit hours
Fall and Spring Semesters and Summer Sessions. Consent of instructor required.
- 493 Practicum in Nutrition and Wellness**
3 credit hours
Application of nutrition and wellness foundations to the professional practice setting through the pre-internship practicum. Emphasis on the steps of

the nutrition care process. Prerequisite/corequisite: KNES/FCS 434 or 484.

494 Exercise and Wellness for Senior Adults
3 credit hours

This course is designed to provide Health Promotion majors with the knowledge and skills to develop and implement appropriate exercise and wellness programs for senior adults. The students will develop knowledge related to the physical, mental, psychological, and social factors that influence the exercise and wellness habits of senior adults. In addition, the students will gain valuable experience in working with senior adults through field experiences in a variety of settings. Prerequisites: KNES 211 and junior or senior standing.

495 Directed Reading and Independent Study
1–3 credit hours

Consent of instructor required. This course can be repeated two times for up to 6 hours credit with Program Coordinator approval.

496 Strength and Conditioning
3 credit hours

This course will provide Health Promotion students with an in-depth study of the latest strength training and conditioning techniques endorsed by the National Strength and Conditioning Association. The course will include the study of current research related to strength and conditioning and will focus on scientific principles, concepts, and strength training and conditioning techniques. In addition, the course will prepare Health Promotion students to develop safe, effective, and appropriate strength training and conditioning programs for clients in the world of practice. This course will be linked to a strength and conditioning certification, which the students can earn by applying for the certification test, paying for the certification test, and passing the test. Prerequisites: BIO 342 and junior or senior standing.

497 Pharmacology
3 credit hours

This course will provide the Health Promotion candidate with an in-depth study of the effects of commonly prescribed medications on exercise performance. The interaction of medications and nutritional choices will also be studied. This course will provide valuable and potentially lifesaving information for the Health Promotion candidate who is working with clients in fitness and/or exercise settings, including personal training, physical therapy, and recreational settings. Prerequisites: BIO 342 and junior or senior standing.

498 Sports/Fitness Management
3 credit hours

Course will provide the general knowledge and basic managerial skills needed in implementing/directing a multi-faceted fitness program. Health-promotion majors.

499 Health-Fitness Program Design
3 credit hours

Making appropriate decisions in the world of practice; assessment of health-fitness; application of science of physical training to appropriate program design; leadership of variety of exercise sessions serving different skill levels.

Latin (LAT)

College of Arts & Sciences

101 Introductory Latin I
3 credit hours

Essential elements of Latin grammar and vocabulary, including pronunciation and syntax. Introduction to Roman culture and Latin derivatives in English vocabulary.

102 Introductory Latin II
3 credit hours

Essential elements of Latin grammar and vocabulary. Roman culture and Latin derivatives in English vocabulary.

Management (MG)

Michael E. Stephens College of Business

305 Business Professional Development
3 credit hours

Principles and practice of business professional development. Includes business communications, career assessment and research, resumés, application letters, interviews, and career advancement strategies. Prerequisites: AC 221, EC 231, FI 372, MG 361, and junior standing.

308 Business and Society
3 credit hours

Interaction of domestic and global business with its stakeholders. Emphasis on corporate social responsibility and business ethics. Prerequisite: Junior standing.

361 Principles of Management and Organization Theory
3 credit hours

A study of the role managers play in creating and maintaining complex organizations. Organization theory and behavior are explored in the context of changing technology, a diversified work force, social and political/legal environments and the interna-

tionalization of the economy. Focus on the planning, organizing, decision-making, directing, and controlling functions of management. Prerequisite: Sophomore standing.

400 Globalization: National and International Issues
3 credit hours

Review of contemporary globalization process and its economic, social, and political ramifications. The course focuses on consequences of the increasing international flows of goods, services, information, and people, and studies their interdependence and co-influence. Prerequisite: MG 361 and junior standing.

460 Special Topics in Management
3 credit hours

Study of a selected topic in management. Prerequisite: MG 361 and consent of instructor.

462 Human Resource Management
3 credit hours

Recruitment, selection, development, and utilization of employees in an organization, with emphasis on the strategic importance of managing an organization's human resources. Prerequisite: Junior standing.

464 Leadership and Organizational Change
3 credit hours

An examination of the leadership role, with emphasis toward understanding that role in the various approaches to organizational change and its importance in overcoming resistance to change in organizations. Prerequisite: MG 361.

465 International Management
3 credit hours

Managing international organizations. Emphasis on strategic decisions, necessary business activities, and the cultural considerations of international operations. Prerequisite: Junior standing.

466 Entrepreneurial Leadership
3 credit hours

The art, skill, and structure of small business management. Focus on starting, forming, and financing a new business, creating a business plan, assessment, managing a growing concern, succession planning, growth and harvest strategies. Prerequisites: AC 222, MG 361, and MK 351.

467 Organizational Behavior
3 credit hours

A critical examination of human behavior theory as it relates to the management of individuals and groups in organizations. An investigation of such behavioral functions as motivation, leadership, conflict management, and stress. Prerequisite: MG 361.

469 Business Policy
3 credit hours

Strategic management in domestic and international organizations. An integrative, capstone course using case studies to analyze business problems. Prerequisites: Senior standing and completion of, or concurrent registration with, all remaining business core courses. Prerequisite: Business majors only with senior standing and completion of, or concurrent registration with, all remaining business core classes.

476 Applied Research in Management
3 credit hours

Introduction to the relationship between practice and research, and the role of the practicing professional in research. Students develop the skills and insights to critically review research reports, discuss issues related to business research, and carry out a research study. Emphasis on the application of research to improve outcomes for management decisions. Course may be repeated for 6 total credit hours. Prerequisites: Open to management majors who have senior standing and at least an additional 6 hours of upper-level management courses.

Management Information Systems (MIS)
Michael E. Stephens College of Business

161 Introduction to Computers
3 credit hours (GE)

An up-to-date coverage of computers, application software, and their uses with an emphasis on personal computers, their operating systems and application software, such as word processing and spreadsheeting.

267 Web Design and Publishing
3 credit hours

The study of web design, concepts, and techniques. The course covers the essential concepts of HTML, XHTML, DHTML, and how to plan, create, and publish websites. Includes hands-on experience in developing a website. Prerequisite: MIS 161.

310 Computerized Data Analysis
3 credit hours

Advanced elements of electronic spreadsheets and proper usage of their commands, macros, and functions. Building spreadsheets, creating graphs and formulas for financial analysis and other business applications. Prerequisite: MIS 161.

330 Survey of Programming Languages
3 credit hours

Structured programming concepts and current program development principles and practices are covered. Includes algorithm design strategies, survey of programming environment, and basic data structures

representation and algorithms. Hands-on programming using microcomputers. Prerequisite: MIS 161.

350 Business Programming
3 credit hours

Introduction to the design of algorithms and their implementation in Visual Basic. Covers basic and advanced programming concepts and structures, including file processing and data representation. Prerequisite: MIS 161.

367 Management Information Systems
3 credit hours

Review of information systems applications in business environment. The course provides knowledge on MIS technology, including review of hardware and software, types of information systems, database management, networking, security, and internet technology. The course also outlines main concepts of systems, analysis, and design. Includes hands-on experience in developing business applications. Prerequisite: MIS 161 and sophomore standing.

370 Internet Applications
3 credit hours

Advanced Internet application course covers the fundamentals of entry-level web programming and business website management, including multimedia web publishing, creating interactive web pages, and other advanced web applications. Includes hands-on experience with scripting languages for web programming. Prerequisite: MIS 267.

410 Database Management
3 credit hours

Introduces students to database concepts including hierarchical, network, and relational database organizations, database planning including normalization of relations, database design, functions of database management systems, and database administration. Includes analysis of database functions in business information storage and retrieval. Prerequisite: MIS 161.

420 Telecommunications and Networking
3 credit hours

Familiarizes students with telecommunications and networking technologies and analyzing their impact on business environment. Covers basics in LAN/WAN systems and current PC and mainframe operating systems. Prerequisite: MIS 161.

430 E-Commerce
3 credit hours

Principles and modern trends in electronic commerce. Gives hands-on experience in designing and developing internet-based business applications. Covers advanced features for building an electronic

commerce store and maintaining successful business web presence, and the impact of current communication technologies on software development, the business and social environments. Prerequisite: MIS 161.

450 Systems Analysis and Design
3 credit hours

Introduces structured design processes for use in the development and implementation of business information systems. Includes systems life cycle and rapid application development methodologies in systems design and development. Using productivity tools students employ systems analysis and design in designing and implementing a business information system. Prerequisite: MIS 367.

460 Selected Topics in Management Information Systems
3 credit hours

Readings, lectures, and discussions on subject matter so current that it is not generally included in other course offerings. Offered on an irregular basis, based on student needs and interests. Prerequisite: Senior standing.

476 Applied Research in Management Information Systems
3 credit hours

Includes student research project as a course component, whereby students find, compile, and analyze data. Course may be repeated for a total of 6 credit hours.

Marine Science (MSCI)
Dauphin Island Sea Lab

300 Marine Biology
4 credit hours

A general survey of marine plants, invertebrates and vertebrates, the communities they form, and the physical and chemical factors that influence them. Field trips to the marsh, seagrass and dune habitats, and sampling from research vessels and laboratory exercises serve to introduce students to the diversity of marine habitats and organisms. This is an introductory course and not intended to be taken by students with more than 4 semester hours of marine coursework completed. Prerequisites: BIO 105 and 106.

305 Biology and Conservation of Marine Turtles
2 credit hours

This introductory course will provide an overview of the biology and conservation of marine turtles. Topics to be covered include identification, distribution, nesting behavior, migratory behavior, feeding ecology, population biology and genetics, developmental habitats, temperature-dependent sex determination,

paleontology, and conservation of marine turtles. Students will obtain a detailed knowledge of sea turtle biology and will gain an understanding of why many sea turtle species have become endangered and how proper management has allowed some populations to recover. The course will culminate with a multi-day field trip to sea turtle nesting beaches and foraging grounds in the Southeastern U.S. Class will also visit sea turtle research and rehabilitation facilities. The field trip will provide students with the opportunity to observe loggerhead, green, and leatherback turtles in their natural habitats. Prerequisite: Introductory course in biology. Special fees apply and will be posted on the web at: www.disl.org.

315 Shark Biology
2 credit hours

This course will provide an introduction to the biology of sharks and rays, with special emphasis on regional shark fauna and field techniques. Topics to be covered include chondrichthyan origin, systematics, sensory biology, locomotion, food consumption, osmoregulation, reproductive biology, life history, ecology, fisheries, and conservation. Lectures will be supplemented with discussions of papers from the primary literature to familiarize students with current research; in addition, longline and gillnet sampling will provide students with first-hand knowledge of field techniques and local shark identification. Prerequisite: One course in general/organismal biology (or equivalent).

320 Horseshoe Crabs
2 credit hours

Course involves travel to Delaware Bay, home of the largest population of horseshoe crabs (*Limulus polyphemus*) in the world. Students will gain and apply information on recent conflicts in horseshoe crab research and fishery management to explore political, ecological, and economic values of marine resources, options for management, conservation and outreach, conflict resolution, and applied ecology. Special fees apply and will be determined based on student enrollment in the course.

400 Marine Vertebrate Zoology
4 credit hours

A survey of marine fishes, reptiles, and mammals, with an in-depth, comprehensive treatment of their systematics, zoogeography, and ecology. Prerequisites: BIO 105 and 106.

404 Marine Conservation Biology
4 credit hours

This course is designed to develop the student's understanding of conservation biology by building on the foundations provided in the introductory marine

ecology class or a general ecology class. Prerequisites: MSCI 470 or BIO 205.

405 Dolphins and Whales
2 credit hours

Lectures, audiovisual presentations, and practical exercises are used to study the classification, anatomy, and ecology of the cetaceans. Students may **not** take this course for credit after completing MSCI 415. Prerequisites: BIO 105 and 106.

407 GIS Basics for Coastal and Marine Environments
2 credit hours

An introduction to basic concepts and uses of GIS technology in the coastal and marine environment. This is an introductory course and is not recommended for someone who has experience working with GIS or who has taken an introductory GIS course. Prerequisite: Computer Applications course.

408 GIS Applications for Coastal and Marine Environments
2 credit hours

An introduction to a variety of applications of GIS technology in the coastal and marine environment. Prerequisite: MSCI 407 or equivalent.

410 Marine Invertebrate Zoology
4 credit hours

Natural history, systematics, and morphology of marine invertebrates from the Gulf of Mexico. Participation in extended field trips is required. Prerequisite: BIO 106.

412 Marine Aquaculture
2 credit hours

Introduction to techniques in marine aquaculture with emphasis on nutrition and feeding, reproductive biology, water-quality requirements, and production, processing, marketing, and economics of marine aquaculture species. Courses in ichthyology, limnology, and invertebrate zoology are suggested but not required. Prerequisites: BIO 105 and 106.

415 Marine Mammals
4 credit hours

Long ago many terrestrial mammals evolved adaptations allowing them to move toward either a full or partial marine existence. These included cetaceans (toothed and baleen whales), pinnipeds (seals, sea lions, and walrus), sirenians (dugongs and manatees), sea otters, and the polar bear. In this course students will learn about the evolution, classification, anatomy, physiology, and behavior of these species, in addition to conservation/management issues affecting them and current methods used to research them. Students may **not** take this course for credit

- after completing MSCI 405. Prerequisites: BIO 105 and 106.
- 420 Coastal Ornithology**
4 credit hours
Ecology, taxonomy, and distribution of coastal and pelagic birds. Prerequisites: BIO 106 and/or BIO 205.
- 421 Coastal Birds of Alabama**
2 credit hours
This course is an introductory-level course on the coastal avian fauna with an emphasis on nesting sites and nesting behavior. This course includes the identification, population dynamics, and behavior of coastal birds. Lectures emphasize functional ecology, specifically nesting biology of numerous species found along Alabama's coastal region. Topics include migration, mechanics of flight, breeding biology, and foraging. This course is a field-based course with an emphasis on breeding biology and behavior and introduction to bird identification. Prerequisite: A course in undergraduate biology or ecology.
- 425 Commercial Marine Fisheries of Alabama**
2 credit hours
Exploitation and biology of commercial vertebrates and invertebrates of Alabama and the adjoining Gulf of Mexico, with emphasis on distribution, harvesting technology, processing, and economic values. Includes visits to local processing plants and a trawling expedition aboard a research vessel.
- 430 Marine Botany**
4 credit hours
A general survey of marine algae (microscopic and macroscopic), as well as salt marsh vegetation, mangroves, seagrass, and maritime forest communities. Lectures emphasize identification, distribution, structure, ecology, and physiology. Extensive overnight field and laboratory work involved, including the ability to wade and snorkel. This course is intensive. Prerequisites: BIO 105 and 106.
- 445 Introduction to Oceanography**
4 credit hours
Biological, chemical, geological, and physical viewpoints of the sea. Includes lecture and laboratory. Prerequisite: Basic science major.
- 447 Oceanology of the Gulf of Mexico**
3 credit hours
A descriptive study of the oceanology of the Gulf of Mexico and adjacent waters, including coastal zone, continental shelf, and deep ocean. This course provides a survey of the physics, chemistry, biology, geology, and meteorology of the continental margins and deep ocean regions in the Gulf of Mexico and adjacent waters. Prerequisite: Science major or consent of instructor.
- 451 Coastal Climatology**
2 credit hours
A study of the controlling factors and features of the world's climates, with particular attention to coastal areas, and application and interpretation of climate data.
- 460 Marine Geology**
4 credit hours
A study of the geology of the ocean basins, with special emphasis on the continental shelves, their sediments, and the sedimentary processes at work there. Emphasis on the northeast Gulf of Mexico. Prerequisite: Introductory Geology; Statistics recommended.
- 468 Marine Behavioral Ecology**
4 credit hours
Introduction to principles of animal behavior as applied to marine organisms. Students will relate the evolutionary significance of these behaviors, learn techniques for observing animal behavior, and design and conduct behavioral experiments. Prerequisite: BIO 106. MATH 147 is recommended.
- 469 Coral Reef Ecology**
4 credit hours
This course will examine the ecology and evolution of coral reef communities, seagrass beds, and mangrove swamps. Current issues, including degradation of reefs by macroalgae, hurricanes, coral bleaching, diseases of corals and sea urchins, overfishing, and pollution, will be examined critically through reading the primary literature. Students will participate in lectures and laboratory exercises at the Dauphin Island Sea Lab, and they will take a field trip to the Island School on Eleuthera Island, Bahamas. A current passport is required for travel. Prerequisite: A course in ecology. Special fees apply and will be posted on the web at: www.disl.org.
- 470 Marine Ecology**
4 credit hours
Study of marine organisms as they interact with each other and their environment, to include examination of theories and the experimental basis of current knowledge. This is an advanced course open to juniors, seniors, and graduate students. Prerequisites: BIO 105 and 106.
- 475 Coastal Wetlands Ecology**
4 credit hours
This course will focus on coastal and near shore wetland areas, with an emphasis on the biogeochemical processes that occur within, as well as issues that

threaten and protect these important resources. Wetlands not only provide critical habitat for many aquatic and semi-aquatic species, they are also important for primary productivity, transformation of nutrients, pollutant removal, as well as provide protection from storm surges and floodwaters. Insight into wetland ecology requires understanding of the unique interactions between biology, chemistry, and hydrology. Prerequisites: BIO 105, 106, and 205.

476 Marine Fish Diseases

3 credit hours

This course will introduce students to aquatic animal diseases, specifically finfish and shellfish. Students will learn practical microbiological techniques for isolation and identification. Prerequisites: BIO 105 and 106. BIO 300 is recommended.

477 Marine Protozoology

2 credit hours

This course will teach students the major groups of protists from a variety of marine habitats, including their taxonomy, structure, ecology, and methods of studying. The emphasis will be on live material from the Gulf, from salt marsh benthos and sand, from microscopic communities on solid substrates, and from other organisms. Prerequisites: BIO 105 and 106. BIO 380 is recommended.

480 Marine Technical Methods

2 credit hours

Instruments and procedures used aboard a marine research vessel, including physical, biological, chemical, and geological parameter measurements and sample collection.

484 Coastal Zone Management

2 credit hours

Ecological features and physical management policies for coastal communities, with a description of federal and state programs.

485 Research on Special Topics

2–6 credit hours

Enrollment by special arrangement in any of the course areas offered by the laboratory, subject to the availability of the appropriate staff member.

486 Coastal Geomorphology

2 credit hours

Coastal shapes and landforms and their functions.

489 Introduction to Neurobiology

4 credit hours

Students will be introduced to the neuroanatomy and neurophysiology of marine invertebrates and vertebrates. Prerequisites: BIO 105 and 106. BIO

342, CHEM 121 and 122, and PHYS 201 and 202 or consent of instructor are recommended.

490 Seminar

1 credit hour

Current research, scientific progress, and problems in the marine environment. Students are not required to enroll in seminar, but must attend to qualify for credit in any other Marine Science course.

Marketing (MK)

Michael E. Stephens College of Business

351 Principles of Marketing

3 credit hours

Description and analysis of institutions and operations needed to create and coordinate market transactions involving consumers, commerce, industry, and government. Prerequisite: Sophomore standing.

352 Professional Selling

3 credit hours

Interpersonal persuasive communication processes and methods explored through lectures, discussions, and individual sales presentations. Includes selected sales-force management topics. Prerequisite: Junior standing.

353 Marketing Communications

3 credit hours

A focus on the strategies that are utilized in order to promote a firm's product and/or service offerings. Attention is given to advertising, publicity, sales promotions, and personal selling; additionally, how firms utilize information technologies in their promotional activities will be considered. Prerequisites: MK 351 and junior standing.

450 Services Marketing

3 credit hours

Examination of the opportunities and difficulties faced by service organizations such as financial institutions, consulting firms, healthcare organizations, etc. Prerequisites: MK 351 and junior standing.

452 Strategic Marketing Management

3 credit hours

As the capstone offering in Marketing, this course combines knowledge of the various marketing activities as they relate to the managerial functions of planning, organizing, and controlling the marketing effort with the strategic activity of building and sustaining a competitive advantage for the firm. Prerequisites: MK 351 and junior standing.

453 Marketing Research

3 credit hours

Research tools and techniques needed to gather,

- distill, and analyze marketing information. Prerequisites: MK 351 and junior standing.
- 455 Special Topics in Marketing**
3 credit hours
 Study of selected topics in marketing. Prerequisites: MK 351, junior standing, and consent of instructor.
- 458 International Marketing**
3 credit hours
 Managerial and operational problems of the multinational business. Emphasis on environmental differences that influence marketing strategy. Prerequisites: MK 351 and junior standing.
- 476 Applied Research in Marketing**
3 credit hours
 Faculty work with students to develop and conduct research designed to explore practical problems in marketing. Course may be repeated for a total of 6 credit hours. Prerequisite: MK 351 and junior standing.
- Mass Communication (MC)**
College of Fine Arts
- 100 Introduction to Mass Media**
3 credit hours
 The role of the mass media in a modern information society. Includes fundamentals of print and broadcast media, communication process and theory, and media effects.
- 200 Introduction to Mass Media Writing**
3 credit hours
 This introductory class is designed to teach the basics of journalism with an emphasis on developing and improving writing and professional skills for print, online, and broadcast.
- 210 Introduction to Media Production**
3 credit hours
 Students will use the computer tools for photography, video, and audio production. Students apply these fundamentals by participating in hands-on group projects.
- 215 Producing Video in the Studio**
3 credit hours
 Principles and practices of television production in a studio environment.
- 255 Media Writing Fundamentals**
3 credit hours
 Emphasis on writing commercials and public-service announcements for radio and television.
- 265 Broadcast News Writing**
3 credit hours
 Writing for the electronic media, with emphasis on radio, television, and Internet news stories.
- 300 Advanced Journalism Practices**
3 credit hours
 Practical approaches to print journalism, including covering a beat, developing sources, news writing, and editing. Introduction to layout and design for newspapers. Prerequisite: MC 200.
- 310 Publication Layout and Design**
3 credit hours
 In-depth layout and design for newspapers, magazines, brochures, and other publications using desktop-publishing software.
- 315 Producing Video in the Field**
3 credit hours
 Principles and practices of videography, nonlinear editing, and field television production. Prerequisite: MC 215.
- 325 Survey of American Cinema**
3 credit hours (GE)
 A study of American cinema, examining its impact, techniques, theories, and style. Includes regular screening of movies.
- 326 History of French Film**
3 credit hours
 Traces the social and technological history of French film. All films subtitled in English. Readings and discussion in French and English. (Cross-listed with FRN 343.)
- 327 Electronic News Gathering**
3 credit hours
 Television/cable news production techniques and practices. Students will produce weekly television news packages. Prerequisite: MC 315.
- 333 Television Newscast Production**
3 credit hours
 Emphasis on newscast content, on-air production, and anchoring newscasts. Prerequisite: MC 265.
- 353 Media History**
3 credit hours
 Foundation of media history, from the origins of mass media to present-day concerns and future implications.
- 355 Advanced Media Writing**
3 credit hours
 Advanced writing skills, including character, plot

- development, visualization, action and dialog for television scripts. Prerequisite: MC 255.
- 357 Special Topics in Public Relations**
3 credit hours
Varied topics in the field related to public relations agency work.
- 360 Mass Communication Theory and Media Effects**
3 credit hours
An exploration of the prevailing mass-communication theories and media-effects research.
- 370 DVD and Video Graphic Design**
3 credit hours
Theoretical and practical instruction in DVD design and video graphic techniques. Prerequisites: MC 215 or 310 or ART 122.
- 390 Multimedia Website Creation**
3 credit hours
Theoretical and practical instruction in use of multimedia website programs to create effective websites. Prerequisite: MC 100.
- 400 Special Topics in Journalism**
3 credit hours
Varied topics in the field, offered on a one-time basis. May be repeated for credit as topics vary.
- 411 Video Engineering**
3 credit hours
Theoretical and practical application of analog and digital video engineering principles in a broadcast environment, including work as technical crew for weekly newscasts. Prerequisite: MC 215.
- 412 Audio Engineering**
3 credit hours
Aesthetic and technical considerations for analog and digital multi-track recording, mixing, and sound reinforcement.
- 415 Advanced Video Post Production**
3 credit hours
Philosophy and technical considerations in software-based, non-linear video editing. Prerequisite: MC 315.
- 425 Documentary Production**
3 credit hours
Individual projects (documentary, dramatic, animation, etc.) completed under faculty supervision. Prerequisite: MC 415.
- 433 Advanced TV Newscast Production**
3 credit hours
Emphasis on content, organization, and all aspects of producing a weekly television newscast. Prerequisite: MC 333.
- 450 Seminar in Mass Communications**
3 credit hours
Special offerings on topics not covered in the regular curriculum. May be repeated for credit as topics vary.
- 452 Public-Relations Writing**
3 credit hours
This course for advanced writing students focuses on public-relations writing — how to write news releases, videos, online material, fact sheets, positions papers and so forth. It includes preparation of stories for the departmental newsletter, *The Brick Street Journal*. Prerequisite: MC 200. Restricted to junior and senior COMS and MC majors.
- 453 Advanced Journalism Practicum**
3 credit hours
Practical experience in the production of the semi-monthly campus newspaper.
- 455 Media Law**
3 credit hours
Examination of laws affecting the broadcast, cable, and print media.
- 456 Nonfiction Freelance Writing**
3 credit hours
This course will teach students how to produce and market stories to magazines and newspapers as a freelancer. Prerequisites: MC 200 and 300. Restricted to junior and senior COMS and MC majors.
- 460 Media Management**
3 credit hours
Management and motivational theories applied to print, broadcast, and cable industries.
- 475 Internship**
1–6 credit hours
Practical experience in a professional environment. Open to juniors and seniors only with departmental consent. Applications, including requirements, are available in departmental office. May be repeated for a total of 6 credit hours on a pass/fail basis.
- 491 Directed Study**
1–3 credit hours
Supervised, independent directed study in media-related area. Faculty adviser must approve research topic the semester prior to registration.

494 Location Production

3 credit hours

Theoretical and practical instruction in the techniques of advanced video production. Teamwork aspects of location production are emphasized. Prerequisite: MC 315.

495 Senior Exit Portfolio

1 credit hour

Preparation of a portfolio (DVD for Broadcast Concentration, manual or computer-based compilation of published clippings and articles for Journalism Concentration), along with a detailed critical analysis of the body of work. Must be taken during the last 30 hours of study.

Mathematics (MATH)

College of Arts & Sciences

131 Intermediate Algebra

3 credit hours

Fundamental concepts and operations of algebra. For students who do not qualify for regular placement in mathematics.

144 Pre-Calculus Algebra

3 credit hours (GE)

The algebra of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, quadratic inequalities, and the binomial theorem. Prerequisite: MATH 131 or equivalent.

147 Finite Mathematics

3 credit hours (GE)

Topics in finite mathematics and their applications. The course includes sets, counting, permutations, combinations, basic probability (including Baye's Theorem), an introduction to statistics (including work with Binomial and Normal Distributions), matrices and their applications to Markov chains, and decision theory. Prerequisite: MATH 131 or equivalent.

149 Pre-Calculus Trigonometry

3 credit hours (GE)

Trigonometric functions (circular), inverse trigonometric functions along with identities and trigonometric equations, vectors, complex numbers, DeMoivre's Theorem, and polar coordinates. Prerequisite: MATH 144 or equivalent.

150 Pre-Calculus Algebra and Trigonometry

4 credit hours (GE)

The algebra of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, quadratic inequalities, and the binomial theorem. Trigonometric functions (circular), inverse

trigonometric functions along with identities and trigonometric equations, vectors, complex numbers, DeMoivre's Theorem, and polar coordinates. Prerequisite: MATH 131 or equivalent.

154 The Nature of Mathematics

3 credit hours (GE)

Basic concepts from set theory, logic, geometry, statistics; the fundamental ideas of calculus, and a survey of the development and application of modern mathematics. This course is designed to satisfy the general education requirement in mathematics while providing an overview of the discipline. Prerequisite: MATH 131 or equivalent.

157 Introduction to Statistics

3 credit hours (GE)

Descriptive and inferential statistics, frequency distributions, measures of central tendency and dispersion, probability and sampling, estimation, hypothesis testing, confidence intervals, linear regression, correlation, and design of experiments. Prerequisite: MATH 131 or equivalent.

160 Basic Mathematics for Elementary Teachers I

3 credit hours

An overview of induction and deduction, sets, numbers, and numeration. Topics include patterns and sequences, counting techniques, sets, relations and functions, logic (implication and validity), numeration (base and place syntax and algorithms), number systems (axioms, rational operations, and modular arithmetic), and measurement. Where appropriate, these topics are applied to problem-solving strategies. This course is intended for Elementary Education majors and is aligned with the *Alabama Course of Study—MATHEMATICS*, but is open to any student meeting the prerequisite. (**Note:** Students who have completed MATH 164 with a C or better will not get credit for MATH 160.) Prerequisite: A grade of C or better in MATH 144 and MATH 147.

162 Basic Mathematics for Elementary Teachers II

3 credit hours

A continuation of MATH 160. Topics include the real number system (irrational numbers), geometry (geometric shapes, angles, constructions, and measures of length, area, and volume), the metric system, symmetries, descriptive statistics (frequency distributions, measures of central tendency and variation, and normal distributions), and elementary inferential statistics. This course is intended for Elementary Education majors and is aligned with the *Alabama Course of Study—MATHEMATICS*, but is open to any student meeting the prerequisite. Prerequisite: A grade of C or better in MATH 160.

- 170 Calculus I**
4 credit hours (GE)
The study of the limit of a function; the derivative of algebraic, trigonometric, exponential, and logarithmic functions; the definite integral and its basic applications to area problems. Applications of the derivative are covered in detail, including approximations of error using differentials, maximum and minimum problems, and curve sketching using calculus. Prerequisite: MATH 149 or 150 or equivalent.
- 171 Calculus II**
4 credit hours
The study of vectors in the plane and in space, lines and planes in space, applications of integration (such as volume, arc length, work, and average value), techniques of integration, infinite series, polar coordinates, and parametric equations. Prerequisite: MATH 170 or equivalent.
- 185 Survey of Mathematics**
1 credit hour
This course provides an overview of the nature of mathematics in both a historical and modern context, and its relationship to other disciplines. Students will learn about what mathematicians do and why, and will hear a variety of speakers discuss career opportunities in mathematics and related disciplines. The course is graded pass/fail, and is open to all majors. Prerequisite: MATH 144 or higher.
- 202 Mathematics of Games**
3 credit hours
Introduction to various mathematics concepts as they apply to games. This will include counting techniques, probability, decision trees, and an introduction to game theory. Prerequisite: MATH 144 or higher.
- 205 Introduction to the History of Mathematics**
3 credit hours
Introduction to the history of mathematics, from early numeration systems through the beginnings of calculus. Prerequisite: MATH 170.
- 247 Introduction to Discrete Mathematics**
3 credit hours
Introduction to various topics in discrete mathematics, including the study of sets, logic, relations, functions, counting techniques, graphs, trees, and mathematical induction. Prerequisite: MATH 170 or consent of instructor.
- 261 Introduction to Programming and Computer Algebra Systems**
3 credit hours (GE)
Fundamentals of computing, computer programming in BASIC, Maple V, and other computer algebra systems, internet resources, and the PCTeX typesetting language. Prerequisite: MATH 170.
- 271 Sequences, Series, and Indeterminate Forms**
2 credit hours
Sequences and series of numbers and functions, along with supporting theory and applications. Topics include convergence tests, Taylor's theorem, L'Hôpital's rule, and an introduction to uniform convergence. Prerequisite: MATH 171.
- 272 Calculus III**
4 credit hours
The study of vector functions, functions of two or more variables, partial derivatives (including applications), quadric surfaces, multiple integration, and vector calculus (including Green's Theorem, curl and divergence, surface integrals, and Stoke's Theorem). Prerequisite: MATH 171 or equivalent.
- 295 Special Topics**
3 credit hours
Topic will be announced prior to registration. Topics vary. Course may be repeated for credit as topic changes. Prerequisite: A grade of C or better in MATH 170.
- 299 Independent Study**
1–3 credit hours
Independent study in a selected mathematics area to further a student's knowledge and competence in that area. Material to be studied will be determined in consultation with the faculty member supervising the course, the student's adviser, and the department chair. Topics vary. Course may be repeated for credit as topic changes.
- 310 Foundations of Mathematics**
3 credit hours
Introduction to abstract mathematical reasoning, including set theory, logic, mathematical analysis, and the structure of the real number system. Prerequisite: MATH 247. Corequisite: MATH 272 or consent of instructor.
- 330 Numerical Analysis**
3 credit hours
The use of computers to obtain numerical solutions to systems of linear equations, root approximations of other equations, least squares, numerical integration. Prerequisites: MATH 261 and 272.
- 336 Mathematical Statistics**
3 credit hours
Probability basics, discrete and continuous random variables, multivariate distributions, properties of expectation, laws of large numbers, special distributions, moment generating functions, the Central

- Limit Theorem, sampling, estimation of parameters, hypothesis testing, nonparametric methods, and linear regression. Prerequisite: MATH 171.
- 350 Differential Equations**
3 credit hours
 Introduction to ordinary differential equations, their solutions and practical applications. Prerequisite: MATH 272 or equivalent.
- 376 Complex Analysis**
3 credit hours
 Representations of complex numbers, complex arithmetic, complex functions of a complex variable, calculus of complex functions, harmonic functions, analytic functions, contour integrals, Cauchy's theorem, and selected topics. Prerequisite: MATH 272.
- 387 Graph Theory**
3 credit hours
 Advanced topics in graph theory, including graphs and diagraphs, vertex and edge colorings, planar graphs, and Ramsey numbers. Although some of the class will be computational, much of it will be presented in theorem-proof format. Prerequisite: MATH 310 or consent of instructor.
- 390 Linear Algebra**
3 credit hours
 Coordinate systems, vector algebra, linear transformations, solutions of systems of linear equations, and introduction to matrix theory. Prerequisite: MATH 272 (may be taken concurrently).
- 395 Special Topics**
3 credit hours
 Topics will be announced prior to registration. Topics vary. Course may be repeated for credit as topic changes.
- 399 Independent Study**
1–3 credit hours
 Independent study in a selected mathematics area to further a student's knowledge and competence in that area. Material to be studied will be determined in consultation with the faculty member supervising the course, the student's adviser, and the department chair. Topics vary. Course may be repeated for credit as topic changes.
- 440 Abstract Algebra**
3 credit hours
 An introduction to algebraic systems, including groups, rings, and fields. Prerequisite: MATH 310.
- 470 Real Analysis**
3 credit hours
 A study of functions, including convergence, continuity, differentiability, infinite series expansions, and the supporting theory. Prerequisites: MATH 272 and 310.
- 480 Topology**
3 credit hours
 Theory of sets, metric spaces, topological spaces, connectedness, and compactness. Prerequisite: MATH 310.
- 484 Directed Reading in Mathematics**
1 credit hour
 In this course students will explore areas of interest in mathematics and propose a topic for the senior seminar project. The course is graded pass/fail. Prerequisite: MATH 310 or permission of department chair.
- 485 Senior Seminar**
1 credit hour
 This course provides students with the opportunity to synthesize previous work through the preparation and presentation of a research paper. Prerequisite: MATH 484.
- 495 Special Topics**
3 credit hours
 Topic will be announced prior to registration. Topics vary. Course may be repeated for credit as topic changes.
- 498 Mathematics Colloquium**
1 credit hour
 Opportunity to engage in mathematics at the professional level, through weekly talks given by UM mathematicians and invited speakers. Graded pass/fail. Topics vary. Course may be repeated for credit as topic changes. Corequisite: MATH 310 and junior standing.
- 499 Independent Study**
1–3 credit hours
 Independent study in a selected mathematics area to further a student's knowledge and competence in that area. Material to be studied will be determined in consultation with the faculty member supervising the course, the student's adviser, and the department chair. Topics vary. Course may be repeated for credit as topic changes.
- Music (MUS)**
College of Fine Arts
100 Recital and Concert Attendance
0 credit hours
 Music majors are required to attend a prescribed number of campus recitals and concerts each semester. This course is a means of registering this

participation. This course is graded satisfactory/unsatisfactory.

101 Introduction to Music Education

2 credit hours

This course offers pre-professional music educators an orientation to university resources, the music-education program curriculum, the Teacher Education Program, and the music teaching profession. A field experience may be required. For declared music-education majors and those considering a career in music education.

110 Music Fundamentals

3 credit hours

The basic terms, concepts, knowledge, and skills of music theory. Open to non-music majors as an elective. Course does not count toward a degree in music.

111 Principles of Music Theory I

3 credit hours

Exploration of compositional concepts drawn from the basic properties of sound.

112 Music Skills I

1 credit hour

Prepared singing and sight-singing of diatonic music. Includes developing skills in visual-aural analysis. Prerequisite: Concurrent enrollment in or successful completion of MUS 111.

113 Principles of Music Theory II

3 credit hours

Coloristic, textural, rhythmic, melodic, and harmonic aspects of principally diatonic tertiantonal music. Prerequisite: MUS 111.

114 Music Skills II

1 credit hour

Continued study of prepared and sight-singing of diatonic music. Includes developing skills in visual-aural analysis. Prerequisites: MUS 111 and 112; concurrent enrollment in or successful completion of MUS 113.

119 Acting for Singers

1 credit hour

This course is designed to acquaint singers with the basics of acting for the stage, and offers opportunities to enhance and refine their singing/acting skills through the preparation and performance of classical and/or operatic repertoire. Course may be repeated once, for a total of 2 credit hours. Prerequisite: MUP 120.

121 Invitation to Listening

3 credit hours (GE)

Introduction to the aural art of music. For non-

majors with no musical training. Includes information and listening routines helpful to understanding a wide spectrum of musical types and styles.

122 Invitation to Listening (Honors)

3 credit hours (GE)

Introduction to the aural art of music. For Honors Program students with no musical training. Includes information and listening routines helpful to understanding a wide spectrum of music types and styles. Prerequisite: Consent of the Honors Program.

125 American Music Culture

3 credit hours (GE)

Selected topics in the musical and cultural history of American music.

131 Music in School and Society

2 credit hours

An introduction to the historical, sociological, political, and philosophical foundations of general education and music education in the United States. Local, state, and federal legislation and policies applicable to P-12 schools will be discussed. A field experience may be required. Prerequisite: Successful completion of MUS 101 with a grade of C or better. May be repeated once for a total of 4 hours.

133 Voice Lab I/English Language Diction

1 credit hour

English diction for singers, including mastery of the International Phonetic Alphabet as the foundation for study. Introduction to English-language vocal literature. Coursework includes written and aural assignments, as well as in-class performances of English-language repertoire.

134 Voice Lab II/Italian Language Diction

1 credit hour

Italian diction for singers, including mastery of the International Phonetic Alphabet as the foundation for study. Introduction to Italian-language vocal literature. Coursework includes written and aural assignments, as well as in-class performances of Italian-language repertoire. Prerequisite: MUS 133.

200 Music Education Forum

0 credit hours

The course provides a weekly forum for sharing information about issues, current developments, and other matters related to music education as a field of study and as a profession. The course is required each semester for all undergraduate music-education majors, except during the semester of the internship. Prerequisite: Consent of instructor.

- 201 Psychology of Music in Education**
2 credit hours
 Theories of educational psychology in relation to teaching and learning will be examined, particularly within the context of music education. This knowledge will aid in the development of age-appropriate pedagogy. In addition, students will develop strategies for the inclusion of diverse learners in the music classroom, while examining their own personal/cultural biases through reflective discussion and writing. A field experience may be required. Prerequisite: Successful completion of MUS 101 with a grade of C or better. May be repeated once for a total of 4 hours.
- 211 Principles of Music Theory III**
3 credit hours (GE)
 Harmonic, melodic, and formal factors in music, with emphasis on chromaticism in 18th-, 19th-, and early-20th-century music. Prerequisite: MUS 113. Music majors only.
- 212 Music Skills III**
1 credit hour
 Intermediate study of prepared and sight-singing of diatonic music. Includes developing skills in visual-aural analysis. Prerequisite: MUS 113 and 114; concurrent enrollment in or successful completion of MUS 211.
- 213 Principles of Music Theory IV**
3 credit hours
 Music form and investigation of 20th-century compositional practice. Prerequisite: MUS 211.
- 214 Music Skills IV**
1 credit hour
 Continued intermediate study of prepared and sight-singing of diatonic music. Includes developing skills in visual-aural analysis. Prerequisites: MUS 211 and 212; concurrent enrollment in or successful completion of MUS 213.
- 228 Music Technology**
2 credit hours (GE)
 Introduction to computers, systems, and software, with development of computer skills through considerable “hands-on” experience. Emphasis on computer music notation, sequencing, sampling, and other musical applications. Prerequisite: Consent of instructor.
- 230 Keyboard Harmony and Technique I**
1 credit hour
 Keyboard harmony and development of technique through the study of scales, arpeggios, cadences, and other common keyboard patterns. Emphasis on enhancing skill in sightreading, transposing, and harmonization/improvisation. Prerequisites: Sophomore standing as a keyboard principal and concurrent enrollment in MUS 211 and 212.
- 232 Curriculum, Instruction, and Assessment in Music Education**
2 credit hours
 This course examines the interrelationships among curriculum, instruction, and assessment in the music classroom. Participants will review state and national teaching standards, examine published curricula and instructional materials, and explore techniques for instructional planning and assessment. A field experience may be required. Prerequisites: Successful completion of MUS 101 with a grade of C or better. May be repeated once for a total of 4 hours.
- 233 Voice Lab III/German Language Diction**
1 credit hour
 German diction for singers, including mastery of the International Phonetic Alphabet as the foundation for study. Introduction to German-language vocal literature. Coursework includes written and aural assignments, as well as in-class performances of German-language repertoire. Prerequisite: MUS 133.
- 234 Voice Lab IV/French Language Diction**
1 credit hour
 French diction for singers, including mastery of the International Phonetic Alphabet as the foundation for study. Introduction to French-language vocal literature. Coursework includes written and aural assignments, as well as in-class performances of French-language repertoire. Prerequisite: MUS 133.
- 250 World Music**
1 credit hour
 MUS 250 is an introduction to the major musical traditions of the world through an exploration of musical performance in various cultures. The performance models are studied in the context of a general description of the society and musical culture from which it originated. Prerequisite: MUS 111.
- 251 Survey of Music Literature**
2 credit hours
 An investigation of musical style and music literature focusing on the multiple connections of music with culture. Emphasis on analytical listening skills.
- 252 Music History, Medieval/Renaissance**
3 credit hours
 Aspects of musical style from the early medieval era through the end of the Renaissance. Attention given to important composers and works of the period.

- 255 School Music for the Elementary Teacher**
3 credit hours (GE)
Materials and methods to assist the non-musically trained teacher in meeting the needs of music class. Includes experience in singing and reading music, use of classroom instruments, and general appreciation on the adult level, as well as that of the child.
- 260 Single-Reed Methods**
1 credit hour
Basic principles and techniques of clarinet and saxophone teaching. Includes selection and care of single-reed instruments, instructional materials and methods, and experience in peer teaching. Prerequisite: Consent of instructor.
- 261 Flute/Double-Reed Methods**
1 credit hour
Basic principles and techniques of flute, oboe, and bassoon teaching. Includes selection and care of flute and double-reed instruments, instructional materials and methods, and experience in peer teaching. Prerequisite: Consent of instructor.
- 267 Piano Pedagogy II**
3 credit hours
Methods and materials of piano teaching, with emphasis on teaching students at advanced levels. Prerequisite: MUS 213 and 214 or concurrent enrollment, or consent of instructor.
- 301 Elementary and General Music Methods**
3 credit hours
This course provides methods and materials for pre-professional music educators who will be teaching general music in elementary and/or secondary schools, including basic guitar and recorder techniques, pitched and unpitched percussion techniques, a comparison of pedagogical philosophies and methodologies, a review of resources, curriculum development, classroom management, and field observations. A field experience may be required. Prerequisite: Successful completion of MUS 101 with a grade of C or better and admission to TEP. May be repeated once for a total of 4 hours.
- 316 Marching Band Methods**
1 credit hour
An introduction to the organization and instruction of marching bands for the prospective secondary instrumental music educator. Topics include: street and field marching styles and techniques, rehearsal organization, show design, music selection and arranging, drill charting techniques, and the development of auxiliary units. This course requires additional observation and/or practicum experiences in P-12 schools.
- 317 Jazz Improvisation**
2 credit hours
This course provides an intensive survey and performance-based exploration of improvisation in the Jazz idiom. Prerequisite: MUS 113 or consent of instructor.
- 331 Instrumental Music Methods for Vocalists**
1 credit hour
Designed for the choral music education major, this course provides an introduction to the organization and administration of instrumental music programs, as well as opportunities to study a variety of wind and percussion instruments in a lab setting. A field experience may be required. Prerequisite: Successful completion of MUS 101 with a grade of C or better. May be repeated once for a total of 2 hours.
- 332 Choral Music Methods for Instrumentalists**
1 credit hour
Designed for the instrumental music education major, this course provides an introduction to the organization and administration of choral music programs, as well as the opportunity for vocal training and performance in a lab setting. A field experience may be required. Prerequisite: Successful completion of MUS 101 with a grade of C or better. May be repeated once for a total of 2 hours.
- 338 Music Technology II**
2 credit hours
A continuation of computers, systems, and software, with development of computer skills through considerable “hands-on” experience with more in-depth emphasis on MIDI, audio production, synthesizers, sequencing, sampling, and other musical applications. Prerequisite: MUS 228.
- 341 Music History, Baroque/Classical**
3 credit hours
Aspects of musical style from the Baroque and Classical periods. Attention given to important composers and works of the period. Prerequisite: MUS 252.
- 342 Music History, 19th Century to Present**
3 credit hours (GE)
Aspects of musical style, beginning with the Romantic era and continuing to the present. Attention given to important composers and works of the period. Prerequisite: MUS 341.
- 343 History of Jazz**
3 credit hours
This course will help students develop a knowledge of the personalities, styles, terminology, culture, and traditions commonly associated with the American musical epoch called “jazz.”

- 360 High-Brass Methods**
1 credit hour
 Basic principles and techniques of trumpet and horn teaching. Includes selection and care of high-brass instruments, instructional materials and methods, and experience in peer teaching. Prerequisite: Consent of instructor.
- 361 Vocal Pedagogy I**
2 credit hours
 Principles of correct vocal production, including anatomy and physiology of the respiratory system and vocal mechanism, study of acoustics and resonance, diction, and vocal health. Study and application of exercises and other methods designed to promote freedom and efficiency in singing. Study of methods of diagnosing vocal problems and teaching correct vocal production. Prerequisite: Consent of instructor.
- 363 Organ Literature**
2 credit hours
 Survey of repertoire for the organ, from the Renaissance to the present. Prerequisite: Consent of instructor.
- 364 Low-Brass Methods**
1 credit hour
 Basic principles and techniques of trombone, euphonium, and tuba teaching. Includes selection and care of low-brass instruments, instructional materials and methods, and experience in peer teaching. Prerequisite: Consent of instructor.
- 366 Survey of the Piano Teaching Literature**
2 credit hours
 Survey of teaching literature ranging from elementary pedagogical materials to pedagogical considerations in advanced literature. Prerequisites: MUS 266 and 267. Concurrent enrollment in MUS 266 is possible in special circumstances, subject to consent of the instructor.
- 383 Percussion Methods**
1 credit hour
 Basic principles and techniques of percussion performance. Includes selection and care of percussion instruments, instructional materials and methods, and experience in peer teaching. Prerequisite: Consent of instructor. Music majors only.
- 384 String Methods**
1 credit hour
 Basic techniques of performance, care, selection, and design principles of stringed instruments. Includes instructional materials and methods, as well as experience in peer teaching. Prerequisite: Consent of instructor. Music majors only.
- 391 Vocal Pedagogy II**
2 credit hours
 Practicum to allow supervised hands-on teaching experience. Focus on methods for recognizing vocal faults, philosophies of teaching healthy vocal production, choosing of appropriate student repertoire, recognition of vocal dysfunction, and promotion of vocal health. Prerequisite: MUS 361.
- 415 Secondary Choral Music Methods**
3 credit hours
 Designed to prepare the pre-professional choral music educator to organize and direct a comprehensive choral music program in secondary schools. Topics include program administration, curriculum development, selection and utilization of instructional materials, rehearsal organization, and instructional/rehearsal strategies. A field experience may be required. Prerequisites: Successful completion of MUS 101 with a grade of C or better and admission to TEP.
- 416 Secondary Instrumental Music Methods**
3 credit hours
 Designed to prepare the pre-professional instrumental music educator to organize and direct a comprehensive instrumental music program in secondary schools. Topics include program administration, curriculum development, selection and utilization of instructional materials, rehearsal organization, and instructional/rehearsal strategies. A field experience may be required. Prerequisites: Successful completion of MUS 101 with a grade of C or better and admission to the TEP.
- 418 Guitar Literature**
2 credit hours
 This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the guitar literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.
- 419 Percussion Literature**
2 credit hours
 This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the percussion literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.
- 420 Music Analysis**
2 credit hours
 Music theory and music history coalesce in an intensive study of compositions selected from various

genres and style periods. Prerequisites: MUS 213, 214, 341, and 342.

421 Composition

2 credit hours

Investigation of 20th-century techniques in musical composition. Emphasis on development of basic compositional craftsmanship. Prerequisites: MUS 213, 214, and 228.

422 Composition II

2 credit hours

Continuation of MUS 421, which is a prerequisite.

423 Flute Literature

2 credit hours

This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the flute literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.

425 Oboe Literature

2 credit hours

This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the oboe literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.

427 Clarinet Literature

2 credit hours

This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the clarinet literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.

429 Saxophone Literature

2 credit hours

This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the saxophone literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.

430 History of Opera

3 credit hours

Students will examine the history of the genre from its inception to the present, and will make associations between musical developments and other historical events. Students will become famil-

iar with representative examples of opera literature. Additionally, students will increase their familiarity with music research procedures and develop and refine their writing skills. Prerequisite: MUS 252 or consent of instructor.

431 Bassoon Literature

2 credit hours

This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the bassoon literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.

432 Exceptional Learners in Music Education

2 credit hours

This course examines the characteristics and needs of students with exceptionalities and the relevant legislation and policies governing the education of these students. Objectives, materials, methods, and accommodations for inclusion in the musical classroom will be explored. A field experience may be required. Prerequisites: Successful completion of MUS 101 with a grade of C or better and admission to the TEP. May be repeated once for a total of 4 hours.

433 Horn Literature

2 credit hours

This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the horn literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.

435 Trumpet Literature

2 credit hours

This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the trumpet literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.

437 Low-Brass Literature

2 credit hours

This course will enable the student to become acutely aware and extremely knowledgeable about a logical and balanced understanding of the trombone/euphonium/tuba literature. The works chosen will represent an extreme range of difficulty, compositional styles, nationalities, and historical periods. Prerequisite: Consent of instructor.

- 441 Orchestration**
2 credit hours
 Study of instrumentation, including history, ranges, and tonal characteristics of instruments. Includes elementary scoring for band and orchestra. Prerequisites: MUS 113 and 114.
- 442 Orchestration II**
2 credit hours
 MUS 442 is an advanced investigation of the art and practice of orchestration and idiomatic instrumental techniques. The course is a continuation of MUS 441.
- 445 Internship in Elementary and Choral Music Education**
9 credit hours
 Supervised school-based observation and participation for a full semester, culminating in full-time teaching in elementary- and secondary-school settings. Prerequisites: Successful completion of major coursework, admission to the TEP, and admission to the internship.
- 446 Internship in Elementary and Instrumental Music Education**
9 credit hours
 Supervised school-based observation and participation for a full semester, culminating in full-time teaching in elementary- and secondary-school settings. Prerequisites: Successful completion of major coursework, admission to the TEP, and admission to the internship.
- 448 Flute Pedagogy I**
2 credit hours
 This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced flute student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 449 Flute Pedagogy II**
1 credit hour
 This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 448.
- 450 Oboe Pedagogy I**
2 credit hours
 This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced oboe student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 451 Oboe Pedagogy II**
1 credit hour
 This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 450.
- 452 Clarinet Pedagogy I**
2 credit hours
 This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced clarinet student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 453 Clarinet Pedagogy II**
1 credit hour
 This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 452.
- 454 Saxophone Pedagogy I**
2 credit hours
 This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced saxophone student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 455 Saxophone Pedagogy II**
1 credit hour
 This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 454.
- 456 Bassoon Pedagogy I**
2 credit hours
 This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced bassoon student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 457 Bassoon Pedagogy II**
1 credit hour
 This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 456.

- 458 Horn Pedagogy I**
2 credit hours
This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced horn student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 459 Horn Pedagogy II**
1 credit hour
This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 458.
- 460 Trumpet Pedagogy I**
2 credit hours
This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced trumpet student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 461 Trumpet Pedagogy II**
1 credit hour
This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 460.
- 462 Wind and Percussion Literature**
2 credit hours
Survey of literature appropriate to the major performing area of the instrumentalist.
- 463 Vocal Literature I**
1 credit hour
Survey of literature for the solo voice. Prerequisites: MUS 133, 134, 233, 234.
- 464 Vocal Literature II**
1 credit hour
Survey of literature for the solo voice. Prerequisite: MUS 463.
- 466 Practicum in Piano Pedagogy I**
1 credit hour
Practical application through supervised teaching experiences. Prerequisite: MUS 367.
- 467 Practicum in Piano Pedagogy II**
1 credit hour
Prerequisite: MUS 466.
- 469 Piano Literature I**
1 credit hour
Piano literature from the Baroque to the present. Prerequisite: Consent of instructor.
- 470 Piano Literature II**
1 credit hour
Continuation of MUS 469. Prerequisite: Sophomore standing as a keyboard major or consent of instructor.
- 471 Low-Brass Pedagogy I**
2 credit hours
This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced trombone/euphonium/tuba student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 472 Low-Brass Pedagogy II**
1 credit hour
This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 471.
- 477 Percussion Pedagogy I**
2 credit hours
This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced percussion student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 478 Percussion Pedagogy II**
1 credit hour
This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 477.
- 479 Guitar Pedagogy I**
2 credit hours
This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced guitar student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of instructor.
- 480 Guitar Pedagogy II**
1 credit hour
This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 479.

- 481 Seminar in Music History**
3 credit hours
 Students will examine various aspects of music history on a variety of topics ranging from attention upon composers, specific genres and time periods. Students will become familiar with representative examples of music literature from the area covered in the seminar. Additionally, students will increase their familiarity with music research procedures and develop and refine their writing skills. Prerequisite: Consent of instructor.
- 482 Piano Pedagogy I**
2 credit hours
 This course is designed to explore the problems found and solutions used in teaching the beginning, intermediate, and advanced piano student of all ages. The material will be covered through the use of assigned readings, lectures, written and oral presentations. Prerequisite: Consent of the instructor.
- 483 Piano Pedagogy II**
1 credit hour
 This course is combination laboratory and practice teaching class to develop applied teaching skills. It assumes complete knowledge of the material covered in applied pedagogy I. Prerequisite: MUS 482.
- 490 Directed Independent Study In Composition**
1–4 credit hours
 Individualized creative projects for various performing media. Prerequisites: MUS 211 and 213, with a grade of B or better in each, and consent of instructor.
- 491 Directed Independent Study In Music**
1–6 credit hours
 Designed to provide opportunity for intensive and independent inquiry in areas of music that lie outside the scope of other undergraduate classes.
- 492 Directed Independent Study In Music Ed**
3 credit hours
 This course is designed to provide further study into issues and challenges that can arise in the classroom. Prerequisite: Consent of instructor.
- 495 Basic Conducting**
2 credit hours
 Basic baton techniques and score reading. Prerequisite: MUP 230 or 290. Corequisite: MUS 341.
- 496 Choral Conducting**
2 credit hours
 Choral rehearsal techniques and literature. Prerequisite: MUS 495.
- 497 Instrumental Conducting**
2 credit hours
 Study of instrumental rehearsal techniques and literature. Prerequisite: MUS 495.
- Music, Applied (MUP)**
College of Fine Arts
- 117 Class Voice for Non-Majors**
1 credit hour
 Fundamental vocal-performance skills for non-music majors. Emphasis is on acquisition of basic vocal technique, including musicianship skills. Open to non-music majors as an elective.
- 118 Class Guitar**
1 credit hour
 For students with little or no prior guitar instruction. Emphasis on acquisition of basic guitar technique and musicianship skills, including reading skills. Open to music majors and non-majors as an elective.
- 119 Class Piano for Non-Majors**
1 credit hour
 For non-majors with little or no prior musical experience. Emphasis on learning the piano keyboard, reading music, and the basic elements of music. Open to non-music majors as an elective.
- 127 Class Voice**
1 credit hour
 Fundamental vocal-performance skills for the instrumental Music Education major. Prerequisite: Consent of instructor.
- 129 Class Piano I**
1 credit hour
 For Music majors who are not keyboard principals, and for non-music majors with consent of instructor. Emphasis is on acquisition of basic keyboard techniques, keyboard harmony, sight reading, and transposition. Prerequisite: MUP 100 or passing score on piano placement exam; concurrent enrollment in or successful completion of MUS 111.
- 130 Class Piano II**
1 credit hour
 Continuation of MUP 129, with emphasis on harmonization, rudimentary improvisation, open-score reading, and further development of technical proficiency, keyboard harmony, and transposition. Prerequisites: MUP 129 and concurrent enrollment in or successful completion of MUS 113.
- 229 Class Piano III**
1 credit hour
 Continuation of MUP 130, with emphasis on improvisation, harmonization from lead sheets and

figured bass, open-score reading, and accompanying. Prerequisites: MUP 130 and concurrent enrollment in or successful completion of MUS 211.

230 Class Piano IV
1 credit hour

Continuation of MUP 229, with emphasis on refinement of keyboard technique, improvisation, harmonization, open-score reading, and further development of performance and accompanying skills. Successful challenge of piano proficiency exam is required to complete course. Prerequisites: MUP 229 and concurrent enrollment in or successful completion of MUS 213.

290 Piano Proficiency
0 credit hours

Examination of proficiency in keyboard skills for Bachelor of Music degree candidates with a concentration in performance, music education, or composition, and primary in any instrument other than keyboard. This course is graded satisfactory/unsatisfactory. Students are allowed two attempts at the exam. Those who do not pass the exam after two attempts cannot pass the course. Those who do not pass the course must re-enroll in keyboard study before enrolling in MUP 290 again. Passing MUP 290 is a requirement for graduation. Corequisite: MUP 230 or consent of instructor.

390 Junior Recital
0 credit hours

Solo public performance of musical literature appropriate for major area. Prerequisite: Consent of instructor.

490 Senior Recital
0 credit hours

Solo public performance of musical literature appropriate for major area. Prerequisite: Consent of instructor.

Music, Applied Private Lessons for non-majors (MUP)
College of Fine Arts

126 Elective Voice
1–2 credit hours

Prerequisites: Audition and consent of instructor.

136 Elective Keyboard
1–2 credit hours

Prerequisites: Audition and consent of instructor.

146 Elective Woodwind
1–2 credit hours

Prerequisites: Audition and consent of instructor.

156 Elective Brass
1–2 credit hours

Prerequisites: Audition and consent of instructor.

166 Elective Percussion
1–2 credit hours

Prerequisites: Audition and consent of instructor.

176 Elective Strings
1–2 credit hours

Prerequisites: Audition and consent of instructor.

Music, Applied Private Lessons for music majors and minors (MUP)

College of Fine Arts

The following numbers apply to all four levels of Applied Private Lessons for music majors and approved music minors. Each level may be taken twice for 1–4 credit hours. Study at the 100 level requires consent of instructor. Study at the 200 level requires consent of instructor and two semesters of 100-level study. Study at the 300 level requires successful completion of MUS 113, successful completion of the Upper-Division Qualifying Exam, consent of instructor, and two semesters of 200-level study. Study at the 400 level requires consent of instructor and two semesters of 300-level study.

20	Voice	44	Bassoon	61	Percussion
31	Harpsichord	45	Saxophone	71	Violin
32	Organ	51	Horn	72	Viola
33	Piano	52	Trumpet	73	Cello
41	Flute	53	Trombone	74	Double Bass
42	Oboe	54	Euphonium	75	Guitar
43	Clarinet	55	Tuba		

Music Ensembles for music majors, minors, and non-majors (MUP)

College of Fine Arts

101 Chamber Choir
1 credit hour

Prerequisite: Consent of instructor.

102 University Chorus
1 credit hour

103 Concert Choir
1 credit hour

Prerequisite: Consent of instructor.

104 Opera Workshop
1 credit hour

Prerequisite: Consent of instructor.

105 Wind Ensemble (Concert Band)
0–1 credit hour

Prerequisite: Consent of instructor.

- 106 Jazz Ensemble**
1 credit hour
 Prerequisite: Consent of instructor.
- 107 Saxophone Quartet**
1 credit hour
 Prerequisite: Consent of instructor.
- 108 Accompanying**
1 credit hour
 Prerequisite: Consent of instructor. Corequisite: MUS 230.
- 109 Chamber Music Ensemble**
1 credit hour
 Prerequisite: Consent of instructor.
- 110 Orchestra**
1 credit hour
 Prerequisite: Consent of instructor.
- 111 Brass Quintet**
1 credit hour
 Prerequisite: Consent of instructor.
- 112 Woodwind Quintet**
1 credit hour
 Prerequisite: Consent of instructor.
- 113 Guitar Ensemble**
1 credit hour
 Prerequisite: Consent of instructor.
- 114 Percussion Ensemble**
1 credit hour
 Prerequisite: Consent of instructor.
- 115 Clarinet Choir**
1 credit hour
 Prerequisite: Consent of instructor.
- 116 Jazz Combo**
1 credit hour
 Prerequisite: Consent of instructor.
- 122 Pep Band**
0–1 credit hour
 This music ensemble, for music majors and non-majors, provides music for home games of the UM men's basketball team.
- 123 Drum Circle**
1 credit hour
 Improvisational drumming in a group setting, for non-majors and majors.
- Philosophy (PHIL)**
College of Arts & Sciences
- 110 Introduction to Philosophy**
3 credit hours (GE)
 Basic concepts, distinctions, and theories used in philosophical thinking. Emphasis on reasoning and critical thinking as applied to problems in philosophy.
- 111 Honors Introduction to Philosophy**
3 credit hours (GE)
 An advanced introduction to basic concepts, distinctions, and theories used in philosophical thinking, appropriate for Honors students. Emphasis on reasoning and critical thinking as applied to problems in philosophy as discussed in the classic primary sources.
- 180 Critical Reasoning**
3 credit hours (GE)
 Logical reasoning, including principles and methods of argument, mistakes in reasoning, theory or evidence, problems of meaning and definition.
- 220 Ethics**
3 credit hours (GE)
 Process of moral reasoning, with a survey of theories of moral philosophy and their application to selected contemporary moral problems.
- 221 Honors Ethics**
3 credit hours (GE)
 An advanced introduction to the process of moral reasoning, with a survey of theories of moral philosophy and their application to selected contemporary moral problems. Discussions will center on classic primary sources.
- 230 Science, Technology, and Value (GE)**
3 credit hours (GE)
 A study of the impact that the progress of science has on our lives and our futures through the development of various technologies, and the ethical questions raised by our ever-increasing ability to control the world.
- 250 Symbolic Logic**
3 credit hours
 Advanced modern formal logic, symbolizing prose, evaluating arguments for validity and soundness, proving theorems with various logical systems. Emphasis on the relationships between logic and language and the role of logic in analytic philosophy.
- 270 Philosophy of the Nineteenth Century**
3 credit hours
 An examination of the leading philosophers of the 19th century, including: Kant, Hegel, Marx,

Nietzsche and Kierkegaard. Particular attention on issues of epistemology, ethics, and philosophy of religion, as well as to the influence such figures continue to have on the philosophical and cultural landscape of the 20th century. Readings from the primary sources.

280 Ancient and Medieval Philosophy
3 credit hours (GE)

Development of Western philosophy, from its beginnings in Greece through the medieval period. Emphasis on the outstanding philosophers of each period.

290 Modern Philosophy
3 credit hours (GE)

Modern philosophy from the Renaissance to the present. Emphasis on the outstanding philosophers of the period.

300 Special Topics in Philosophy
3 credit hours

In-depth study of a topic in philosophy, through individual or small-group sessions, with assigned readings. Prerequisite: A 100- or 200-level PHIL course or equivalent, or consent of instructor.

310 Philosophy of Religion
3 credit hours

In-depth study of the main arguments for and against the existence of the traditional Judeo-Christian God and several other problems that the theist must address. Emphasis on the relationship between faith and reason, the traditional properties that God is thought of as having, and problems concerning reference to God. Prerequisite: A 100- or 200-level PHIL course or equivalent, or consent of instructor.

320 Feminist Philosophy
3 credit hours

An examination of some central themes in Feminist philosophy, including the definition of gender and gender roles, discrimination and affirmative action, institutional sexism, Feminist Ethics and Feminist Epistemology. Classical and contemporary philosophical sources will be read and analyzed. Prerequisite: A 100- or 200-level PHIL course or equivalent, or consent of instructor.

321 Philosophical Pragmatism
3 credit hours

An examination of American philosophical pragmatism, especially as represented by the classical pragmatism of C. S. Pierce, William James, and John Dewey. Attention paid to contemporary pragmatism and such figures as Richard Rorty and Cornel West. West's Introduction to Pragmatism, *The American Evasion of Philosophy*, will be supplemented with

primary sources. Prerequisite: A 100- or 200-level PHIL course or equivalent, or consent of instructor.

330 Philosophy of Science
3 credit hours

An in-depth study of the classic issues in the philosophy of science: the nature of scientific explanation, the confirmation of scientific theories, theories of truth, the distinction between science and metaphysics, the structure and status of observation statements, and the "unity science" thesis. Prerequisite: A 100- or 200-level PHIL course or equivalent, or consent of instructor.

350 Existentialism
3 credit hours

Introduction to some of the more important themes of contemporary existentialism, such as primacy of the individual, authentic existence, I-Thou relationship, and estrangement. Examination of the thought of Hegel, Kierkegaard, Marcel, Buber, Heidegger, Sartre, and Camus. Prerequisite: A 100- or 200-level PHIL course or equivalent, or consent of instructor.

365 Philosophy of Art
3 credit hours

This course investigates central questions that arise when philosophers think about art. Prerequisite: A 100- or 200-level PHIL course or equivalent or consent of instructor.

400 Studies in One or Two Philosophers
3 credit hours

A close reading of the major works of selected figures in philosophy. Prerequisite: Any 200-level PHIL course or equivalent or consent of instructor.

410 Epistemology
3 credit hours

An introduction to the problems and methods of modern epistemology, with a survey of various answers to such central questions as "What is it to know something?," "What is the nature of truth?," and "What is it about some beliefs that makes them more highly justified than others?" Prerequisite: Any 200-level PHIL course or equivalent or consent of instructor.

420 Metaphysics
3 credit hours

The classical issues in metaphysics, including the nature of Being and its relation to existence, the nature of mind, and the question of the relation of freedom and causality, as well as a brief introduction to the questioning of metaphysics by the post-modern movement. Prerequisite: Any 200-level PHIL course or equivalent or consent of instructor.

430 Metaethics
3 credit hours
 Advanced study of the competing theories and rationales in philosophical ethics. Prerequisite: Any 200-level PHIL course or equivalent or consent of instructor.

440 Philosophical Analysis
3 credit hours
 An in-depth study of the Analytic Philosophy Movement, the development and influence of Analytic thought in the areas of philosophy and language, philosophy of mind and metaphysics, as well as some contemporary criticisms from the Continental perspective. Prerequisite: Any 200-level PHIL course or equivalent or consent of instructor.

465 Special Topics in Aesthetics
3 credit hours
 This course offers in-depth exploration of the philosophical positioning within specific artistic fields (i.e. music, literature, and the visual arts). Prerequisite: Any 200-level PHIL course or equivalent or consent of instructor.

Physics (PHYS)
College of Arts & Sciences

100 Introductory Physics
4 credit hours (GE)
 Three lectures. One two-hour laboratory. Basic laws and principles of mechanics, heat, sound, light, and electricity and magnetism and their practical applications. Emphasis on the phenomenological development of the science, with a minimum of mathematical analysis. Students may not take this course for credit after completing a higher-level physics course with a grade of C or better.

201 College Physics I
4 credit hours (GE)
 Three lectures. One two-hour laboratory. Algebra-based general physics covering mechanics, fluids, vibrations, waves, and sound. Intended for the general university student and for those science majors who are not required to take calculus-based physics. Students cannot receive credit for both PHYS 201 and PHYS 241. Prerequisite: MATH 149 or equivalent.

202 College Physics II
4 credit hours
 Three lectures. One two-hour laboratory. Algebra-based general physics covering heat, thermodynamics, electricity and magnetism, and optics. Intended for the general university student and for those science majors who are not required to take calculus-

based physics. Students cannot receive credit for both PHYS 202 and PHYS 242. Prerequisite: PHYS 201 or equivalent.

241 University Physics I
4 credit hours (GE)
 Three lectures. One three-hour lecture/laboratory. Calculus-based general physics covering mechanics and fluids. Intended for those students majoring in science, mathematics, or engineering. Students cannot receive credit for both PHYS 201 and PHYS 241. Prerequisite: MATH 170 or equivalent.

242 University Physics II
4 credit hours
 Three lectures. One three-hour lecture/laboratory. Calculus-based general physics covering waves, heat, thermodynamics, electricity and magnetism, and light. Intended for those students majoring in science, mathematics, or engineering. Students cannot receive credit for both PHYS 202 and PHYS 242. Prerequisite: PHYS 241 or equivalent.

350 Modern Physics
4 credit hours
 Three lectures. One two-hour laboratory. Introduction to special theory of relativity, quantum theory of atomic structure, and elementary nuclear physics. Prerequisite: PHYS 202 or 242 or equivalent.

Political Science (POS)
College of Arts & Sciences

200 American National Government
3 credit hours (GE)
 Constitutional background and development of American government, including the machinery, problems, and practical workings of the government.

250 State and Local Government
3 credit hours (GE)
 An introduction to the governmental structure and politics of state and local government, with emphasis on Alabama.

303 Selected Topics in Political Science
3 credit hours
 Topics vary. Course may be repeated for credit as topic changes.

315 African Politics
3 credit hours
 African political issues, culture, institutions, and their historical background, with emphasis on selected countries of Sub-Saharan Africa.

- 320 Political Film**
3 credit hours
Offers students the opportunity to explore political issues through a critical examination of political films. Selections are drawn from various genres, from the silent era to the present. Films are supplemented with critical discussions and writing.
- 340 World Politics**
3 credit hours
Major themes and issues in contemporary world politics will be engaged, including great power relations, international organizations, ethnonationalism, international trade, the Third World, global environment, and resources. Students will gain a unique, hands-on perspective on international politics through active participation in crisis simulation and role-playing.
- 360 Citizenship and Public Service**
3 credit hours
Explores active citizenship from a variety of perspectives through in-class reading and discussion, and out-of-class service activities (i.e. Habitat for Humanity) and field trips.
- 370 Research Methods in Social Sciences**
3 credit hours
Introduction to empirical research, concentrating on research design, methods of data collection, and statistical analysis of data. Students will be introduced to the Statistical Package for the Social Sciences (SPSS) and acquire practical experience in computer-assisted research. (Cross-listed with HIST 370 and SOC 370.)
- 380 Foundations of Political Thought**
3 credit hours
An introduction to political philosophy, with emphasis on the ideas of great political thinkers, from Plato to Hobbes.
- 385 Modern Political Thought**
3 credit hours
From Locke to Marx, students will engage the evolution of modern political thought through careful reading and discussion of primary texts, and they will be encouraged to consider the relevance of the major philosophers to contemporary political life.
- 405 Great Books in Political Thought**
3 credit hours
Students read selected books on a particular theme, participate in seminar discussion, and write a series of analytical essays. Since book selection and theme vary, students may take the course multiple times for credit.
- 411 Selected Topics in Political Science**
3 credit hours
Topics vary. Course may be repeated for credit as often as topic changes. (Cross-listed with GEOG 411 and 511, HIST 411 and 511, POS 511, and SOC 411 and 511.)
- 422 American Political Thought**
3 credit hours
Students will read and analyze seminal works in American political thought. The Federalist Papers and Democracy in America will be emphasized.
- 423 Civil Rights Movement**
3 credit hours
Traces development of Civil Rights Movement in the United States from 1954 to 1968. Emphasis on origins of segregation, community, protest movements, and Civil Rights leaders. (Cross-listed with HIST 423.)
- 443 Middle East**
3 credit hours
Middle East political issues, culture, institutions, and their historical background. (Cross-listed with HIST 443.)
- 444 Public Policy**
3 credit hours
Focuses on the role of government and non-government participants in the policy-making process at the federal level. In-depth explorations of certain substantive policy areas, such as education policy and environmental policy.
- 450 Global Policy Studies**
3 credit hours
Students will engage political issues related to contemporary globalization, including the decline of the nation-state, the power of multinational organizations, global citizenship, and direct-action politics, environmentalism, indigenous peoples, and human rights.
- 455 International Relations**
3 credit hours
A broad range of traditional and contemporary theories of international relations will be investigated. Students will discover that the evolution of thinking about international relations is marked by both change and continuity, and they will gain new perspective on current events in world affairs through application of the theoretical method.
- 475 Constitutional Law**
3 credit hours
An examination of the role of the Supreme Court in constitutional interpretation, with emphasis on a

study of the historical landmark decisions, from the Marshall Court to the Rehnquist Court. (Cross-listed with HIST 475.)

479 History of Alabama's Constitutions
3 credit hours

This course explores the historical basis for Alabama's constitutions and considers the need for reform of the state's 1901 Constitution. (Cross-listed with HIST 479, HIST 579, and POS 579.) Prerequisites: HIST 101 and 102.

480 Diplomatic History of the United States
3 credit hours

This course deals with the foundations of American diplomacy and with America's expanding role in international affairs. (Cross-listed with HIST 480, HIST 580, and POS 580.)

484 U.S. Wars—Korea and Vietnam
3 credit hours

This course examines recent military experiences of the United States in terms of the traditional American way of preparing for and waging war. To do this the course considers the emergence of a military policy following World War II that was unique in the American experience. As national policy changed in response to the communist threat, the armed services adapted to the new demands of a hostile world. Thus, permanent readiness for war became a part of American life during the Cold War. Historical inquiry will focus on military tactics, operations, and strategies; grand strategy; foreign policy; domestic politics; international diplomacy, social impacts; and lessons learned. (Cross-listed with HIST 484, HIST 584, and POS 584.) Prerequisites: HIST 101 and 102.

485 Senior Seminar in Social Science
3 credit hours

This course includes a synthesizing of previous work in history, political science, and sociology, and will demonstrate how that work has contributed to an overall understanding of the social sciences and the relationship among these disciplines. It will involve the presentation and defense of a senior research paper, and will include a general knowledge test on the social sciences. Required of all senior Social Science majors. (Cross-listed under History, Political Science, and Sociology.) Education students in secondary social science must take this course with a HIST prefix. Prerequisites: Senior standing and 36 hours in the social sciences, or consent of instructor. Spring semester.

490 Directed Reading in Political Science
3 credit hours

Investigation of assigned subjects with supervised

reading and independent study. Open to seniors only, with consent of instructor.

495 Government Internship
3–15 credit hours

Practical experience working in a politically related position under the guidance of a faculty member in political science.

499 The Science of Politics
3 credit hours

This "capstone seminar" reviews the history and development of the political-science discipline. A major objective is to assist students in the integration and assimilation of the various subfields and methodologies within the discipline. Limited to Political Science majors in their senior year, except with consent of instructor.

Psychology (PSYC)
College of Arts & Sciences

201 Foundations in Psychology
3 credit hours (GE)

Facts, principles, and theories of psychology with which every educated person should be familiar. PSYC 201 is a prerequisite for all other Psychology courses. Recommended for sophomores.

203 Introduction to Social Welfare and Social Work
3 credit hours (GE)

Introduction to social welfare as a humane and stabilizing influence in U.S. society, and to social work as the dominant profession in social welfare. Students who have received credit for SWK 203 cannot receive credit for PSYC 203. (Cross-listed with SWK 203.)

300 Descriptive Statistics
3 credit hours

Choice, preparation, use, and interpretation of descriptive statistical techniques in the behavioral sciences, including data tabulation, frequency distributions, graphs, measures of central tendency and variability, standard scores, correlation, and computer data processing. Prerequisites: PSYC 201 and 3 hours of Mathematics.

304 Special Topics in Psychology I
3 credit hours

An in-depth study of one area of specialization within psychology. May be repeated for credit as often as topic changes. Prerequisites: PSYC 201, 3 additional hours of Psychology, and consent of instructor.

305 Special Topics in Psychology II
3 credit hours

An in-depth study of one area of specialization within

psychology. Prerequisites: PSYC 201, 3 additional hours of Psychology, and consent of instructor.

306 Lifespan Developmental Psychology
3 credit hours

Behavior throughout the human life span, from conception to death; biological, cross-cultural, and environmental factors influencing physical, intellectual, perceptual, social, personality, emotional, and verbal development; theories and methodology of the scientific study of development. Students may not receive credit for both this course and FCS 291. Prerequisite: PSYC 201.

307 Psychology of Death
3 credit hours

Current perspectives on issues surrounding death and dying. Emphasis on grief, mourning, and coping with loss. Prerequisite: PSYC 201 and PSYC 306 or consent of instructor.

310 Psychopathology
3 credit hours

A study of psychopathological behavior, theoretical models, and therapy modalities. Prerequisite: PSYC 201.

311 Substance Abuse
3 credit hours

Evolution of alcohol and drug abuse/dependence in the U.S. and selected other countries and models used to treat substance abuse. Content includes the effects of drugs, including alcohol, on the body, as well as how the disease of dependence affects every area of life and the lives of family members. (Cross-listed with SWK 311 and SOC 311.)

312 Psychology in Film
3 credit hours

An exploration of topics such as social psychology, psychopathology, developmental psychology, therapy, learning through an examination of the presentation of psychology in film. Prerequisite: PSYC 201.

321 Social Psychology
3 credit hours

Reciprocal influences of individuals in social interaction settings, social perception, social cognition, attitudes, social exchange, social influence, and control. Prerequisite: PSYC 201. Students who have received credit for SOC 321 cannot receive credit for PSYC 321. (Cross-listed with SOC 321.)

322 Human Behavior and the Social Environment
3 credit hours (GE)

Examination of the interrelationships among the individual, family, small groups, organizations, and

the community. Special attention given to diversity, cultural sensitivity, oppression, and discrimination. Prerequisites: PSYC 201. Prerequisite or corequisite: PSYC 306. Students who have received credit for SWK 322 cannot receive credit for PSYC 322. (Cross-listed with SWK 322.)

340 Cognitive Psychology
3 credit hours

An analysis of thinking, conceptualization, attention, memory, problem solving, language, and related mediational processes in the individual. Prerequisite: PSYC 201.

345 Principles of Learning
3 credit hours

Basic principles of classical and operant conditioning, including reinforcement, punishment, and stimulus control. Application to animal and human learning. Prerequisite: PSYC 201.

350 Forensic Psychology
3 credit hours

The study of psychological principles associated with various aspects of the legal system, including forensic assessment and expert witness testimony, police stress, lawyers and judges in the courtroom, victims' rights, and the use of the insanity defense in criminal cases. Prerequisites: PSYC 201, and 310 (completed or concurrent enrollment).

351 Clinical Techniques and Ethics for the Behavioral Sciences
3 credit hours

An in-depth study of various theoretical models underlying psychotherapy; clinical decision-making and assessment before, during, and after therapy; non-traditional therapies; biologically based therapies; ethical issues in psychotherapy; therapy over the life span; racial and gender issues in psychotherapy; and the efficacy of psychotherapy. Prerequisites: PSYC 201 and 310.

352 Health Psychology
3 credit hours

An in-depth study of health psychology as a subdiscipline within psychology. Emphasis on the interaction of biopsychosocial factors as they influence physical illnesses. Methods of successful intervention with patients, based on psychological research, will be a major focus. Prerequisites: PSYC 201 and 3 additional hours of Psychology.

415 Human Factors
3 credit hours

Design of systems, work places, and products that effectively support humans in the tasks they perform. Topics include display-control designs, human per-

- ceptual limitations, human information processing, design of the work place, and designing to minimize the impact of human error. Case studies will be used. Prerequisites: PSYC 201 and PSYC 340 or consent of instructor.
- 418 Psychological Testing**
3 credit hours
Psychological testing instruments used in clinical, counseling, industrial, and educational settings. Emphasis on criteria and information sources for selection of psychological tests, score interpretation, ethical considerations, bias in testing, and current issues in test use. Prerequisites: PSYC 201, 300 (completed or concurrent enrollment), and 310 (completed or concurrent enrollment).
- 420 Sensation and Perception**
3 credit hours
Study of sensation and perception from a historical perspective and current paradigms. Sensory systems and their biological organization as well as traditional and contemporary questions about perception of sensory information. Prerequisite: PSYC 201 and junior or senior standing.
- 425 Biological Psychology**
3 credit hours
Physiological bases of behavior, including learning, motivation, psychopathology, emotion, the senses, body rhythms, and other brain-behavior relationships. Neurochemical aspects of behavior and drug effects. Prerequisites: PSYC 201 and BIO 100, 105, or 106, or consent of instructor.
- 430 Experimental Psychology and Inferential Statistics**
3 credit hours
Experimental design, computer analyses, and inferential statistics appropriate to the field of psychology. Methodologies discussed include case studies, surveys, observational studies, correlational studies, and factorial designs. Sampling theory, hypothesis testing, and parametric statistics are covered. Course includes a significant computer component appropriate to analyzing and presenting research findings in the behavioral sciences and related fields. Ethical issues in research and writing APA-style results and discussion sections are also covered. Prerequisites: PSYC 201 and 300 and completion of 3 additional hours in Psychology.
- 445 Sex Roles, Gender, and Culture**
3 credit hours
Studies of sex roles within broader cultural patterns in various societies. Topics include: acquisition of gender, interactional styles, and political/economic consequences of gender differences. Prerequisites: PSYC 201 and SOC 230. (Cross-listed with SOC 445.)
- 489 Individual Research I**
3 credit hours
Open to Psychology majors only. Prerequisites: PSYC 201, 15 additional hours of Psychology, and consent of instructor.
- 490 Individual Research II**
3 credit hours
Open to Psychology majors only. Prerequisites: PSYC 201 and 489, 15 additional hours of Psychology, and consent of instructor.
- 491 Directed Readings in Psychology**
3 credit hours
Current literature on selected, varying topics in Psychology. Prerequisites: PSYC 201, 9 additional hours of Psychology, and consent of instructor.
- 499 Senior Seminar in the History of Psychology: A Capstone Experience**
3 credit hours
A capstone course that surveys the history and development of the discipline of psychology. Emphasis will be placed on integrating material from the psychology curriculum in order to examine the interconnectedness of the field, despite its vast diversity. Prerequisites: BIO 105, PHIL 290, PSYC 201 and 425, and 21 additional hours of Psychology.
- Quantitative Methods (QM)**
Michael E. Stephens College of Business
- 235 Quantitative Methods in Business I**
3 credit hours
Basic mathematical formulations, calculus, and statistics, and their economic applications. Prerequisite: MATH 144, 147, or higher.
- 236 Quantitative Methods in Business II**
3 credit hours
Sampling, parameter estimating, hypothesis testing, determination of nature and strength of a relationship among variables, decision theory, time series analysis, and non-parametric methods. Prerequisite: QM 235 and MIS 161.
- 363 Operations Management**
3 credit hours
Management of systems producing goods and services, including designing output systems, job design, production scheduling, quality control, and inventory systems. Emphasis on quantitative tools. Prerequisites: QM 236 and MG 361.

Religion (REL)

College of Arts & Sciences

110 World Religions

3 credit hours

Introduction to the world's major religious traditions, including Hinduism, Buddhism, Judaism, Islam, and Christianity. Examination of religious texts, as well as observation of diverse religious communities at worship.

210 Introduction to Religious Studies

3 credit hours

Examination of the most-influential modern theories of religion, including those associated with the rise of the social sciences. Theorists to be examined represent the fields of sociology, anthropology, and psychology, and will include such figures as James Frazer, Sigmund Freud, Emile Durkheim, Mircea Eliade, Clifford Geertz, and Ludwig Wittgenstein. Throughout, the focus will be on attempts to explain religion and the question of whether or not explaining religion necessarily explains it away.

300 The Literature of the Bible and Koran

3 credit hours

A study of some of the major literary documents and ideas of Judaism, Christianity, and Islam.

301 St. Paul

3 credit hours

A study of the New Testament documents by and about St. Paul, with an analysis of his religious thought and influence.

302, 303 Special Topics in Religion

3 credit hours each

In-depth study of topics in religion, through individual or small-group sessions, with assigned readings.

Social Work (SWK)

College of Arts & Sciences

203 Introduction to Social Welfare and Social Work

3 credit hours (GE)

Introduction to social welfare as a humane and stabilizing influence in U.S. society, and to social work as the dominant profession in social welfare. Students who have received credit for PSYC 203 cannot receive credit for SWK 203. (Cross-listed with PSYC 203.)

260 Family and Child Issues and Services

3 credit hours (GE)

Issues affecting children and families in American society. Emphasis on child abuse and neglect, developmentally disabled children, homeless children and families, chronically ill and disabled children,

and services available to children and families. Policy issues related to the provision of adequate services and sources also will be considered. (Cross-listed with FCS 260 and SOC 260.)

301–305 Selected Topics in Social Work

3 credit hours

Specific subjects will vary each time the course is offered. The subject will be announced the previous semester. Course may be repeated for credit each time the topic changes.

311 Substance Abuse

3 credit hours

Evolution of alcohol and drug abuse/dependence in the U.S. and selected other countries and models used to treat substance abuse. Content includes the effects of drugs, including alcohol, on the body, as well as how the disease of dependence affects every area of life and the lives of family members. (Cross-listed with PSYC 311 and SOC 311.)

322 Human Behavior and the Social Environment

3 credit hours (GE)

Examination of interrelationships among the individual, family, small groups, organizations, and the community. Special attention given to diversity, cultural sensitivity, oppression, and discrimination. Prerequisite: PSYC 201. Prerequisite or corequisite: PSYC 306. Students who have received credit for PSYC 322 cannot receive credit for SWK 322. (Cross-listed with PSYC 322.)

350 Generalist Social Work Practice

3 credit hours

This course serves as an introductory perspective on professional social work practice as a planned, purposeful process occurring over time, involving professional judgment and based on knowledge, values, and ethics of the social work profession. Emphasis is placed on understanding beginning generalist practice, including practice with systems of all sizes. For social work majors only. Prerequisites: SWK 203 and 322, and PSYC 306, with a GPA of 3.0 in prerequisites courses. Prerequisite or corequisite: SWK 355.

355 Research in Social Welfare

3 credit hours

Principles, methods, and utilization of quantitative and qualitative research relating to social work practice. Emphasis is placed on the role of research in evaluating the effectiveness of one's own practice and of service delivery systems. Prerequisite or corequisite: PSYC 300. Prerequisite for Social Work majors: SWK 203. (Cross-listed with HIST 355 and SOC 355.)

- 373 Social Policy**
3 credit hours
An introduction to the study of social policy, with emphases on 1) how social policy influences the lives of citizens and clients, 2) how social policy influences the practice of social work, and 3) the resulting responsibilities of social work to try to influence social policy. Non-majors are allowed to take this course with consent of instructor. Prerequisites for Social Work majors: SWK 203 and 322, EC 231 or 323, and POS 200 or 250. Also recommended for Human Service minors, for whom the prerequisite is SWK 203. Students who have received credit for SOC 373 may not receive credit for SWK 373. (Cross-listed with SOC 373.)
- 380 Mental Health Issues and Services**
3 credit hours
A study of the development of mental health services in the U.S., including changing conceptions of mental illness/mental health and associated programs and practices. Special emphasis is given to the development of the philosophy, policies, and implementation of community mental health, and current issues such as deinstitutionalization and homelessness. Prerequisite: SOC 230. (Cross-listed with SOC 380 and EDC 500.)
- 390 Social Work Practice with Groups**
3 credit hours
Emphasis on the development of knowledge and skills for generalist social work practice with small groups, including task and treatment groups. For social work majors only. Consent of instructor required for non-social work majors. Course may be repeated for 3 credit hours. Prerequisites: SWK 203 and 322.
- 400 Skills for Social Work Practice**
3 credit hours
A competency-based course emphasizing acquisition of skills in interviewing, inter/intra organization communication, intervention, planning, and professional presentation. Students will complete a minimum of 24 hours of pre-practicum orientation. For social work majors only. Students must meet criteria for Admission to the Practicum to enter the course. Prerequisites: SWK 350, 355. Corequisite: SWK 410.
- 401 Social Gerontology**
3 credit hours
Comprehensive examination of aging in contemporary society, with emphases on the theories and social consequences of aging for individuals, groups, and society. Prerequisite: SOC 230. (Cross-listed with SOC 401.)
- 410 Social Work Practice with Individuals and Families**
3 credit hours
Examines social work practice with individuals and families. The problem-solving process, social work purposes, values, and ethics are examined. Emphasis is given to the helping relationship and the phases of the helping process. For social work majors only. Prerequisites: SWK 350 and 355. Corequisite: SWK 400.
- 411 Selected Topics in Social Work**
3 credit hours
Topics vary. Course may be repeated for credit as often as topic changes, up to a total of 9 credit hours. Prerequisites: SWK 203 and 322.
- 420 Social Work Practice with Communities and Organizations**
3 credit hours
Emphasis on the development of knowledge and skills for generalist social work practice with communities and organizations. For social work majors only. Prerequisites: SWK 350 and 355.
- 455 Social Work Practicum**
10 credit hours
The social work practicum provides an opportunity for students to have direct and continuing contact with the realities of social work practice for the purpose of developing professional social work capabilities. The student is assigned to a social service agency five days a week and is supervised by a qualified professional practitioner employed by the agency. A GPA of 3.0 is required in social work courses. An overall GPA of 2.3 is also required. Prerequisites: SWK 373, 390, 400, 410, and 420.
- 456 Social Work Integrative Seminar**
2 credit hours
Emphasis is on helping students incorporate previous classroom content with their “real life” experiences in the practicum. Themes that are infused into the total curriculum and preparation for entering social work practice are emphasized. The course meets every Monday for two hours. Corequisite: SWK 455.
- 490 Directed Readings in Social Work**
1–3 credit hours
- Sociology (SOC)**
College of Arts & Sciences
- 230 Introductory Sociology**
3 credit hours (GE)
Culture patterns of modern society, including social behavior in terms of culture, group relationships, social organizations, and social stratification.

- 240 Social Problems**
3 credit hours
Contemporary social problems, including mental illness, mental retardation, drug abuse, crime, ethnic conflict, terrorism, and child abuse.
- 250 Marriage and the Family**
3 credit hours (GE)
Patterns of contemporary courtship, marriage, and family living. Students who have received credit for FCS 402 may not receive credit for SOC 250.
- 260 Family and Child Issues and Services**
3 credit hours (GE)
Issues affecting children and families in American society. Emphasis on child abuse and neglect, developmentally disabled children, homeless children and families, chronically ill and disabled children, and services available to children and families. Policy issues related to the provision of adequate services and sources also will be considered. (Cross-listed with FCS 260 and SWK 260.)
- 303 Selected Topics in Sociology**
3 credit hours
Topics vary. Course may be repeated for credit as often as topic changes. (Cross-listed with GEOG 303, HIST 303, and POS 303.)
- 310 Sociology of Popular Music**
3 credit hours
The relationship of music and cultural values, beliefs, and practices is complex and subject to much debate. Music both reflects and shapes cultures. In this course we will examine popular music as an important social, economic, political, and historical force in American life.
- 311 Substance Abuse**
3 credit hours
Evolution of alcohol and drug abuse/dependence in the U.S. and selected other countries and models used to treat substance abuse. Content includes the effects of drugs, including alcohol, on the body, as well as how the disease of dependence affects every area of life and the lives of family members. (Cross-listed with PSYC 311 and SWK 311.)
- 320 Social Interaction**
3 credit hours
Structure of human societies, with emphasis on the micro-structures, interactional patterns, and the relationship of impression management and social contexts. Prerequisite: SOC 230.
- 321 Social Psychology**
3 credit hours
Reciprocal influences of individuals in social interaction settings, social perception, social cognition, attitudes, social exchange, social influence, and control. Prerequisite: PSYC 201. (Cross-listed with PSYC 321.) Students who have received credit for PSYC 321 may not receive credit for SOC 321.
- 322 Minorities**
3 credit hours
Principal American social and ethnic groups, with emphasis on immigration and migration of minority groups and the effects of prejudice and discrimination.
- 324 Social Stratification**
3 credit hours
Theories and systems of caste and class, with specific consideration given to status, occupation, income, education, and other elements in contemporary American stratification. Prerequisite: SOC 230.
- 341 Juvenile Delinquency**
3 credit hours
Systematic approaches to dealing with the major problems of juvenile delinquency in the United States. Emphasis on development, rehabilitation, and prevention of delinquent behavior. Prerequisites: SOC 230 and junior or senior standing.
- 342 Criminology**
3 credit hours
This course is a study of the nature of criminal acts, theories of causation, and modern trends of punishment and/or rehabilitation. Prerequisite: SOC 230 and junior or senior standing.
- 352 Medical Sociology**
3 credit hours
Nature and organization of medical practice and health-care delivery systems. Includes history of medical care, evolution of medicine, structure of health-care system, and the relationship between health care and other major institutions. Attention also given to the role of the practitioner and the patient in the health-care process. Prerequisite: SOC 230.
- 355 Research in Social Welfare**
3 credit hours
Principles, methods, and utilization of quantitative and qualitative research relating to social work practice. Emphasis is placed on the role of research in evaluating the effectiveness of one's own practice and of service-delivery systems. (Cross-listed with HIST 355 and SWK 355.)
- 360 Social Change**
3 credit hours
Theories and processes of social change in advanced

- societies, with emphasis on demographic development, social movements, and collective behavior. Prerequisite: SOC 230.
- 370 Research Methods in Social Sciences**
3 credit hours
 Introduction to empirical research, concentrating on research design, methods of data collection, and statistical analysis of data. Students will be introduced to the Statistical Package of the Social Sciences (SPSS) and acquire practical experience in computer-assisted research. (Cross-listed with HIST 370 and POS 370.)
- 373 Social Policy**
3 credit hours
 An introduction to the study of social policy with emphases on: 1) how social policy influences the lives of citizens and clients; 2) how social policy influences the practice of social work; and 3) the resulting responsibilities of social work to try to influence social policy. This course is for Sociology majors and minors only. Social Work majors should take the cross-listed course. Prerequisite: SOC 230. Students who have received credit for SWK 373 may not receive credit for SOC 373. (Cross-listed with SWK 373.)
- 380 Mental Health Issues and Services**
3 credit hours
 Development of mental health services in the United States, including changing conceptions of mental illness/mental health and associated programs and practices. Emphasis on the development of philosophy, policies, and implementation of community mental health and on issues including deinstitutionalization and homelessness. Prerequisite: SOC 230. (Cross-listed with SWK 380.)
- 393 Probation and Parole**
3 credit hours
 Analytical and theoretical examination of probation and parole systems in the United States, with emphasis on the technical aspects of the field of corrections. Prerequisite: SOC 230.
- 401 Social Gerontology**
3 credit hours
 Comprehensive examination of aging in contemporary society, with emphases on the theories and social consequences of aging for individuals, groups, and society. Prerequisite: SOC 230. (Cross-listed with SWK 401.)
- 402 Sociology of Education**
3 credit hours
 Comprehensive study of education as an institution of enculturation, with emphasis on the relationship of education and other social institutions, schools as experienced by students, and contemporary crisis in education. Prerequisite: SOC 230.
- 405 Urban Geography**
3 credit hours
 Locational aspect of urbanization; functions of and relations among cities and between urban, suburban, and exurban areas of metropolitan areas. Internal structure of urban areas. (Cross-listed with GEOG 405.)
- 411 Selected Topics in Sociology**
3 credit hours
 Topics vary. Course may be repeated for credit as topic changes. Prerequisite: SOC 230.
- 445 Sex Roles, Gender, and Culture**
3 credit hours
 Study of sex roles within broader cultural patterns in various societies. Topics include: acquisition of gender, interactional styles, and political/economic consequences of gender differences. Prerequisite: SOC 230. (Cross-listed with PSYC 445.)
- 480 Development of Sociological Theory**
3 credit hours
 Origins and development of prominent sociological theories and the contributions of outstanding theorists. Prerequisite: SOC 230.
- 485 Senior Seminar in Social Science**
3 credit hours
 This course includes a synthesizing of previous work in history, political science, and sociology, and will demonstrate how that work has contributed to an overall understanding of the social sciences and the relationship among these disciplines. It will involve the presentation and defense of a senior research paper, and will include a general knowledge test on the social sciences. Required of all senior Social Science majors. (Cross-listed under History, Political Science, and Sociology.) Education students in secondary social science must take this course with a HIST prefix. Prerequisites: Senior standing and 36 hours in the social sciences, or consent of instructor. Spring semester.
- 490 Independent Study in Sociology**
3 credit hours
 Prerequisite: Consent of instructor.
- Spanish (SPN)**
College of Arts & Sciences
- 101 Introductory Spanish I**
3 credit hours (GE)
 Emphasis on the development of basic communication skills in reading, writing, listening, and speaking,

through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation.

102 Introductory Spanish II
3 credit hours (GE)

Continued emphasis on the development of basic communication skills in reading, writing, listening, and speaking, through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation. Prerequisite: SPN 101 or equivalent or placement by departmental exam.

150 Accelerated Introductory Spanish
6 credit hours (GE)

This course covers the material for SPN 101 and 102 in one semester. Emphasis on the development of basic communication skills in reading, writing, listening, and speaking, through grammatical and verbal drills, systematic vocabulary acquisition, reading, composition, and conversation. May not be taken by students who have credit for either SPN 101 or SPN 102. Prerequisite: Placement by departmental exam.

201 Intermediate Spanish I
3 credit hours (GE)

Continued emphasis on the development of basic communication skills, stressing vocabulary, the idiom, and grammar, along with composition and conversation. Readings and discussion explore cross-cultural values. Prerequisite: SPN 102 or equivalent or placement by departmental exam.

202 Intermediate Spanish II
3 credit hours (GE)

Continuation of SPN 201. Prerequisite: SPN 201 or equivalent or placement by departmental exam.

250 Accelerated Intermediate Spanish
6 credit hours (GE)

Continued emphasis on the development of basic communication skills, stressing vocabulary, the idiom, and grammar, along with composition and conversation. Readings and discussion explore cross-cultural values. May not be taken by students who have credit for either SPN 201 or SPN 202. Prerequisite: SPN 102 or SPN 150 or equivalent or placement by departmental exam.

300 Directed Independent Study
1–3 credit hours

Investigation of assigned subjects, supervised reading, and independent study at the advanced intermediate level. Consent of instructor and chair required.

301 Spanish Conversation
3 credit hours

Emphasis on development of speaking fluency. Oral practice highly emphasized. Occasional written exercises. Prerequisite: SPN 202 or 250 or placement test scores or consent of instructor.

302 Grammar and Composition
3 credit hours

Emphasis on development of technical command of Spanish through grammar review, vocabulary amplification, and writing exercises. Prerequisite: SPN 202 or 250 or placement test scores or consent of instructor.

303 Phonetics and Phonology
3 credit hours

Studies in the phonetics and phonology of Spanish. Emphasis on pronunciation of contemporary Spanish. At the instructor's discretion, this course may involve studies in linguistic analysis and transcription. Prerequisite: SPN 202 or 250 or placement test scores or consent of instructor.

310 Business Spanish
3 credit hours

In this course students will study a variety of texts and exercises related to business Spanish. Emphasis on understanding commercial vocabulary and comprehending authentic texts, as well as the creation of dialogues and oral presentations. Study of aspects of other areas of professional Spanish (social work, law) may be included. Prerequisite: SPN 301, 302, or 303, or consent of instructor.

320 Latin American Literature in Translation
3 credit hours

Studies in Latin-American literature. Topics may include chronicles of conquest, Sor Juana, magical realism, the "boom," and studies in national literatures (Mexico, Cuba, Peru, Argentina, Brazil, etc.) This course may include the study of basic literary theory. (May be cross-listed with ENG 320.) Prerequisite: SPN 301, 302, or 303, or consent of instructor.

321 Spanish Literature in Translation
3 credit hours

Studies in Spanish literature. Topics may include Golden Age drama, Cervantes, the picaresque, Garcia Lorca, and contemporary narrative. This course may include the study of basic literary theory. (May be cross-listed with ENG 320.) Prerequisite: SPN 301, 302, or 303, or consent of instructor.

330 Introduction to Hispanic Literature
3 credit hours

This course introduces students to the literary genres and historical panorama of Hispanic literature.

- Emphasis on the acquisition of reading skills and analytical tools in drama, poetry, narrative, and essay. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 331 Survey of Spanish Literature**
3 credit hours
This course introduces students to the literary genres and historical panorama of Spanish literature. Emphasis on the acquisition of reading skills and analytical tools in drama, poetry, narrative, and essay. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 332 Survey of Latin-American Literature**
3 credit hours
This course introduces students to the literary genres and historical panorama of Latin-American literature. Emphasis on the acquisition of reading skills and analytical tools in drama, poetry, narrative, and essay. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 341 Peninsular Culture and Civilization**
3 credit hours
This course introduces students to the main historical events, social movements, artistic currents, and philosophical vogues from the beginning of Spanish civilization to the present. The cultural history of Spain will be considered within a national and international context. Prerequisite: SPN 301 or 302 or consent of instructor.
- 342 Latin-American Culture and Civilization**
3 credit hours
This course introduces students to the main historical events, social movements, artistic currents, and philosophical vogues from pre-Columbian civilizations to the present. The cultural history of Latin America will be considered within a national and international context. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 343 U.S. Latino Culture and Civilization**
3 credit hours
This course introduces students to the main historical events, social movements, artistic currents, and philosophical vogues from the beginnings of U.S. Latino culture to the present. The cultural history of U.S. Latino culture will be considered within a national and international context. Some attention may be given to the rise and development of Latino communities in Alabama. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 344 Hispanic Cultural Studies and Film**
3 credit hours
Study of several films within the context of cultural themes such as gender roles, representations of race, depictions of class, and nation-building. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 345 The Hispanic World Today**
3 credit hours
A social, political, and economic survey of the present situation and trends of all Spanish-speaking countries, highlighting similarities and differences. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 370 Special Topics**
3 credit hours
Investigation of selected topics or themes drawn from culture, history, literature, or the arts. Can be repeated twice for credit if content is different. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 395 Study Abroad**
6 credit hours
Immersion in the Spanish language to perfect linguistic and cultural skills. Prerequisite: SPN 301, 302, or 303, or consent of instructor.
- 400 Directed Independent Study**
1–3 credit hours
Investigation of assigned subjects, supervised reading, and independent study at the advanced level. Consent of instructor and chair required. Prerequisite: At least two classes numbered at SPN 330 or above.
- 405 History of the Spanish Language**
3 credit hours
Study of the history of the Spanish language (syntax, morphology, lexicon, etc.), with an emphasis on the rise and development of Castilian, and its diffusion and transformations beyond the Iberian Peninsula. Prerequisite: At least two classes numbered at SPN 330 or above.
- 410 Spanish for the Professions**
3 credit hours
Study in Spanish of the terminology and representative texts related to one or more professions (health, law, social work, etc.). Prerequisite: At least two classes numbered at SPN 330 or above.
- 430 Spanish Medieval and Golden-Age Literature**
3 credit hours
Studies in Spanish literature from the beginnings through the 17th century. At the instructor's discretion, this course may involve a survey of major authors and texts, or may explore a special topic (Imperialism, mysticism, conquest). Prerequisite: At least two classes numbered at SPN 330 or above.

431 Modern and Contemporary Spanish Literature
3 credit hours

Studies in Spanish literature from 1701 through the 21st century. At the instructor's discretion, this course may involve a survey of major authors and texts, or may explore a special topic (Francisco Franco, women and culture, and guerras carlistas). Prerequisite: At least two classes numbered at SPN 330 or above.

440 Colonial Spanish Literature
3 credit hours

Studies in Latin American literature from pre-Columbian times to the Wars of Independence. At the instructor's discretion, this course may involve a survey of major authors and texts, or may explore a special topic (the self and the other, Indigenous cultures). Prerequisite: At least two classes numbered at SPN 330 or above.

441 Modern and Contemporary Latin-American Literature
3 credit hours

Studies in Latin-American literature from the Wars of Independence through the 21st century. At the instructor's discretion, this course may involve a survey of major authors and texts, or may explore a special topic (nation-building, dictatorship, perceptions of the U.S.A.). Prerequisite: At least two classes numbered at SPN 330 or above.

442 U.S. Latino Literature
3 credit hours

Studies in U.S. Latino literature from the beginnings through the 21st century. At the author's discretion, this course may involve a survey of major authors and texts, or may explore a special topic (borderlands, city life, the American Dream). Prerequisite: At least two classes numbered at SPN 330 or above.

450 Cervantes
3 credit hours

Study of one or more works by Miguel de Cervantes, including *Don Quixote* and the *Novelas ejemplares*. May be offered in Spanish or English. Prerequisite: At least two classes numbered at SPN 330 or above.

451 Studies in Drama
3 credit hours

Study of the formal and generic features of drama. May emphasize the development of dramatic form and content, a group of writers (Lope de Vega and his circle), a period of culture (Colonial), or a sub-genre (esperpento). Prerequisite: At least two classes numbered at SPN 330 or above.

452 Studies in Poetry
3 credit hours

Study of the forms and conventions of poetry. May emphasize a poetic kind (the ballad, the sonnet), a group of writers (the Generation of 1927), a period or culture (Golden Age poetry), or a recurrent theme (exile). Prerequisite: At least two classes numbered at SPN 330 or above.

453 Studies in Prose
3 credit hours

Study of the formal and generic features of the novel, novella, essay, testimonio, and other prose forms. May emphasize the origins and development of a particular prose genre, a group of writers (Generation of 98), a period or culture (contemporary Spanish short story), or a sub-genre or kind (the picaresque or family romance). Prerequisite: At least two classes numbered at SPN 330 or above.

470 Special Topics
3 credit hours

Advanced investigation of selected topics or themes drawn from culture, history, literature, or the arts. Can be repeated twice for credit if content is different. Prerequisites: SPN 301, 302, or 303, or consent of instructor, and at least two classes numbered at SPN 330 or above.

Special Education (SPED)
College of Education

205 Manual Communication
3 credit hours

Introduction to manual communication, emphasizing correct production of manual alphabet and basic sign language vocabulary. Includes philosophy of total communication.

297 Language Analysis
3 credit hours

Introduction to syntax and semantics to enable students to evaluate and apply recent research findings, language curricula, and procedures for language analysis.

300 American Sign Language
3 credit hours

Basic vocabulary and linguistic structures of American Sign Language. History and culture of the Deaf community. Prerequisite: SPED 205 or demonstrated competency for advanced study.

307 Manually Coded English
3 credit hours

Receptive and expressive sign language skills using

- fingerspelling, Signing Exact English, and Contact Signing. Prerequisites: SPED 205 and 300.
- 375 Auditory Education and Strategies for Deaf and Hard of Hearing Students**
3 credit hours
 The student will gain the knowledge and skill necessary to organize and manage an auditory education program for children with hearing loss ages birth to adolescence and their families, with emphasis on the development of listening skills through the use of current technology including cochlear implants, digital hearing aids, etc.
- 378 Expressive Communication Strategies for Deaf and Hard of Hearing Students**
3 credit hours
 The student will gain the knowledge and skills necessary to develop and implement an oral/aural communication intervention program for children with hearing loss ages birth to adolescence and their families, with emphasis on the development of spoken language through the use of current technology including cochlear implants, digital hearing aids, etc. Prerequisite: SPED 375.
- 398 Deaf Culture**
3 credit hours
 This course will explore issues related to Deaf culture.
- 407 Exceptional Learners in P–12 and Secondary Programs**
3 credit hours
 Skills related to identification of exceptional learners at the P–12 and secondary levels and their needs related to an inclusive setting. Analyzing the learner according to the exceptionality, environment, and family relationships. Corequisite: ED 402.
- 408 Exceptional Learners in the Early Childhood and Elementary Classroom**
3 credit hours
 Skills related to identification of exceptional learners at the early childhood and elementary levels and their needs as related to an inclusive setting. Analyzing the learner according to the exceptionality, environment, and family relationships.
- 415 Instructional Methods in the Inclusive Early Childhood and Elementary Classroom**
3 credit hours
 Designed to prepare elementary education teachers to teach in inclusive classrooms through the introduction of academic, behavioral, and social instructional methods. Appropriate laboratory experiences provided. Prerequisite: SPED 408.
- 416 Behavior Management in the Classroom**
3 credit hours
 Provides skills to manage the behavior of students with disabilities, including behavioral assessment, appropriate intervention strategies, and evaluation of intervention effectiveness. Prerequisite: SPED 407 or 408.
- 440 Practicum in Special Education**
3 credit hours
 While placed in self-contained and resource classrooms, students will administer individualized assessments, develop individualized educational programs, modify lesson plans, and consult with parents and professionals. Prerequisite: SPED 407 or 408.
- 462 Assessment in Special Education**
3 credit hours
 The purpose of this course is to prepare pre-service special-education teachers to administer, score, and interpret assessment information for the purpose of educational planning. Prerequisites: ED 408 and admission to the TEP.
- 476 Methods of Teaching Academic Subjects to the Deaf and Hard of Hearing**
3 credit hours
 Methods and materials for teaching academic subjects (mathematics, science, social studies) to deaf/hard of hearing students at P–12 levels. Prerequisite: Admission to the TEP.
- 477 Language Development and Methods of Literacy Instruction for Deaf and Hard of Hearing**
3 credit hours
 Materials and methods for language development and literacy instruction for deaf/hard of hearing students at P–12 level.
- 482 Assessment: Deaf and Hard of Hearing**
2 credit hours
 Administration, interpretation, and implementation of test data obtained from formal and informal testing instruments and procedures. Prerequisite: Admission to the TEP.
- 490 Psychology and Education of the Deaf and Hard of Hearing**
3 credit hours
 Psychological, social, and educational development of individuals who are deaf or hard of hearing across the lifespan.

Theatre (THEA)

College of Fine Arts

101 Freshman Applied Theatre I

1 credit hour

Introduction to practicum production opportunities designed for first-semester theatre majors. Students will be assigned to different production areas by faculty supervisors in support of the theatre season. Prerequisite: Consent of instructor.

102 Voice Lessons

1 credit hour

Singing vocal instruction on an individual basis. Prerequisite: By audition.

120 Introduction to Theatre

3 credit hours (GE)

Survey of drama and the art and craft of theatre practice.

121 Acting for Non-Majors

3 credit hours

An introduction to the craft of the actor. Open to non-theatre majors only. Limited enrollment.

122 Honors Introduction to Theatre

3 credit hours (GE)

Students will explore and analyze the various components of the collaborative theatrical process. More specifically, they will develop skills in discussing and interpreting the “language of theatre,” which involves a variety of symbol systems including verbal text, visual imagery, color, line, lighting, etc. In addition, students will gain a deeper understanding of the human experience and human behavior by exploring how theatre is created within a larger cultural and social context. Students must be enrolled in the Honors Program to register for this course.

201 Freshman Applied Theatre II

1 credit hour

Further exploration of practicum production opportunities designed for beginning theatre majors. Students will be assigned to one major production area by faculty supervisors in support of the theatre season. Prerequisites: THEA 101 and consent of instructor.

212 Musicianship for Actors/Singers

3 credit hours

Skill development in basic piano and musical sight-reading for singer/actors. Prerequisite: Consent of instructor.

213 Acting I

3 credit hours

Introduction to acting techniques and characterization methods, with an emphasis on stage movement

and vocal work in application to limited text. Prerequisite: Consent of instructor.

215 Dance

3 credit hours

This course will train students in a variety of dance styles and can be repeated every semester. Prerequisite: Consent of instructor.

217 Costume Construction

3 credit hours

Application of construction methods and techniques in the creation of stageworthy costumes. Prerequisite: Consent of instructor.

250 Stagecraft I

3 credit hours

Principles, techniques, and materials used in scenic construction and painting. Prerequisite: Consent of instructor.

270 Directing I

3 credit hours

Principles and practice of directing for the stage, including play analysis, pre-production, casting, problem solving, and rehearsal techniques. Prerequisites: THEA 213 and consent of instructor.

300 Play Analysis, Theory and Criticism

3 credit hours

Analyzing and researching a play text for production. Prerequisite: Consent of instructor.

Applied Theatre

Practicum opportunities within a specific area of theatrical production. Assignments allow the students to go beyond previous class work and must be arranged individually with a theatre faculty member in the area of interest. Prerequisites: Introductory-level course in the appropriate area, THEA 101 and 201. A student may receive 6 credit hours in Applied Theatre.

301 Applied Theatre—Makeup

1 credit hour

Prerequisite: Consent of instructor.

302 Applied Theatre—Lighting

1 credit hour

Prerequisite: Consent of instructor.

303 Applied Theatre—Costumes

1 credit hour

Prerequisite: Consent of instructor.

304 Applied Theatre—Management

1 credit hour

Prerequisite: Consent of instructor.

- 305 Applied Theatre—Acting**
1 credit hour
Prerequisite: Consent of instructor.
- 306 Applied Theatre—Stage Management**
1 credit hour
Prerequisite: Consent of instructor.
- 307 Applied Theatre—Scenery**
1 credit hour
Prerequisite: Consent of instructor.
- 308 Applied Theatre—Directing**
1 credit hour
Prerequisite: Consent of instructor.
- 309 Applied Theatre—Sound**
1 credit hour
Prerequisite: Consent of instructor.
- 310 Applied Theatre—Props**
1 credit hour
Prerequisite: Consent of instructor.
- 312 Audition Techniques**
3 credit hours
This course prepares the student for the competitive audition process. Emphasis on selection of materials, preparation and text analysis, appropriate pre-audition, audition and post-audition behavior, and safe practices. Prerequisite: THEA 213.
- 313 Acting II**
3 credit hours
Continuation of the principles explored in Acting I, with a greater emphasis on scene work, text, and character development. Prerequisites: THEA 213 and consent of instructor.
- 314 Fundamentals of Theatre Design**
3 credit hours
Introduction to design elements and principles as used in Theatre and Performance design. Prerequisites: THEA 120 and 250.
- 315 Acting Workshop**
3 credit hours
Students will explore selected plays with the faculty instructor and Directing II students. Prerequisite: Consent of instructor.
- 318 Costume Design I**
3 credit hours
Introduction to the process of rendering costumes for period and contemporary plays. Prerequisite: Consent of instructor.
- 340 Voice I**
3 credit hours
A study of the vocal mechanism with techniques taught in specific training approaches such as Linklater, Lessac, etc., which will improve projection, breath control, and articulation through awareness of personal obstacles. Prerequisite: THEA 213.
- 350 Stagecraft II**
3 credit hours
Continuation of Stagecraft I, with emphasis on rigging, welding, and advanced construction and painting techniques. Prerequisite: THEA 250 or consent of instructor.
- 355 Stage Lighting and Design**
3 credit hours
Introduction to the principles, equipment, and techniques of stage lighting with one-third of the class devoted to designing lights for the stage. Prerequisites: THEA 120 and 250 and consent of instructor.
- 360 Scene Design I**
3 credit hours
Introduction to the elements of scene design for contemporary and period plays. Prerequisite: THEA 120 and 250 or consent of instructor.
- 361 Musical-Theatre Styles I**
3 credit hours
Introduction to musical-theatre performance techniques, including song interpretation, auditioning, and staging songs in context of scenes from American musical plays. Prerequisite: THEA 340 and consent of instructor.
- 370 Directing II**
3 credit hours
To develop further hands-on directing skills beyond the introductory level. This course will emphasize interaction with actors in the directing process, which will result in the performance of scenes. The course will go beyond the two-person scenes, and will include material that allows the student to: engage a variety of styles and forms, clearly interpret and visually conceptualize a text, increase their ability to communicate with and coach actors effectively, begin to develop a constructive rapport and open lines of communication with designers and technicians, and define an individual directorial voice and style. Prerequisite: THEA 270 and consent of instructor.
- 371 Playwriting I**
3 credit hours
Study of dramaturgy to enlarge the new dramatist's understanding of factors involved in play construction. Includes discussion, directed readings, and practice writing. Prerequisite: Consent of instructor.

- 380 Stage Movement I**
3 credit hours
Basic principles of movement for the stage, including beginning stage combat. Prerequisite: THEA 213.
- 382 Mask Work**
3 credit hours
Students will explore character and ensemble through the use of neutral and character mask. Prerequisite: THEA 380 and consent of instructor.
- 390 Stage Makeup**
3 credit hours
Principles and practice of stage makeup. Prerequisite: Consent of instructor.
- 400 Stage Combat**
3 credit hours
A study of techniques for unarmed combat for the stage; the basics of slaps, punches, falls, throws, and rolls. Prerequisite: THEA 380 and consent of instructor.
- 401 Acting for the Camera**
3 credit hours
Auditioning and performing on camera with a variety of material. Prerequisite: THEA 213 and consent of instructor.
- 404 Theatre and Arts Management**
3 credit hours
Economics and practices of theatre and performing-arts management, including audience analysis and market surveys. Prerequisite: Consent of instructor.
- 409 Period Décor**
3 credit hours
Dramatic styles, with an emphasis on production techniques of the major periods of theatre history, including period furniture and architecture. Prerequisite: THEA 250 or consent of instructor.
- 413 Acting III**
3 credit hours
Intensive study of approaches to Shakespearean text. Prerequisites: THEA 213, 313, and consent of instructor.
- 414 Seminar: Career Preparation**
3 credit hours
Practical experience in the art of marketing oneself for the profession. This course is required for all B.F.A. candidates. Prerequisite: Consent of instructor.
- 417 Costume History**
3 credit hours
A survey of period clothing and its application as stage costumes. Prerequisite: Consent of instructor.
- 418 Costume Design II**
3 credit hours
Advanced study of costume design, focusing on period plays and musicals. Prerequisite: THEA 318 or consent of instructor.
- 419 Costume Construction II**
3 credit hours
Advanced construction methods and techniques for period costumes. Prerequisites: THEA 120, 217, and consent of instructor.
- 422 Musical Theatre History/Literature**
3 credit hours
This course will explore the development of the American musical. Representative musicals from various periods will be studied. Prerequisite: THEA 361.
- 423 Theatre History I**
3 credit hours
Overview of the development of world theatre history and drama from antiquity to the 17th century.
- 424 Theatre History II**
3 credit hours
Overview of the development of world theatre history and drama from the 17th century to the present.
- 440 Voice II: Diction and Dialects**
3 credit hours
A study of the systematic approach to the articulation of American English and the learning of dialects. Prerequisites: THEA 340 and consent of instructor.
- 450 Special Theatre Seminar**
3 credit hours
Special offerings on a theatre topic not covered in the curriculum. May be repeated for credit as topics vary. Prerequisite: Consent of instructor.
- 457 Theatrical Computer Aided Drafting**
3 credit hours
Introduction to the techniques and standards used in drafting theatrical scenery. Drawing by hand and CAD (Vectorworks Program) will be taught. Prerequisite: THEA 250 or consent of instructor.
- 460 Scene Design II**
3 credit hours
Advanced study of scene design for multi-set plays and musicals. Emphasis on drafting and rendering.

Prerequisite: THEA 360 and 457 or consent of instructor.

462 Musical Theatre Styles II

3 credit hours

Song interpretation and musical audition techniques, including in-depth integration of songs and scenes from American musical plays in a lab environment. The course culminates in a public performance/showcase of the students' work. Prerequisites: THEA 213, 361, and consent of instructor.

463 Musical Theatre Styles III

3 credit hours

Provides opportunities for advanced musical theatre students to explore a particular musical style in a lab environment. Prerequisites: THEA 361, 462, and consent of instructor.

465 Senior Project

3 credit hours

Required of students seeking the B.F.A. Projects in acting, directing, design, management, etc. are completed under supervision of faculty. Prerequisite: Consent of Theatre faculty.

470 Directing III

3 credit hours

Intensive study of directing styles from various periods and theatrical movements. Prerequisites: THEA 313, 370, and consent of instructor.

475 Internship

1–6 credit hours

Practical experience in a professional environment. Applications and requirements are available in departmental office. May be repeated for a total of 6 credit hours on a pass/fail basis. Prerequisite: Consent of instructor.

480 Stage Movement II

3 credit hours

Continuation of THEA 380, with a greater emphasis on the physical movement and dynamics of text work and character development. Prerequisites: THEA 213, 380, and consent of instructor.

491 Directed Study

3 credit hours

Independent, guided study in a specialized area of interest. Faculty adviser must approve research topic the semester prior to registration.

UM Falcon Scholars in Action (UM)

Interdisciplinary Studies

222SL UM Falcon Scholars in Action

0–3 credit hours

Falcon Scholars in Action are selected to serve designated agencies in Shelby County for 10 hours per week. Service lasts three semesters, including fall, spring, and one summer term. Prerequisite: Selection through an interview process.

Undergraduate Research (UR)

College of Arts & Sciences

100 Undergraduate Research

1–6 credit hours

Students engage in research, scholarship, and creative activity with faculty mentors. Projects incorporate written proposal, literature search, extensive mentor-student interaction, and both oral and written reports.

200 Undergraduate Research

1–6 credit hours

Students engage in research, scholarship, and creative activity with faculty mentors. Projects incorporate written proposal, literature search, extensive mentor-student interaction, and both oral and written reports.

300 Undergraduate Research

1–6 credit hours

Students engage in research, scholarship, and creative activity with faculty mentors. Projects incorporate written proposal, literature search, extensive mentor-student interaction, and both oral and written reports.

400 Undergraduate Research

1–6 credit hours

Students engage in research, scholarship, and creative activity with faculty mentors. Projects incorporate written proposal, literature search, extensive mentor-student interaction, and both oral and written reports.

Graduate Study

**The following pages contain information specific to
Graduate Study at the University of Montevallo.
For specific information about Undergraduate Study at UM,
turn to page 21.**

The Graduate Program

Mission and Goals

Graduate study at the University of Montevallo is linked directly to the University's overall mission through providing professional programs of focused study and avenues for continuing growth to students who have made a commitment to careers in a selected number of fields. According to the Vision Statement of UM's Strategic Plan, "Our vision for graduate students builds on [the University's] undergraduate foundation, using traditional and innovative instructional methods to foster growth in specialized skills and knowledge required by practicing educators, counselors, speech-language clinicians, scholars in the humanities, and other professional leaders, within a nurturing environment steeped in the unique 'Montevallo experience.'" High-quality educational experiences are emphasized that will allow graduates to practice in and contribute to their chosen profession or field of scholarship at deeper levels of complexity, challenge, and specialization. Each program is designed to offer the graduate student opportunities to extend and apply old and new knowledge and skills and to develop greater intellectual maturity and creative independence.

All eligible graduate programs that are offered at the University of Montevallo have received professional accreditation at the state and/or national level in their given field, and all programs are supported by the University's base of liberal arts and sciences.

Graduate study at the University of Montevallo complements the undergraduate program, providing the same sense of community and quality of interaction between students and faculty. Further, the University creates an appropriate graduate environment by insuring adequate and up-to-date library resources, faculty-sponsored graduate student gatherings and paper presentations, advice from faculty regarding proper publication and conference channels, and a graduate seminar-like setting in many of its graduate classes.

Degrees and Programs

Initiated in 1955, the program has grown to include four master's degrees in eight majors and a number of concentrations, as well as the Educational Specialist degree and AA certification in two areas. The degrees offered by UM are:

Master of Arts (M.A.)

English

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

Business Administration

Master of Science (M.S.)

Speech-Language Pathology

Master of Education (M.Ed.)

Collaborative (Special) Education K-6

Collaborative (Special) Education 6-12

Collaborative (Special) Education P-12 DHH

Counseling and Guidance

Elementary Education (K-6)

Instructional Leadership

Preschool to High School Education (P-12)

Secondary Education (6-12)

Educational Specialist (Ed.S.)

and Class AA Certification

Instructional Leadership

Teacher Leadership

Graduate Student

Advisory/Focus Groups

Graduate students will be asked regularly to participate in focus group or other advisory-type activities to provide input regarding graduate programs and services. All graduate programs will be represented in these activities, which will be scheduled at least once a year.

Graduate Honors Recognition

The Annual Graduate Honors Reception, held each spring, is designated for recognizing outstanding achievement. Awards are presented to outstanding graduate students in each graduate program.

Qualified graduate students may also be invited to join most of the honorary organizations on campus, including Alpha Epsilon Lambda, Beta Gamma Sigma, Chi Sigma Iota, Phi Kappa Phi, Sigma Alpha Pi and Sigma Tau Delta.

Governance

The Board of Trustees at the University of Montevallo is charged with authority to approve the number and type of graduate degrees; the number and nature of departments,

divisions, schools or colleges through which the curriculum is administered; and the extent to which the institution should offer distance learning programs.

Graduate Council

It is the responsibility of the Graduate Council to determine policy concerning the graduate program, including review and approval of new and existing graduate curricula and programs (with such actions then referred to the Provost and Vice President for Academic Affairs) and to consider such other business as may be submitted to it pertaining to graduate programs. The Graduate Council reports to the Provost and Vice President for Academic Affairs and is composed of at least one graduate faculty member from each department that has a graduate program. The Chair of the Graduate Council is elected by its members, and the academic deans and the Director of Graduate Admissions and Records serve as *ex-officio* members. Upon request and approval of Council, departments with more than one graduate program may seat additional representatives by program.

The Chair of the Graduate Council shall invite each department without a graduate program but with graduate courses to be present when input/participation from that department is deemed necessary by Council.

Administration of Programs

Graduate programs are administered primarily within the academic department and the appropriate college.

Graduate Faculty

The University of Montevallo employs faculty fully qualified and highly competent to provide sound and effective graduate instruction.

Graduate Admissions and Records

The role of the Office of Graduate Admissions and Records is to collaborate with academic departments in recruitment of prospective students; to respond to inquiries and requests for information; maintain student records; and evaluate credentials for student admission, retention, and completion, using criteria established by graduate program faculty and Graduate Council.

Curriculum

Graduate Courses

All graduate courses offered by the University of Montevallo are acceptable for credit as requirements or electives applicable to at least one University degree or certificate.

Cross-Listed Courses

Some departments at the University of Montevallo oc-

asionally offer cross-listed graduate and undergraduate courses. In these cases, the department maintains a significant difference between undergraduate and graduate instruction. This difference is indicated clearly in course syllabi. Graduate students are expected to produce acceptable levels of research and/or performance through activities such as independent research, outside readings, and more comprehensive examinations.

Course Evaluation

The evaluation of graduate instruction is addressed annually as a part of the faculty performance review. Students are provided an opportunity to give feedback on the quality of instruction through the student course evaluation process.

Alternative Delivery Formats

Graduate courses offered in non-traditional formats (e.g., concentrated or abbreviated time periods) are designed to ensure sufficient opportunity for preparation, reflection, and analysis of the subject matter with at least one calendar week of reflection and analysis for students for each semester hour of credit awarded. Levels of student knowledge and competencies are equivalent to those for courses delivered in traditional formats.

Financial Information and Services

Cashier's Office
Palmer Hall, Station 6065
Phone: (205) 665-6065

Classifications

Full-Time or Part-Time

A semester schedule of 9 or more credit hours is full-time. A semester schedule of 8 credit hours or fewer is part-time.

Alabama Residency

Tuition costs vary depending on whether the student is a resident of Alabama. A student of age 19 or older may be considered an Alabama resident after 12 months of legal residence in the state.

More information regarding student classification for payment of graduate tuition is available in Graduate Admissions and Records. Payment information can be found on the University's website.

Rate Schedule

To view the current rate schedule and fees for graduate study at the University of Montevallo, visit the University's website.

Graduate Application Fee

A \$30 non-refundable graduate application fee is required in order to process a graduate application. Payment should be submitted with the graduate application.

Alternative Master's Degree Program Evaluation Fee

A \$25 Alternative Master's Degree Program evaluation fee is required in order for an evaluation to be done. Payment should be submitted with the Alternative Master's Degree Program evaluation application.

Activity Fee

Full-time graduate students are required to pay a student activity fee since they have the opportunity to access all services and programs funded by the fee. Included among these programs/services are student lounges; the Student Retreat facility; the Robert M. McChesney Student Activity Center; the campus newspaper, yearbook, and literary magazine; intramural sports; College Night and homecoming activities; and a variety of concerts and lectures.

Graduate students are represented in the Student Government Association by one elected graduate student senator.

Audit Payment

Students may audit a class at a cost of \$25 per credit hour. Audit fees are waived for persons 65 years of age and older. Auditing students should register for the course in Graduate Admissions and Records on or after the first day of class, even when the fee is waived. Written permission from the instructor is required.

Continuing Education

Charges for non-credit Continuing Education courses are not considered as tuition. Information on payment will be provided upon registration for any Continuing Education activity.

Foreign Checks Fee

A \$15 fee will be charged for processing checks drawn on foreign banks.

Housing Fees

Both undergraduate and graduate students in residence halls pay an amount that includes Internet, utilities, a 24-hour movie channel, and basic cable television. Fees for private rooms are additional. Private room reservations cannot be guaranteed until 5 p.m. on the first day of classes. The private-room fee will be refunded, or a credit will be given, if the resident does not receive a private room.

Students who withdraw from housing prior to the first day of class will receive a total refund of the housing portion of any preregistration payment received for the term.

ID Cards

Any student who enrolls at Montevallo is required to have a student identification card. Students are provided with information as to the time and place to be photographed for original and replacement cards. The original identification card is provided at no cost. Replacements for lost or damaged cards cost \$10 each. If a student is not enrolled in classes, the ID card will cease to function.

Late Registration

Enrollment two weeks after the beginning of the semester requires special permission of the dean of the appropriate college.

Returned Checks

If a check received by the University fails to clear the bank, the person who presented the check to the University will be charged \$35. If the returned check was presented on behalf of a student, the student's account will reflect all charges and fees. Thereafter, should an individual have checks that fail to clear the bank, the University reserves the right to not accept personal checks and may require cash payments.

Room Deposit

A \$100 room deposit must be submitted at the time of application for on-campus housing. The deposit, less any debts or costs for damages to the room, will be refunded in accordance with the following stipulations.

At the conclusion of the final semester or summer term in the residence hall, the student must complete a room-deposit refund request and submit it to a hall staff member upon checkout. Students may cancel a room reservation and receive a full refund, provided that the cancellation is submitted in writing, by July 15 for Fall Semester, December 1 for Spring Semester, or May 5 for Summer Session, to the Office of Housing and Residence Life (West Main Hall, Station 6235). Students who cancel their reservations in writing after these dates and before the opening date for the residence halls receive a 50 percent refund. Students who cancel a room reservation or withdraw from the University after the opening date for the residence halls forfeit the deposit. Any exception requires approval by the Director of Housing and Residence Life.

A student who is denied admission to the University shall be eligible to receive a full refund of the room deposit. Room deposits not claimed within one year after a student leaves the residence halls shall revert to the University.

Vehicle Registration

All students, staff, and faculty who operate a motor vehicle on the University campus must register each year, secure a permit, and display it as directed. Student registration of a vehicle costs \$25 each year. Failure to comply with guidelines may result in penalty to the vehicle operator.

Payment of Tuition and Fees

Payment of tuition, fees, and other charges is due by 5 p.m. of the first day of classes. Refer to the University Calendar in this *Bulletin*.

The University accepts cash, personal checks, and most

credit cards (VISA®, MasterCard®, Discover®, American Express®) for payments. Payment can also be made by accessing the student account on the web.

Partial Payment Plan

For tuition, fees, room and board, the University of Montevallo offers a payment plan option administered by Nelnet Business Solutions. The payment plan option, available to all students during the Fall and Spring semesters, is a convenient alternative to lump-sum payments. It features monthly payments, no interest charges, low-cost enrollment (\$40 non-refundable fee per semester), and automatic payments on scheduled dates after enrollment. Please consult the Cashier's website through the University of Montevallo's website for more detailed information.

Preregistration

During each enrollment period, students may preregister for subsequent study if the current term is paid in full. Payment must be received on or before the announced preregistration deadline dates in order to complete registration and confirm the course schedule. Students who do not comply with payment due dates will be charged a \$50 late payment fee. If payment is not received by the end of the first week of class, the student's schedule will be dropped. Students withdrawing prior to the first day of class will receive a total refund of any preregistration payment made for the term.

Adjustments

Course Drops

A student who drops a course will be reimbursed at the rate of 100 percent through the last day on which classes may be added. **No adjustment will be made for a class dropped after the last day on which classes may be added. No adjustment will be made when a class is changed from credit to audit.**

Official Withdrawal

A student who officially withdraws from enrollment at the University will have a tuition adjustment as follows:

Fall and Spring Semesters

Tuition credit

Through the second week	90%
Through the fourth week	50%
Through the eighth week	25%
Ninth and subsequent weeks	0%

Room and board credit

Room is adjusted at the same rate as tuition. Board will be adjusted on a pro rata basis in units of one full week. A partial week will be counted as one full week.

May Term

Tuition credit

Through the third day	90%
Through the fifth day	50%
Through the ninth day	25%
Tenth and subsequent days	0%

Summer Sessions

Tuition credit

Through the third day	90%
Through the fifth day	50%
Through the 11th day	25%
Twelfth and subsequent days	0%

Room and board credit

Room is adjusted at the same rate as tuition. Board will be adjusted on a pro rata basis in units of one full week. A partial week will be counted as one full week.

Refunds for Drop or Official Withdrawal

The University and federal financial aid funding agencies receive prorated shares of the refund, according to the Federal Refund and Repayment Policy. If a credit balance remains after the financial aid programs have been repaid, this amount is refunded to the student at the campus address (for dropped courses) or at the permanent address (for official withdrawal).

Check-Cashing Policy

Students may cash personal checks for as much as \$50 once per day at the Cashier's Office, except during the last two weeks of each semester. Two-party checks, other than checks received from parents and guardians, are not accepted.

Financial Aid

Maria D. Parker
 Director of Student Financial Services
 Palmer Hall, Station 6050
 Phone: (205) 665-6050
 Fax: (205) 665-6047
 e-mail: fnaid@montevallo.edu

To apply for financial aid, a student must file the Free Application for Federal Student Aid (FAFSA). Students are encouraged to file electronically at www.fafsa.gov by March 1 annually.

Enrollment Status

Students will be awarded aid based on full-time enrollment (9 credit hours or more). Aid for students who are enrolled in fewer than 9 hours will be prorated based on part-time status. Internships of 5 hours will also be awarded

on part-time status. Students receiving Stafford loans must be enrolled for at least 5 hours.

Academic Standards

A student receiving financial assistance must maintain minimum academic progress toward completion of a degree or certificate. The following standards will prevail in determining minimum academic progress.

Eligibility for Title IV student financial assistance (such as federal loans) is evaluated as part of the initial application process and again at the end of the academic year. In this evaluation process, all grades of W (Withdrawn), I (Incomplete), and IP (In Progress), and all courses dropped after the drop/add period will be counted as hours attempted and not passed. Determination of eligibility will be based on an historical evaluation of all hours attempted, as well as the student's grade point average. All hours accepted for transfer credit by the University will be included among those evaluated to determine eligibility.

Several scholarships require a higher minimum GPA than those required for minimum academic progress.

Students who are suspended from the University for academic reasons are not considered to be making minimum academic progress. Students must average passing 67 percent of all hours attempted. Students cannot receive aid after they have attempted 150 percent of the academic work required for a degree.

Appeals Procedure

A student who does not meet the requirements for minimum academic progress may choose to appeal to the Office of Student Financial Services for an exception on the grounds that mitigating circumstances contributed to his or her failure to meet standards. Such appeals must be in writing and should contain documentation as appropriate to support the claim of mitigating circumstances. Decisions made by the Office of Student Financial Services relative to appeals will be sent to the student's forUM e-mail account and will note any conditions placed upon the student for continued eligibility.

Consequences of Withdrawal

Students who are receiving any form of federal financial aid and withdraw from the University of Montevallo, either officially or unofficially, should be aware that they may be required to repay some or all of the federal funds received.

The U.S. Department of Education has determined that a student earns a percentage of the federal financial aid awarded based on the percentage of the term attended. Students who attend beyond the 60-percent point of the term are considered to have earned 100 percent of the federal aid awarded.

Federal regulations require institutions to monitor unofficial withdrawals when a student “drops out” without officially withdrawing. When a student fails all courses attempted, the University must determine if the student actually attended class and earned the grade or if the student stopped attending. A last date of attendance is submitted by faculty in order to determine whether or not a student completed the course. Students who unofficially withdraw are notified and a portion of the federal aid is returned to the federal program(s). Students are strongly advised to withdraw officially rather than “drop out” of school if attendance must cease due to unforeseen circumstances. To officially withdraw, students must contact the Registrar’s Office.

In addition, withdrawing from the University affects the Satisfactory Academic Progress standard and may affect the future receipt of federal aid.

Prior to withdrawing or otherwise ceasing to attend classes, students should contact the Office of Student Financial Services to determine the potential impact of the withdrawal. To withdraw officially, students must contact the Registrar’s Office.

Taxes

Scholarships, grants, and fellowships are considered taxable income if the amount exceeds the cost of tuition, fees, books, and course-related supplies and equipment. The student is responsible for retaining award letters and other documentation for tax-reporting purposes.

Part-Time Employment

Montevallo provides financial assistance to students through programs funded by federal or University dollars. Of these, the Federal Work-Study program (FWS) and the University Jobship Program offer part-time employment to students. During a semester, a student may work up to an average of 20 hours a week.

Students are encouraged to contact the Career Center regarding job openings.

TEACH Grant

Students must be admitted formally to Phase II of the Alternative Master’s Degree program in Secondary Education pursuing initial teacher certification in general science, chemistry, math, biology, or Collaborative Teacher (K–6, 6–12, DHH), or be admitted to the Traditional Master’s Degree program in Secondary Education for general science, chemistry, math, or biology teachers. To be considered, applicants must file the Free Application for Federal Student Aid (FAFSA) for the appropriate award year. The grant will be awarded by the Office of Student Financial Services to eligible students who are recommended by Graduate Admissions and Records. Students will be advised

to complete additional requirements to secure funds. This includes a federal “Agreement to Serve” for a designated number of years in a Title I school in specified high-need fields. Failure to comply with the agreement will result in the grant reverting to an unsubsidized Direct Loan.

Scholarships

The intent of the *Graduate Honors Scholarship* is to support outstanding graduates of four-year institutions of higher education who are seeking a master’s degree. Room, board, and fees are not included. Scholarship funds will be divided among academic departments based on the number of graduate students in each of their programs. Assistance is provided for graduate courses only. To be considered, a student must have a minimum undergraduate grade point average of 3.50 on a 4.0 scale in the chosen field of study **and** a minimum of 1100 on the verbal and quantitative portions (combined) of the Graduate Record Examination (GRE) **or** a minimum of 407 on the Miller Analogies Test (MAT) **or** a 550 on the GMAT Graduate Management Admission Test (GMAT). While all candidates must meet these requirements, each department may determine additional criteria for recipients. Final selections will be made by the department. Qualified students will obtain scholarship applications and renewal requests from Graduate Admissions and Records or from the website. All applications for the *Graduate Honors Scholarship* will be reviewed by a departmental selection committee. The department chair will inform the Director of Graduate Admissions and Records of the department’s decision. The notification of award will be sent to the recipient from Graduate Admissions and Records. Scholarship applications should be received in Graduate Admissions and Records by July 1 for all awards.

The Helen Perkins Scholarship is awarded to Alternative Master’s Degree Program interns. Created in memory of Registrar *emeritus* Helen Perkins, the scholarship is based on financial need and academic credential and recognizes the achievements of UM students who have elected to pursue careers in education. Scholarship recipient(s) will be selected by the Chair of Elementary and Secondary Programs, along with at least three education faculty members. The award amount is determined by the Chair of Elementary and Secondary Programs based on endowment earnings available for distribution. Since the scholarship is for use during the internship, there will be no possibility of renewal. Application should be made to Elementary and Secondary Programs no later than June 15 for consideration for fall and spring internships of the following academic year.

The Minority Educators Scholarship Program was established to increase the number of minority students completing teacher education programs. Graduate students who received this scholarship as undergraduates are not eligible to

re-apply. Eligibility requirements include a minimum MAT score of 399 or a minimum score of 900 (old format) or 340 (new format) or better on the verbal and quantitative portions of the GRE, and a minimum grade point average of 2.5 earned in undergraduate work. Recipients must maintain a 3.0 or better grade point average on graduate work, must maintain “full-time” status, and must complete the Alternative Master’s Degree Program within two years of admission. Recipients must grant an exit interview upon leaving the program. Applicants may apply in the College of Education Dean’s Office. Application deadline is March 1 for the following year.

The Purdy Scholarship is awarded to selected individuals who have been admitted unconditionally to the Teacher Leader program and for their first year of enrollment only. Applicants must meet a master’s degree grade point average of at least 3.25. Along with the application, applicants must submit a letter of application, a current resumé, and recommendation letters from two teachers within the applicant’s school verifying exceptional performance as teachers and potential for success as Teacher Leaders. Decisions will be made by the Teacher Leader faculty and will be final. The application deadline is July 15. Contact Graduate Admissions and Records for more information.

Applications for all scholarships may be obtained in Graduate Admissions and Records. Other scholarships may be available. Contact individual departments for more information.

Loans

Visit the University website for information about student loans.

Graduate Assistantships

Graduate assistants at the University of Montevallo are students first and employees second. They have as their primary focus advanced study and ultimately the completion of a graduate degree. Therefore, the services they provide as graduate assistants should complement professional development in their chosen fields of study.

With the exception of graduate assistant coaches, graduate assistants must be enrolled as full-time students as defined in the *Graduate Bulletin* (unless fewer than six (6) hours are required to complete the degree in their last term). Graduate assistant coaches must be enrolled in at least 50 percent of this minimum requirement during the regular terms. All graduate assistants must be enrolled for a minimum of three (3) hours in the summer.

The application process may vary from department to department.

Graduate assistants must maintain the cumulative 3.0 grade point average required of all graduate students and must perform satisfactorily in the judgment of the employing department and supervisor.

Graduate assistants are employed on a semester basis and may be continued for no longer than three calendar years.

Graduate assistants shall be supervised directly by a full-time faculty or staff member within the employing department. Graduate assistants’ responsibilities will be defined by the employing department/supervisor. Graduate assistants not completing practicum or internship requirements may not be permitted to work beyond an average of twenty (20) hours per week.

The University of Montevallo does not employ graduate assistants for teaching on a regular basis; however, occasionally, students may be employed to teach if they have a minimum of eighteen (18) graduate hours in the discipline that is to be taught and if they demonstrate proficiency in English. Graduate assistants employed to teach physical education activity courses do not have to have the eighteen (18) hours but must have the prerequisite knowledge and experience to teach the activity effectively. Graduate assistants may teach no more than six (6) hours per regular term and three (3) hours per abbreviated term.

Evaluations of the graduate assistant’s performance will be completed and maintained by the employing department/supervisor.

The oversight of graduate assistants is the responsibility of the supervisor (department chair, staff supervisor, faculty supervisor) and the dean of the college in which the graduate student is employed.

Financial Assistance for Graduate Students for Professional Development

Annually some funds are set aside in the Graduate Admissions and Records budget for the support of graduate students who are engaged in professional activity, e.g., presenting papers, facilitating meetings, etc. Funds allocated for this purpose usually are targeted for the reimbursement of student expenses. Applications for assistance will be evaluated and recipients will be approved by Graduate Council. The Application for Financial Assistance for Professional Activities is available in the office of Graduate Admissions and Records or on the website.

Veterans' Benefits

Amanda Fox, Coordinator of Veterans Affairs
Palmer Hall, Station 6035
telephone: (205) 665-6035
fax: (205) 665-6042
e-mail: foxat@montevallo.edu

Department of Veterans Affairs

Education Benefits

VA website: www.gibill.va.gov
National Call Center for Veterans' Education Benefits:
1-888-GIBILL-1 (1-888-442-4551)

Veterans Educational Assistance Programs

- Montgomery GI Bill—Active Duty Educational Assistance Program (Chapter 30)
- Montgomery GI Bill—Selected Reserve (Chapter 1606)
- Post 9/11 GI Bill (Chapter 33: Yellow Ribbon)
- Reserve Educational Assistance Program-REAP (Chapter 1607)
- Veterans Educational Assistance Program-VEAP (Chapter 32)
- Survivors' and Dependents' Educational Assistance Program (Chapter 35)
- Vocational Rehabilitation (Chapter 31)
- The Alabama G.I. and Dependents Education Benefit Act

Students interested in the Alabama G.I. and Dependents Education Benefit program should contact their county Veterans Affairs Office or the Student Financial Services Office at the University.

All degree programs at the University of Montevallo are currently approved by the State Approving Agency. The Coordinator of Veterans Affairs serves as a liaison for veterans and their dependents, assisting in obtaining benefits from the Federal Department of Veterans Affairs. This service is located in the Registrar's Office on the second floor of Palmer Hall.

The Federal Department of Veterans' Affairs determines eligibility and maintains veteran records. Students must be admitted and registered at the University before an enrollment certification can be submitted to the VA. A completed VA Request for Certification form must be returned to the Registrar's Office for each academic year. This form is available in the Registrar's Office and on the University's website.

Admission Policies and Procedures

Graduate Council will be responsible for establishing general institutional requirements (both quantitative and qualitative) for admission, retention, and completion. Admission and completion criteria for individual graduate programs (both quantitative and qualitative), especially as they differ from general institutional criteria for admission, retention, and completion, are established by program faculty.

Admission to the Master's Degree Programs

Applications and Transcripts

The University of Montevallo welcomes applications from all individuals whose experiences, interests, and academic preparation indicate potential for success in one of the graduate programs. Forms for making application and related information are available upon request by calling 205-665-6350, by e-mailing Graduate Admissions and Records at graduate@montevallo.edu, or on the University's website.

There is a non-refundable fee required for the Graduate Application, and there is a non-refundable fee required for the Alternative Master's evaluation application. Students may apply online on the University's website. Students applying to the Alternative Master's Program must complete and submit the printable Alternative Master's Program Evaluation Application, which is available on the University's website. Students may submit the Application for Graduate Study online and make payment online as well. At this time, all other forms may be downloaded and printed only.

Students applying for a master's degree program must have a bachelor's degree from a regionally accredited college or university. Collegiate work from unaccredited postsecondary institutions (or institutions that are not in candidacy status for accreditation) is not transferable to the University of Montevallo. Students who have earned an undergraduate degree from an institution not regionally accredited but who have subsequently earned a graduate degree from a regionally accredited institution may appeal to the dean of the appropriate college for special consideration. A completed application form and one official transcript from **each** institution of higher education attended must be sent to Graduate Admissions and Records by April 15 for Summer admission, July 15 for fall admission, and November 15 for spring admission. **Please note:** These dates reflect priority deadlines. Applicants may submit

materials after the deadline with the understanding that submitting materials after the priority deadline does not guarantee consideration for admission for the following term. These deadlines may differ for capped and cohort programs. See individual department sections for possible differences. Even though credits from one institution may appear on the transcript of another institution, it is still necessary to submit **all** transcripts. Such transcripts must include evidence of graduation with a degree posted.

Applicants who have yet to complete an undergraduate degree must submit a final transcript with a degree posted before the end of the first semester of graduate coursework. Students may not take additional graduate coursework without a final transcript on file in Graduate Admissions and Records.

Credit may not be given for graduate coursework taken by a student who has not been admitted officially to the graduate program at the University of Montevallo.

Students who have been enrolled in but not completed similar graduate programs at other institutions must have left in good standing in order to be admitted to the University of Montevallo graduate program.

General Test Score Requirements

Applicants for entrance to any program must also present a satisfactory, official score on the prescribed graduate examination specified by their respective college and/or department. The test must have been taken within 5 years of the date of application for graduate study.

Unless otherwise indicated in the departmental sections of this *Bulletin*, the following scores will be satisfactory for admission to graduate study:

- GRE 850 (old format) or 290 (new format)
- GMAT 400
- MAT 388

The MAT is given at least once a semester at UM through the Department of Counseling and Leadership. Contact the office at 665-6380 for information on the MAT. The University of Montevallo requires the GRE General Test. Visit www.ets.org for more information about the GRE. Visit www.mba.com for information about the GMAT.

Unconditional Admission

Minimum requirements for unconditional admission to Graduate Studies are:

1. A grade point average of at least 2.5 (on a 4.0 scale) on all undergraduate work attempted or 2.75 on the last 60 hours of undergraduate work attempted (with the exception of alternative master's degree programs), unless higher grade point averages are indicated by a department; and
2. A satisfactory score on the departmentally prescribed examination(s); and
3. Satisfactory compliance with other admission requirements, which may be specified by the various departments. See the departmental sections of this *Bulletin* for more-specific information.

Conditional Admission

Conditional admission may be granted in some programs to an applicant who:

1. does not have a satisfactory test score; or
2. has not taken the prescribed examination(s); or
3. has not complied with other specific departmental requirements.

There is no conditional admission for the Alternative Master's Degree Program or the SLP Program. Students must meet criteria for unconditional admission to each phase of the program.

Decisions on admission based on general Graduate Studies requirements are made by Graduate Admissions and Records. Decisions on admission to specific programs are made by the appropriate department and the dean of the college on the basis of requirements by Graduate Admissions and Records, college, and individual department.

A conditionally admitted student will be allowed to take *no more than 12 graduate hours*. Graduate credit toward a degree at the University of Montevallo will not be awarded until the requirements for unconditional admission have been met. No student who has been admitted conditionally will be allowed to register after attempting 12 hours of graduate work.

Any student who has attended another institution as a graduate student must be in good standing at that institution in order to be admitted for graduate study in the same field at the University of Montevallo. Exceptions may be made if the appropriate departmental chairperson and college dean agree that there have been mitigating circumstances.

Admission to the Educational Specialist and AA Certification Programs

Applications and Transcripts

The University of Montevallo welcomes applications from all individuals who have completed their master's degrees from a regionally accredited institution and who hold an Alabama Class A teaching certificate. Forms for making application and related information are available upon request by calling 205-665-6350, by e-mailing Graduate Admissions and Records at graduate@montevallo.edu, or online on the University's website. The completed application form, application fee, and two (2) official transcripts from the institution(s) at which the student completed other graduate work should be sent to Graduate Admissions and Records by April 15 for summer admission, July 15 for fall admission and November 15 for spring admission. **Please note:** These dates reflect priority deadlines. Applicants may submit materials after the deadline with the understanding that submitting materials after the priority deadline does not guarantee consideration for admission for the following term. SLP, English, M.B.A., Marriage and Family Counseling and Clinical Mental Health Counseling are only required to submit one (1) official transcript from each college or university. In addition UM undergraduates applying for these programs are not required to submit official transcripts. Graduate Admissions and Records will have access to their official transcripts on file with the University. If a student chooses to submit the application online through the online application process, he/she will have the opportunity to make payment through the web.

The Ed.S. degree and the AA certificate are earned simultaneously.

The following requirements must be met by all persons desiring entrance to the AA/Ed.S. program:

1. The candidate shall present proof of successful completion of a master's degree from a regionally accredited institution of higher education.
2. The candidate shall hold Class A certification in instructional leadership for the Ed.S. in Instructional Leadership. Class A certification in any teaching field or grade level designation is acceptable for the Teacher Leadership Program.
3. The candidate shall have a record of success as a teacher or support person in the area of specialization. The EXP form that is used to verify required years of teaching experience for the Instructional Leadership program and for the Teacher Leadership program may be obtained

from Graduate Admissions and Records or through the applicant's School Board office. It must be submitted with the application for both Ed.S. programs.

4. The candidate shall meet program-specific requirements as well.

No credit toward the AA/Ed.S. will be awarded to students who have not been admitted officially to the program(s).

Graduate Student Support

Financial Support

Graduate Honors Scholarship. The intent of the Graduate Honors Scholarship is to support outstanding graduates of four-year institutions of higher education who are seeking a master's degree. Room, board, and fees are not included. Scholarship funds will be divided among academic departments based on the number of graduate students in each of their programs. Assistance is provided for graduate courses only.

To be considered, a student must have a minimum undergraduate grade point average of 3.50 on a 4.0 scale in the chosen field of study **and** a minimum of 1100 on the verbal and quantitative portions (combined) of the Graduate Record Examination (GRE) **or** a minimum of 407 on the Miller Analogies Test (MAT) **or** a 550 on the GMAT Graduate Management Admission Test (GMAT). While all candidates must meet these requirements, each department may determine additional criteria for recipients. Final selections will be made by the department.

Qualified students will obtain scholarship applications and renewal requests from Graduate Admissions and Records or from the website. All applications for the Graduate Honors Scholarship will be reviewed by a departmental selection committee. The department chair will inform the Director of Graduate Admissions and Records of the department's decision. The notification of award will be sent to the recipient from Graduate Admissions and Records. Scholarship applications should be received in Graduate Admissions and Records by July 1 for all awards.

Financial Assistance for Professional Activities. Annually some funds are set aside in the Graduate Admissions and Records budget for the support of graduate students who are engaged in professional activity, e.g., presenting papers, facilitating meetings, etc. Funds allocated for this purpose usually are targeted for the reimbursement of student expenses. Applications for assistance will be evaluated and recipients will be approved by Graduate Council. The Application for Financial Assistance for Professional Activities is available in the office of Graduate Admissions and Records or on the website.

Graduate Assistantships. Graduate assistants at the University of Montevallo are students first and employees second. They have as their primary focus advanced study and ultimately the completion of a graduate degree. Therefore, the services they provide as graduate assistants should complement professional development in their chosen fields of study.

With the exception of graduate assistant coaches, graduate assistants must be enrolled as full-time students as defined in the *Graduate Bulletin* (unless fewer than six (6) hours are required to complete the degree in their last term). Graduate assistant coaches must be enrolled in at least 50 percent of this minimum requirement during the regular terms. All graduate assistants must be enrolled for a minimum of three (3) hours in the summer.

The application process may vary from department to department.

Graduate assistants must maintain the cumulative 3.0 grade point average required of all graduate students and must perform satisfactorily in the judgment of the employing department and supervisor.

Graduate assistants are employed on a semester basis and may be continued for no longer than three calendar years.

Graduate assistants shall be supervised directly by a full-time faculty or staff member within the employing department. Graduate assistants' responsibilities will be defined by the employing department/supervisor. Graduate assistants not completing practicum or internship requirements may not be permitted to work beyond an average of twenty (20) hours per week.

The University of Montevallo does not employ graduate assistants for teaching on a regular basis; however, occasionally, students may be employed to teach if they have a minimum of eighteen (18) graduate hours in the discipline that is to be taught and if they demonstrate proficiency in English. Graduate assistants employed to teach physical education activity courses do not have to have the eighteen (18) hours but must have the prerequisite knowledge and experience to teach the activity effectively. Graduate assistants may teach no more than six (6) hours per regular term and three (3) hours per abbreviated term.

Evaluations of the graduate assistant's performance will be completed and maintained by the employing department/supervisor.

The oversight of graduate assistants is the responsibility of the supervisor (department chair, staff supervisor, faculty supervisor) and the dean of the college in which the graduate student is employed.

Disability Support

Students who may need disability-related accommodations should contact Disability Support Services.

Special Admissions

Special Status

Special-status admission may be granted to a student under some circumstances. Special-status admission may be granted for no more than three (3) graduate hours and for no more than one term, based on a review of the student's transcript (unofficial or official). A special-status student may register only on the day of registration. Students admitted by special status must complete their application and be admitted into a program in order to continue with graduate coursework.

Non-Degree Status

Students taking courses for personal enrichment or to comply with undergraduate certification requirements may be allowed to enroll with non-degree status. If these students later apply for admission to a graduate program, credit for the course(s) taken will be evaluated on an individual course basis.

Students who desire non-degree status must submit an official transcript with a degree posted. By the end of the first term of enrollment, official transcripts from all institutions attended must be on file in Graduate Admissions and Records.

Students Who Have Not Completed a Degree

Undergraduate students who are in the last semester of their senior year may take up to six (6) hours of graduate credit at the University of Montevallo with permission of the department chairperson and the dean of the college housing the graduate program they wish to enter. Permission is granted to a student provided he/she has sufficient content background to indicate success at the graduate level. The student must apply and be accepted to the graduate program before taking graduate courses. Course credit cannot be counted toward the graduate degree at the University of Montevallo. **Please note:** This policy is not applicable to students pursuing any of the following programs: Alternative Masters in Education, Traditional Masters in Education, Instructional Leadership (Class A/ Masters), and School Counseling.

Second Master's Degree

A second master's degree may be earned with a *minimum* of 18 semester hours of additional credit beyond the first master's degree. Students seeking a second master's degree must meet the entrance requirements for the program

they wish to enter unless the appropriate departmental chairperson and college dean agree that those requirements or their equivalent were met in the first master's degree. Requirements for the second degree will be decided by the department chair and approved by the college dean.

International Student Admission

The University of Montevallo welcomes qualified applicants from other countries. Questions concerning admission to a graduate program should be addressed to Graduate Admissions and Records, Station 6350, University of Montevallo, Montevallo, AL 35115, U.S.A., by e-mailing Graduate Admissions and Records at graduate@montevallo.edu, or by accessing related information on the University's website. **It is recommended that international students begin the application process at least three (3) months prior to the posted application deadline.**

In addition to meeting the general admission requirements, international students are required to submit the following original credentials:

1. A completed application for admission with the required application fee;
2. Two (2) official copies of the student's college transcripts from foreign institutions, evaluated by World Education Services, Lisano International, Josef Silney and Associates, Inc., or other UM-recognized agency. Course equivalency is determined by the academic department chair.
3. An affidavit of financial support indicating that sufficient funds are available to the student to pay the cost of attendance. There is no financial aid program for international students at the University, nor do immigration laws permit part-time employment except in special cases.
4. A score of at least 550 on the paper-based, or a score of at least 71 on the Internet-based TOEFL. On the IELTS, the University requires a minimum overall score of 6.0, with a minimum score of 5.0 on any individual section on the academic module. Score reports should be sent to Graduate Admissions and Records, Station 6350, University of Montevallo, Montevallo, AL 35115, U.S.A. Students should write to the Educational Testing Service, P.O. Box 6155, Princeton, NJ 08540-6155, U.S.A., to complete arrangements for the TOEFL.

Students may find more information regarding the TOEFL at www.toefl.org.

Students may find more information regarding the IELTS at www.ielts.org.

5. A completed medical report by a physician, on a form provided by the University.

Note: After admission to the University, students are expected to notify the University of any change in health status that represents a potential risk to others. Students who may need disability-related accommodations may contact Disability Support Services.

Although federal immigration laws do not permit part-time employment for international students except in special instances, prospective students who meet the requirements previously listed are encouraged to contact the University for information regarding financial aid options.

Complete international student admission information is available on the University's website.

Retention and Completion

General Regulations

The following general regulations govern both the Ed.S. and master's degree programs unless otherwise indicated here or in the departmental section of this *Bulletin*.

Orientation

Individual departments provide an orientation program for all part-time and full-time graduate students. This orientation program is evaluated regularly and used to enhance effective assistance to students.

Library

Graduate students may check out library books for eight (8) weeks with the initial rental. Graduate students may also renew a library book one time for an additional eight (8) weeks, making the maximum time to check out a book one semester. Students enrolled in the M.A. program are automatically given one semester for a library book rental.

Advising and Planning a Program

The University of Montevallo maintains a systematic and effective program of graduate academic advising. The departments with graduate programs at the University make decisions regarding the assignment of academic advisers, and Graduate Admissions and Records monitors, along with the adviser, the systematic academic progress of each graduate student via permanent records and an on-line student information system that includes a degree audit program. Qualified advisers with expertise in the major/concentration are assigned to students at the point of admission to the program. Academic advisers are aware of the individual goals, strengths, and needs of students, and they are trained to use on-line student records to assist them in advising.

Departments assign graduate students to advisers who have a reasonable number of advisees and the time to devote to quality graduate advising. Graduate advising is evaluated on a regular basis.

After all transcripts have been received and evaluated, students accepted into the program are assigned an adviser in the department in which they plan to major. Students should meet with their adviser immediately to plan a program of study. Any student who registers for a course after the first semester without an approved program of study does so with the understanding that the courses he or she is taking may not apply toward the degree. The full

responsibility for the filing and revising of a program rests directly with the student. The student may lose credit for any courses which do not apply to the program on file. Therefore, students may not take courses from another program without written permission from their program adviser. A check of the accuracy of the program of study will be completed when students apply for the comprehensive exam.

A graduate student who took a course for undergraduate credit may not take the same course for graduate credit.

Test results and other information will be utilized by the adviser to discover any points in a student's preparation that may need strengthening, as well as special competencies that can be further developed. In order to correct deficiencies in preparation, it will sometimes be necessary for students to take undergraduate courses for which no graduate credit will be given.

Residency

All master's and specialist degrees are equivalent to at least one year of full-time graduate study, on the basis of nine hours established as a "full-time" minimum course load and twelve hours as a maximum course load. The minimum hours required for a degree then can be distributed across no less than two regular terms (fall and spring semesters) and two summer terms, constituting one calendar year.

Curriculum Requirements

The curriculum requirements for various programs are outlined in the departmental sections of this *Bulletin*. Exceptions to these requirements may be made through or by the appropriate department chair and college dean. No change may compromise the intent of the requirements.

Electives

Where a program permits, elective hours must be selected with the approval of the adviser.

Hour Requirements

Master's degree programs: A minimum of 30 semester hours is required for the master's degree. A full-time student who is required to write a thesis must earn a minimum of 24 semester hours in coursework. The thesis together with the coursework must total a minimum of 30 semester hours. Some degrees require more than 30 hours.

Ed.S. programs: A **minimum** of 30 semester hours is required for the Ed.S. Degree.

Grade Point Average

Master's degree programs: With the exception of the Instructional Leadership program, a 3.0 GPA is required on all work attempted for retention and graduation. The M.Ed. Instructional Leadership program requires a 3.25 GPA. A graduate student whose grade point average falls below 3.0 (or 3.25) will be placed on academic warning. The student has one term of enrollment in which to raise the overall GPA to 3.0 (or 3.25). May and both summer sessions together count as one term. Failure to raise the grade point average to 3.0 (or 3.25) as prescribed above will result in dismissal from the graduate program. The minimum passing grade for a graduate course is a C. A course may be repeated only one time if a grade lower than a C is made and the hours will be counted as hours attempted. Courses may be repeated only at UM.

Ed.S. programs: For retention and graduation, a 3.25 average on a 4.0 scale is required on all work attempted. A student whose GPA falls below 3.25 will be placed on academic warning. The student has one term of enrollment to raise the overall GPA to 3.25. May and summer sessions count as one term. Failure to raise the GPA to 3.25 as prescribed above will result in dismissal from the program. The minimum passing grade for Ed.S. courses is a C. A course may be repeated only one time if a grade lower than a C is made, and the hours will be counted as hours attempted. Courses may be repeated only at UM.

Final Semester GPA: A graduate student's graduate GPA is calculated only on the current program of study. Students who come to the end of their program or to the internship without the required GPA, having never been placed on academic warning, will be allowed to repeat up to two courses (where grades C, D, or F were made, and a B in Instructional Leadership) completed during the semester in which the GPA fell below the required minimum, as long as the grade(s) earned in the repeat(s) have the potential to restore the GPA.

Grading

Grades represent the instructor's assessment of the student's performance on classroom and laboratory assignments, as well as on essays, research papers, projects, classroom presentations, examinations, etc. Grades and grade points are earned and recorded as follows:

Grade	Grading Standard	Grade points/hour
A	Excellent	4
B	Good	3
C	Below Average	2
D	Unacceptable	1
F	Failing	0
I	Incomplete	0
W	Withdrawn	0
IP	In Progress	0

More-specific grading policies and criteria are published in individual course syllabi.

Incompletes

Grades of I (incomplete) **may** be given when students, because of circumstances beyond their control, are unable to complete coursework that is assigned and/or due during the last 15 calendar days of long semesters and/or the last 5 calendar days of the May and summer terms. It is the student's responsibility to make arrangements to complete remaining requirements.

All incomplete work must be finished by a date **determined by the instructor and not later than** the conclusion of the next long semester (i.e., for fall semester Incompletes, no later than the last day of the following spring semester; for spring term, May term, and summer term Incompletes, no later than the last day of the following fall semester). Otherwise, an I grade automatically becomes an F.

Transfer Credit

A maximum of six (6) semester hours (10 quarter hours) of graduate work, approved by the University of Montevallo, may be transferred from a regionally accredited institution. Such credit must have been earned within six years prior to the granting of the degree. No course may be transferred with a grade lower than B, and no course may be transferred with a grade of pass/fail.

Course equivalency is determined by the department chair. Transfer credit practices are consistent with American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Transient Credit

A student enrolled in the graduate program at the University of Montevallo may, with the written approval of his or her adviser and college dean, be allowed to attend another university as a transient student, provided the total number of hours taken at other institutions does not exceed six (6) semester hours. Without such written approval, the University of Montevallo is under no obligation to allow credit for the courses taken. It is the responsibility of the student to see that two copies of the official transcript of the credits earned is sent to Graduate Admissions and Records immediately following completion of the course(s). No course may be transferred with a grade lower than a B.

Course Load (Regular Term)

No graduate student may enroll for more than 12 credit hours, including courses taken concurrently at other institutions, in a regular term.

Full-time: A graduate student shall be considered "full-time" if he/she is enrolled in nine (9) or more graduate hours.

Part-time: A graduate student shall be considered part-time if he/she is enrolled in fewer than nine (9) graduate hours. Unless otherwise stated, all aid is based on enrollment as a full-time student, which is defined as **9 credit hours for graduate students**. To receive federal loans, students must be enrolled at least half time. Half time for graduate students is five (5) credit hours (effective Spring Semester 2011). If a student drops below full-time, certain types of aid may be cancelled or reduced. Notify the Office of Student Financial Services if you do not enroll as a full-time student.

Course Load (Summer Term)

No graduate student may enroll for more than seven (7) credit hours in a summer term, or 14 credit hours in a 10-week summer session, including courses taken concurrently at other institutions.

Full-time: A graduate student shall be considered “full-time” if he/she is enrolled in a total of nine (9) or more graduate hours spanning May Term and the Summer Sessions.

Any student taking a full load (six hours in a four-week summer session) must pay the student activity fee.

Part-time: A graduate student shall be considered part-time if he/she is enrolled in five (5) graduate hours or less spanning May term and the summer sessions. Unless otherwise stated, all aid is based on enrollment as a full-time student, which is defined as **9 credit hours for graduate students**. To receive federal loans, students must be enrolled at least half time. Half time for graduate students is five (5) credit hours (effective Spring Semester 2011). If a student drops below full-time, certain types of aid may be cancelled or reduced. Notify the Office of Student Financial Services if you do not enroll as a full-time student.

Course Load (May Term)

No graduate student may enroll for more than three (3) credit hours in a May term without special permission of the college dean.

Enrollment Timeliness

Students who are admitted to graduate study, either conditionally or unconditionally, and who do not enroll within two years will be required to reapply should they later decide to enroll.

Change of Major or Program

Admission to the graduate program implies acceptance for a specific program. When a student desires to change his or her degree or major, application for the change must be made on the appropriate form, which must be obtained

from Graduate Admissions and Records. This form must be completed and returned to Graduate Admissions and Records. Such applications are considered in the same manner as new applications, although credentials will not be necessary if they are already on file.

Drop/Add Procedure

A graduate student may drop/add courses during the specified period either on the web or through his/her academic adviser. After the established drop date, students may drop only with the permission of their college dean. Action to drop a course must be approved by the student’s adviser. A student may drop a course online if the access code has been entered by his or her adviser. If an access code has not been entered, the student should contact his or her adviser. Graduate Admissions and Records will drop a course only with written approval from the student’s adviser. Drop dates may vary for abbreviated terms (e.g. special workshops).

Withdrawal

A graduate student who desires to withdraw from graduate school may do so by midterm of the regular or summer terms. After midterm, students may withdraw only in case of personal or family illness/emergency or geographic relocation, and only with the approval of the college dean. Action to withdraw is initiated in Graduate Admissions and Records.

Student Responsibilities

Graduate students are expected to conform to the rules and regulations of the University of Montevallo. The attendance policy with regard to graduate students is handled on a student-instructor basis. The responsibility for meeting the requirements for a degree or certificate rests with the student.

Grade Point Average (GPA) Requirement for Completion

For graduation from most programs, master’s degree students must have at least a 3.0 average on all work attempted. Instructional Leadership (M.Ed.) students and all Ed.S. students must have at least a 3.25 average on all work attempted.

Maximum Time Limit to Complete Degree

Students will be allowed six years from the date of enrollment to complete graduate degree programs. No course more than six years old will be accepted for credit toward a graduate degree unless the student has petitioned the department chair and the college dean for an extension. If an extension is granted, the chair and college dean will decide the validity of courses rendered more than six years old by that decision.

Comprehensive/Exit Examinations

Successful completion of an exit examination (oral, written, portfolio, capstone project, etc.) on all graduate work will be required of each student in partial fulfillment of requirements for the master's or Educational Specialist Degrees. Exit exams may be attempted no more than three times. The exam typically is taken when the student is within six hours of completing the program. Contact the department office for exam registration deadlines.

Candidacy for the Degree

The application for exit examinations, including an updated program of study, will be considered the application for candidacy for the degree, as well. Successful completion of the exit/comprehensive exam or portfolio requirement will signal candidacy for the degree.

Diploma

Master's and Ed.S. degrees: Candidates for graduation must file an application for graduation and a diploma in Graduate Admissions and Records at least 10 weeks before graduation or eight weeks before graduation in the summer. The candidate must be present for the graduation exercises on the date assigned or register with Graduate Admissions and Records to receive the degree *in absentia*.

Alabama Teacher Certification

Students who are completing the M.Ed., Ed.S., or M.S., and who need to apply to the Alabama State Department of Education for Class A or AA certification should be aware that they have five years to apply for certification. After five years they must meet the current Alabama State approved course of study. Students may obtain certification packets in the Teacher Education Services Office.

Special Requirements

In addition to the general requirements, a student must meet any special requirements set up by the department offering the major. See each departmental section of this *Bulletin* for additional requirements.

Student's Rights to Privacy and Access to Educational Records

Transcript of Academic Record

The transcript is a student's official permanent record. The handling of transcripts and the retention and disposal of student records are in accordance with the guidelines of the American Association of Collegiate Registrars and Admissions Officers and the requirements of the Alabama University General Records Schedules.

Final grades for each term are available to students via the University's website. A printed copy of grades is available from the Registrar's Office upon written request.

Students who have fulfilled their financial obligations to the University may obtain transcripts of their records from the Registrar's Office.

Confidentiality of Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are as follows:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Director of Graduate Admissions and Records (DGAR) written requests that identify the record(s) they wish to inspect. The DGAR will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the records requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. 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.

The University may release without consent the following directory information: name, address, e-mail address, telephone numbers, major fields of study, date of birth, student identification number, participation in officially recognized activities and sports, weight and height of student-athletes, most-recent educational institution attended, number of current hours in which the student is enrolled, student enrollment status (i.e. full or part time), degrees and graduation dates, anticipated degrees and graduation dates, classification (i.e. freshman, sophomore, etc.) awards and honors, dates of attendance, and class schedule (this latter only by the Police Chief or his designee). Students wishing to withhold directory information must fill out a "Request to Prevent Disclosure of Directory Information" form, which may be obtained in Graduate Admissions and Records.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Montevallo to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

Any complaints or questions should be addressed to the DGAR, Graduate Admissions and Records, Van Tuyl House, (205) 665-6350. There is also a complete copy of the University's FERPA policy on file in Graduate Admissions and Records.

Policy for the Review of Research with Human Participants

The University of Montevallo has adopted the ethical principles developed by the American Psychological Association for the conduct of research with human participants. These principles apply to all research involving human subjects that meet one or more of the following criteria:

1. If the subjects or funds are obtained from within the University;
2. If the subjects or funds are obtained as a result of the researcher's association with the University;
3. If the research is conducted on the University campus;
4. If the research is sponsored or sanctioned by the University;
5. If the name of the University is used to help disseminate the research results.

Proposed research that meets any of the above criteria will be reviewed by the Human and Animal Subjects Research Committee (HASRC) for compliance with the ethical principles toward protection of the physical and psychological safety of the research subjects.

When research is conducted by students as part of a course assignment, the course instructor may request authority from the HASRC to approve minimal-risk research. Each student conducting human subjects research should submit an ethical compliance statement to the instructor for review. Research designs that warrant further review, in the opinion of the instructor, should be submitted to the Human and Animal Subjects Research Committee. Additional information is available on the University's website.

College of Arts and Sciences

Mary Beth Armstrong, Dean
 Hill House, Station 6508
 telephone: (205) 665-6508
 fax: (205) 665-6503
 e-mail: armstrom@montevallo.edu

The College of Arts and Sciences offers the M.A. degree in English and the M.S. degree in Speech-Language Pathology. The M.S. degree in Speech-Language Pathology has been approved for Alabama Class A certification under special circumstances. Refer to the Communication Science and Disorders section of this *Bulletin* for more information. The College also offers various teaching-field courses in support of the M.Ed. in Secondary and P-12 Education.

Admission Requirements

In addition to the general requirements for admission to the UM graduate program, students may be required to meet specific requirements which will be listed under the appropriate department.

Behavioral and Social Sciences

Ruth Truss, Department Chair
 Jeter Hall, 665-6180
 e-mail: trussr@montevallo.edu

No graduate degree is offered in the department; however, students pursuing the M.Ed. in Secondary Education with a Social Science or History concentration may take the following courses to fulfill teaching-field requirements. Students who have taken the courses as an undergraduate may not receive graduate credit for those courses, with the exception of the internships and directed readings.

Departmental Courses

Geography (GEOG)

505	Urban Geography	3 credit hours
511	Selected Topics in Geography	3 credit hours
566	Political Geography	3 credit hours

History (HIST)

511	Selected Topics in History	3 credit hours
521	Seminar in Medieval European History	3 credit hours
522	Seminar in Early Modern European History	3 credit hours
523	Civil Rights Movement	3 credit hours
532	History of French Film	3 credit hours
524	Colonial Latin America	3 credit hours
525	Modern Latin America	3 credit hours
526	U.S.-Latin American Relations: 1820 to present	3 credit hours
531	Cold War Latin America	3 credit hours
533	Modern Brazil	3 credit hours
534	Seminar in Twentieth-Century European History	3 credit hours
535	History of Modern Japan	3 credit hours
536	Seminar in American History	3 credit hours
541	History of England I	3 credit hours
542	History of England Since 1688	3 credit hours
543	Middle East	3 credit hours
544	The Islamic World	3 credit hours
547	Medieval European History, 476-1400	3 credit hours
548	Renaissance and Reformation, 1300-1653	3 credit hours
555	The French Revolution and the Napoleonic Era, 1789-1815	3 credit hours
558	History of Germany, 1871-1945	3 credit hours
560	History of the South	3 credit hours
561	History of Early Modern Europe, up to 1789	3 credit hours
565	History of France Since 1815	3 credit hours
566	Political Geography	3 credit hours
570	Colonial America	3 credit hours

571	Revolutionary America	3 credit hours
572	History of Alabama	3 credit hours
573	African American History	3 credit hours
574	Jeffersonian-Jacksonian America	3 credit hours
575	Constitutional Law	3 credit hours
576	Civil War and Reconstruction	3 credit hours
577	The Gilded Age	3 credit hours
579	History of Alabama's Constitutions	3 credit hours
580	Diplomatic History of the United States	3 credit hours
581	The United States, 1900–1945	3 credit hours
582	The United States Since 1945	3 credit hours
583	History of Africa	3 credit hours
584	U.S. Wars—Korea and Vietnam	3 credit hours
590	Directed Reading	3 credit hours
595	Internship in History	up to 6 credit hours

Political Science (POS)

511	Selected Topics in Political Science	3 credit hours
522	American Political Thought	3 credit hours
523	Civil Rights Movement	3 credit hours
543	Middle East	3 credit hours
544	Public Policy	3 credit hours
550	Global Policy Studies	3 credit hours
555	International Relations	3 credit hours
575	Constitutional Law	3 credit hours
579	History of Alabama's Constitutions	3 credit hours
584	U.S. Wars—Korea and Vietnam	3 credit hours
590	Directed Readings	3 credit hours
595	Government Internship	3–6 credit hours

Sociology (SOC)

501	Social Gerontology	3 credit hours
502	Sociology of Education	3 credit hours

505	Urban Geography	3 credit hours
511	Selected Topics in Sociology	3 credit hours
545	Sex Roles, Gender, and Culture	3 credit hours
580	Development of Sociological Theory	3 credit hours
590	Independent Study in Sociology	3 credit hours

Biology, Chemistry, and Mathematics

Houston Byrd, Department Chair
Harman Hall, 665-6480
e-mail: byrdh@montevallo.edu

There is no graduate major in Biology, Chemistry, Mathematics, or General Science; however, students pursuing the M.Ed. in Secondary Education with Biology, Chemistry, Mathematics, or General Science as the area of concentration may take the courses below to fulfill the teaching field requirements.

The University of Montevallo is a member of the Marine Environmental Sciences Consortium (MESC), a public, non-profit corporation dedicated to providing marine education, research and service to the state of Alabama. These courses are offered during the summer at the Dauphin Island Sea Laboratory, Dauphin Island, Alabama. Students must register and pay tuition for these courses at the University of Montevallo. For more information concerning these courses, contact the UM liaison, Dr. Jill Wicknick, Harman Hall, 665-6458.

Departmental Courses

Biology (BIO)

500	Basic Principles of Genetics	3 credit hours
510	Histology	4 credit hours
520	Parasitology	4 credit hours
530	Genetics	4 credit hours
535	Developmental Biology	4 credit hours
540	Evolution	3 credit hours
545	Laboratory Instruction in Biology	1–6 credit hours (maximum 3 credit hours per semester)
550	Current Topics in Biology	3 credit hours

551	Current Topics in Cell Biology	3 credit hours
552	Introductory Biology Instrumentation	1–3 credit hours
554	Advanced Biology Instrumentation	1–3 credit hours
555	Histological Techniques	4 credit hours
560	Field Botany	4 credit hours
570	Vertebrate Field Zoology	4 credit hours
571	Plant Physiology	4 credit hours
572	Animal Physiology	4 credit hours
575	Special Topics in Marine Biology	1–4 credit hours
580	Special Problems in Biology	1–4 credit hours

Chemistry (CHEM)

520	Inorganic Chemistry	3 credit hours
535	Instrumental Methods of Analysis	4 credit hours
540	Laboratory Instruction in Chemistry	1–6 credit hours (maximum 3 credit hours per semester)
545	Special Topics in Chemistry	3 credit hours
550	Introductory Chemistry Instrumentation	1–3 credit hours
552	Advanced Chemistry Instrumentation	1–3 credit hours
565	Chemical Calculations	3 credit hours
580	Special Problems in Chemistry	1–6 credit hours
581	Chemistry in the Community	3 credit hours

Marine Science (MSCI)

500	Marine Vertebrate Zoology	4 credit hours
501	Marine Biology	4 credit hours
510	Marine Invertebrate Zoology	4 credit hours
520	Coastal Ornithology	4 credit hours
530	Marine Botany	4 credit hours
551	Coastal Climatology	2 credit hours
568	Marine Behavioral Ecology	4 credit hours
570	Marine Ecology	4 credit hours
575	Marsh Ecology	4 credit hours

577	Marine Protozoology	2 credit hours
580	Special Topics in Marine Science	1–4 credit hours
585	Research on Special Topics	2–6 credit hours

Mathematics (MATH)

501	Mathematics for Teachers	3 credit hours
502	Linear Algebra for Teachers	3 credit hours
505	The History and Philosophy of Mathematics	3 credit hours
510	Elementary Function Theory for Teachers	3 credit hours
521	Complex Analysis for Teachers	3 credit hours
535	Sequences and Series	3 credit hours
540	Abstract Algebra	3 credit hours
570	Real Analysis	3 credit hours
580	Topology	3 credit hours
590	Individual Study	3 credit hours
595	Special Topics	3 credit hours

Physics (PHYS)

540	Laboratory Instruction in Physics	1–6 credit hours (maximum 3 credit hours per semester)
550	Introductory Physics Instrumentation	1–3 credit hours
552	Advanced Physics Instrumentation	1–3 credit hours

Communication Science and Disorders

Margaret L. Johnson, Acting Chair
George C. Wallace Speech and Hearing Center,
665-6720
e-mail: johnsonm@montevallo.edu

Claire Edwards, Graduate Program Coordinator
George C. Wallace Speech and Hearing Center,
665-6720
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The Department of Communication Science and Disorders (CSD) offers the Master of Science Degree in Speech-Language Pathology (SLP). The graduate program is accredited

by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

There are two options available for graduate students in the Master of Science program:

Option A: Thesis. Students selecting this option will take 3 to 6 credit hours of CSD 500 in addition to the regular coursework in Speech-Language Pathology. Students selecting and completing this option can opt out of the comprehensive examination.

Option B: Non-thesis. Students selecting this option will take the regular curriculum in Speech-Language Pathology, and thus take the comprehensive examination.

The CSD graduate program provides all academic and practicum requirements leading to the Certificate of Clinical Competence (CCC) from ASHA and state licensure by the Alabama Board of Examiners in Speech Pathology and Audiology (ABESPA). Graduates who have an undergraduate degree in speech-language pathology **and** who have taken an undergraduate or graduate course in introduction to special education and a course in computer technology may obtain the Class A teaching certificate in special education with endorsement in speech-language pathology from the Alabama State Department of Education. At UM the special education course at the undergraduate level is SPED 407 and at the graduate level is SPED 507. Without these courses, a UM M.S. graduate **does not meet the state-approved program and cannot receive a teaching certificate from UM**. If employed by a school system, the system would need to apply for a temporary or emergency certificate for the student. Upon receiving the CCC and licensure the individual should obtain a certificate. Graduates with an undergraduate major in speech-language pathology or speech and hearing science, but who do not have an undergraduate or graduate course in introduction to special education and educational technology are **not eligible** for certification through the University. Students who are not eligible for Class A certification through the University of Montevallo would seek certification through the public school system. For information regarding this certification route, contact individual school systems.

Admission Requirements

The CSD Department accepts primarily applicants with an undergraduate degree in SLP, Speech and Hearing Science, or a related field. However, a maximum of 3 non-background (non-SLP) undergraduate applicants may be accepted. These applicants must apply and meet the same requirements as the SLP-background students. If a non-background student is accepted and enrolls, the student will be a graduate student and thus subject to all rules and regulations of the graduate school while taking the non-background track of undergraduate courses. The

non-background track is a 3-year program containing one (1) year of undergraduate coursework.

Applicants for admission to the CSD graduate program in SLP must meet all admission requirements described in the Admissions Policies and Procedures section of this *Bulletin* for general unconditional admission to graduate school. The admission test required by the CSD Department is the Graduate Records Examination (GRE). Students must have a competitive GRE score to be considered for entrance into the program. **The CSD graduate program does not offer conditional admission to students.** The CSD Department admits new full-time graduate students only in the Fall semester and limits enrollment to up to 25 new students each Fall. Applicants are reviewed according to several parameters that include GPA and GRE scores and successful completion of an interview with members of the CSD faculty.

English Proficiency for Non-Native Speakers

Prospective candidates to the Master's program in Speech-Language Pathology must meet the graduate school requirement of a minimum score of 550 on the paper-based TOEFL or a score of at least 213 on the Internet-based TOEFL. Students must obtain a score of 27 or better on the iBT speaking subtest of the TOEFL, or a 50 or better on the Test of Spoken English. For more information on the TOEFL, visit www.toefl.org.

On the IELTS, the University requires a minimum overall score of 8.0, with a minimum score of 7.0 on any individual section on the academic module. Score reports should be sent to:

Graduate Admissions and Records
Station 6350
University of Montevallo
Montevallo, AL 35115, U.S.A.

To complete arrangements for the TOEFL, students should write to:

Educational Testing Service
P.O. Box 6155
Princeton, NJ 08540-6155, U.S.A.

All application information, including two copies of transcripts for all undergraduate work attempted, should be sent to **Graduate Admissions and Records**, where it is processed and then forwarded to the CSD Department. Completed applications should be received in Graduate Admissions and Records by February 1 (or the following Monday by 5 p.m. if the first day of February falls on a weekend) to meet the deadline for Fall-term admission consideration. Review of applicants will begin February 15 and will continue until the cohort is filled. Initial acceptance letters will be mailed by early April. Students who are approved will have two weeks in which to notify the

Department **by letter** of their acceptance of a position in the graduate program. If students fail to accept, those open positions will be offered to other applicants, moving down the ranking of admission scores.

CSD Department Policies and Procedures

1. All academic and practicum requirements of graduate students meet CAA program accreditation standards. The SLP graduate program involves five semesters of full-time work, including a summer term that includes courses in both Summer I and Summer II. The typical graduation date would be May of the second year.
2. Graduate SLP students will complete a minimum of 400 clock hours of clinical practicum (375 in direct clinical contact; 25 in observation), of which a minimum of 325 clock hours will be at the graduate level. Students may bring clinical practicum hours from their undergraduate program if they were properly supervised and meet all other ASHA accreditation standards. Clock hours will be divided into specified amounts of evaluation and treatment with children and adults. Students transferring more than 75 graduate clock hours from another CAA-accredited institution must complete at least 325 graduate clock hours at Montevallo.
3. The CSD Department has arrangements with a number of off-campus clinical facilities (e.g., hospitals, rehabilitation centers, nursing homes, public schools, etc.) where students may obtain properly supervised clinical practicum hours. During the first Fall, Spring, and Summer semesters, SLP graduate students obtain practicum experience primarily within the Speech and Hearing Center. During the fall term of the second year, graduate students are assigned part-time to approved off-campus sites. During the Spring term of the second year, graduate students are assigned to approved full-time off-campus externships. Students work in both public schools and medical settings for their externships. Because there are no academic courses during the externship, students may arrange an externship outside the local area with approval of the clinic director. If going outside the local area to supervisors with no previous contracts with the University, the signed contracts must be returned to the department by Oct. 1 prior to the spring externship.
4. Each graduate student is assigned to a faculty academic adviser who will guide the student through his/her entire academic and clinical program. *However, fulfillment of all requirements for the graduate degree, the ASHA CCC, the state license, and teacher certification is the responsibility of the student.*

Degree Requirements for Graduate SLP students

1. The Master of Science degree in SLP requires that the student satisfactorily complete an integrated program with a minimum of 75 semester hours (including combined undergraduate and graduate courses). The Master of Science (non-thesis) program includes 41 graduate hours of required coursework plus clinical practicum. (Specific coursework and practicum categories follow.) The Master of Science thesis program includes 41 graduate hours of required coursework, and up to five thesis hours and a clinical practicum.
2. Following is a listing of academic coursework and clinical practicum requirements:

Academic Coursework: 75 semester credit hours (SCH)

- A. Basic Science Coursework/Basic Sciences
Transcript credit for each of the following areas: biological sciences, physical sciences, social/behavioral sciences, and mathematics/statistics
- B. Basic Human Communication Processes
Must have knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Must have undergraduate speech and hearing transcript credit.
- C. Professional Coursework
Must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:
 - articulation
 - fluency
 - voice and resonance
 - receptive and expressive language in speaking, listening, reading, writing, and manual modalities
 - hearing
 - swallowing
 - cognitive aspects of communication
 - social aspects of communication
 - communication modalities

Supervised Clinical Observation and Practicum:
400 clock hours (CH)

- A. Clinical Observation (25 CH)
- B. Clinical Practicum (375 total CH)
- C. 325 CH at graduate level in SLP

3. Graduate SLP students must pass the departmental comprehensive examination for graduation with the M.S. degree. Students take this examination during the Fall semester of their second year of the program, and a passing score will allow them to meet their expected May graduation date. Students in the thesis program submit a thesis in lieu of taking a comprehensive exam.

Graduate Curriculum— Speech-Language Pathology

The curriculum for the Master of Science in Speech-Language Pathology is designed as a five-semester (including one summer session with two terms; Summer I and Summer II) course of study for full-time students. The course sequence was approved by the CSD graduate faculty and is monitored for the student by the graduate adviser. Students typically have a clinic practice assignment each term. The Spring semester of the second year is a full-time off-campus clinical externship.

Curriculum Outline (41–47 credit hours required)

- CSD 500 Thesis
- CSD 501 Neuroscience for Speech, Language, and Hearing
- CSD 502 Research in Speech-Language Pathology
- CSD 511 Language Development and Disorders:
Birth to Five
- CSD 512 School Age Language and Literacy
- CSD 514 Professional Issues
- CSD 530 Introduction to Dysphagia
- CSD 534 Motor Speech Disorders
- CSD 539 Augmentative and Alternative
Communication
- CSD 540 Acquired Cognitive-Communicative
Disorders in Adults
- CSD 542 Seminar in Cleft Palate and Syndromes
- CSD 543 Seminar in Stuttering
- CSD 545 Seminar in Voice Disorders
- CSD 546 Seminar in Aphasia
- CSD 547 Speech Sound Disorders
- CSD 549 Principles of Assessment and Diagnosis
- CSD 579 Advanced Clinical Practice in Speech-Language
Pathology (15 hours, including 9-hour externship)

Departmental Courses

Communication Science and Disorders (CSD)

500	Thesis	1–2 credit hours
501	Neuroscience for Speech, Language, and Hearing	3 credit hours
502	Research in Speech-Language Pathology	3 credit hours
511	Language Development and Disorders: Birth to Five	3 credit hours
512	School Age Language and Literacy	3 credit hours
514	Professional Issues	1 credit hour
530	Introduction to Dysphagia	3 credit hours
534	Motor Speech Disorders	3 credit hours
539	Augmentative and Alternative Communication	3 credit hours
540	Acquired Cognitive-Communicative Disorders in Adults	3 credit hours
542	Seminar in Cleft Palate and Syndromes	2 credit hours
543	Seminar in Stuttering	3 credit hours
545	Seminar in Voice Disorders	3 credit hours
546	Seminar in Aphasia	3 credit hours
547	Speech Sound Disorders	3 credit hours
548	Seminar in Communication Disorders	1–2 credit hours
549	Principles of Assessment and Diagnosis	2 credit hours
579	Advanced Clinical Practice in Speech-Language Pathology	1–9 credit hours

English

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Stephanie L. Batkie, Graduate Coordinator
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The English Department offers the Master of Arts degree, as well as courses for the Language-Arts concentration in the M.Ed. in Secondary Education. In reviewing applicants, the Department's Graduate Committee seeks to identify

students who will be fully engaged in the program and who will contribute actively to the scholarly and creative efforts of the Department and the discipline. In addition to meeting the University's minimum standards for enrollment in the graduate program (GPA and GRE or MAT scores), the top applicants will hold a B.A. in English (or equivalent credit hours) and will submit two satisfactory letters of reference from current or past professors (or others familiar with the applicant's scholarly potential) and a thoughtful cover letter (addressed to the Graduate Coordinator) outlining their reasons for pursuing the M.A. in English. Applicants must also submit a writing sample. The Graduate Committee will carefully consider all information when making its decision.

For the Master of Arts in English, a student will select, in consultation with the Graduate Coordinator, a total of 30 semester hours of graduate courses. The courses must be taken in the English department unless deemed appropriate by the Graduate Coordinator, and it is recommended that 6 of these hours be taken in graduate seminars (ENG 590). Additionally, the student must enroll in ENG 500 (Introduction to Graduate Studies) during the first Fall Semester of their graduate study. Any exception must be approved by the department. The remaining 6 hours of the degree are earned by a Master's Thesis and are directed by the student's chosen thesis adviser. At the end of the program, the student will present the thesis in a public defense before members of their advising committee and the department at large.

Departmental Courses

English (ENG)

500	Introduction to Graduate Studies	3 credit hours
504	Literature for Young Adults	3 credit hours
505	Studies in One or Two Authors	3 credit hours
508	Practicum in Writing Center Tutoring	1–3 credit hours
511	Studies in Drama	3 credit hours
512	Studies in Poetry	3 credit hours
513	Studies in the Novel	3 credit hours
514	Studies in Short Fiction	3 credit hours
515	Studies in Non-Fiction	3 credit hours
519	Special Topics in Genre	3 credit hours
523	Medieval Literature	3 credit hours
524	Early Modern Literature	3 credit hours
525	Restoration and 18th-Century Literature	3 credit hours

526	The Romantic Period	3 credit hours
527	The Victorian Period	3 credit hours
528	Modern Literature	3 credit hours
531	American Literature to 1865	3 credit hours
532	American Literature After 1865	3 credit hours
539	Special Topics in Literature	3 credit hours
552	Studies in Critical Theory	3 credit hours
554	Studies in Composition and Rhetoric	3 credit hours
555	Advanced English Grammar	3 credit hours
556	The Writing Process: Theories and Practices	3 credit hours
561	Advanced Creative Writing	3 credit hours
571	African American Literature	3 credit hours
572	Literature of Plural America	3 credit hours
573	Post-Colonial Literature	3 credit hours
574	Anglophone Literature	3 credit hours
575	Literature by Women	3 credit hours
589	Selected Topics in Literature and Language	1–6 credit hours
590	Graduate Seminar	3 credit hours
599	Independent Study	3–6 credit hours
699	Thesis	3–6 credit hours

Departmental Courses

Philosophy (PHIL)

565	Special Topics in Aesthetics	3 credit hours
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Michael E. Stephens College of Business

Stephen H. Craft, Dean
Morgan Hall 201, Station 6540
telephone: (205) 665-6540
fax: (205) 665-6560
e-mail: scraft@montevallo.edu

The Master of Business Administration (M.B.A.) degree program in the Stephens College of Business (COB) is designed to prepare graduates for careers in operational management and strategic leadership of public- and private-sector organizations. The distinction of the M.B.A. in the Stephens COB is the liberal-arts experience the University of Montevallo offers to its students. Through small class sizes, individual attention, and a focus on critical thinking, problem solving, and communication skills, the M.B.A. provides students with a unique learning experience. Along with diverse liberal-arts disciplines, the M.B.A. equips students with the necessary business knowledge, quantitative skills, and leadership expertise to be successful in the business practices of any field of study. The M.B.A. offers flexible and affordable full- or part-time evening options for coursework completion. Full-time status allows M.B.A. degree completion in one full year and can be entered in either the fall or spring term. Students and professionals may also study at their own paces on a part-time basis. For students who do not have an academic background or education in business, the Stephens COB offers all prerequisite coursework in a convenient summer business institute, as well as in the traditional classroom format year-round.

Admission to the program requires:

- (a) an undergraduate bachelor's degree from a regionally accredited college or university;
- (b) an overall GPA of at least 2.5 or 2.75 on the last 60 hours of undergraduate work;
- (c) a competitive score on the Graduate Management Admission Test (GMAT);
- (d) completion of prerequisite courses with a grade of C or better; and
- (e) two letters of recommendation.

M.B.A. Program Prerequisites

The following prerequisite courses (3 credit hours each) must be completed for unconditional admission to the M.B.A. program:

- AC 221 or equivalent
- EC 232 or equivalent
- FI 372 or equivalent
- MG 361 or equivalent
- MIS 161 (or proficiency)
- MK 351 or equivalent
- QM 235 or equivalent

Departmental Courses

Accounting (AC)

522	Current Issues in Accounting	3 credit hours
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Economics (EC)

532	Managerial Economics	3 credit hours
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Finance (FI)

572	Financial Management	3 credit hours
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General Business (GB)

509	MBA Internship Practicum	3 credit hours
560	MBA Special Topics	3 credit hours
576	MBA Directed Study and Research	3 credit hours

Management (MG)

500	Civilization, Society, and Organizations: Issues and Ideas	3 credit hours
561	Leadership of Human Resources and Organization Development	3 credit hours
565	Global Organizations and Management	3 credit hours
589	Strategic Management	2 credit hours
590	Strategic Management Capstone	1 credit hour

Management Information Systems (MIS)

567	Project and Information Systems	3 credit hours
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Marketing (MK)

551	Marketing Management	3 credit hours
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Quantitative Methods (QM)

563	Decision Science for Operations Management	3 credit hours
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College of Education

Anna E. McEwan, Dean
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All inquiries regarding graduate school admission to the University of Montevallo should be directed to Graduate Admissions and Records at graduate@montevallo.edu.

The College of Education offers the Master of Education (M.Ed.) and the Educational Specialist (Ed.S.) degrees. The M.Ed. leads to the Class A Certificate and the Ed.S. to the AA. Any student desiring certification on either level should carefully read the admission and completion requirements that follow. It is the student's responsibility to meet these requirements.

Statement of Purpose

The purpose of the graduate program in the College of Education is to promote the continuing professional development of students who have made a commitment to service and careers in teaching, counseling, or leadership. While one graduate program serves as an initial preparation program for P–12 teachers, other graduate programs focus on the continuing and advanced development of practicing professionals. Graduate studies are designed to build upon the skills, knowledge, and experiences of the professional as growth toward wiser and more-informed decisions is encouraged.

The Alabama Standards for Instructional Leaders, the CACREP standards for counselors, the Alabama Quality Teaching Standards, and the National Board for Professional Teaching Standards provide structures around which the curriculum for all graduate programs is built and assessed.

Accreditation

The College is a member of the American Association of Colleges for Teacher Education and is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and CACREP. All programs are approved by the State Department of Education on the basis of National Association of State Directors of Teacher Education guidelines, and state certification standards. In compliance with the requirements of Title II of the Higher Education Act, the University of Montevallo reports that the state of Alabama presently administers the Alabama Educator's Certification Testing Program (AECTP) for students seeking initial teacher certification; PRAXIS II, a state-mandated test to evaluate content knowledge in the chosen teaching

field(s); and the Principles of Teaching and Learning (PTL), an exam for professional studies. Successful completion of all tests is required for Alabama certification at initial and advanced levels.

Master of Education/Traditional Program

The Master of Education degree is offered in the following areas: Counseling and Guidance, Elementary Education (K–6), Secondary Education (6–12), Preschool through 12th grade Education (P–12), and Instructional Leadership. A complete description of each major is found in the appropriate program area section.

Admission requirements for traditional programs

In addition to general graduate school requirements, students must comply with the following to be admitted unconditionally.

1. Students seeking Class A certification in a teaching field must have graduated from an approved basic teacher education program in the teaching field(s) in which Class A certification is sought. If an applicant did not graduate from an approved basic teacher education program in the teaching field(s), then all transcripts must be reviewed by the Director of Teacher Education Services to determine if prerequisite coursework is needed.
2. Students seeking Class A certification must present a copy of their Alabama teaching certificate.
3. Students seeking admission to the Instructional Leadership and Counseling Programs have additional criteria for admission (see individual program requirements).
4. Students seeking Class A certification must present evidence of a clear criminal background check.

Completion Requirements for Traditional Programs

In addition to meeting all general graduate school requirements, students must pass a written comprehensive assessment (see individual program requirements). Students attaining initial certification in Instructional Leadership and School Counseling are required to successfully complete the appropriate Praxis II exam before the University of Montevallo will recommend certification.

Candidates must have maintained a 3.0 GPA (3.25 for Instructional Leadership).

Students meeting requirements for Class A certification must complete the proper certification application. These forms may be obtained from the Teacher Education Services Office and should be completed during the last semester

of study. Applications for certification are filed three times each year (December, May, August). Adherence to posted deadlines is imperative for timely processing of applications.

Master of Education/ Alternative Master's Degree Program

The Alternative Master's Degree program is designed for students who do not have a background in education and wish to earn a master's degree and initial teacher certification at the same time. The University of Montevallo offers the Alternative Master's Degree option in the following areas: Elementary Education; Secondary Education with concentrations in Biology, Chemistry, Collaborative K–6, Collaborative 6–12, English/Language Arts, History, Family and Consumer Sciences, Mathematics, General Science, and Social Science; P–12 Education with concentrations in Art, Collaborative Deaf and Hard of Hearing, Music (Choral and Instrumental), and Physical Education.

Admission Requirements for Alternative Master's Degree Program

Students who have been denied admission to or dismissed from undergraduate teacher preparation programs at the University of Montevallo or at any other institution are not eligible for admission to the Alternative Master's Degree Program.

Students must have a minimum overall GPA of 2.5 (4.0 scale) posted on the baccalaureate transcript in order to be eligible for admission to the Alternative Master's Degree Program.

Students wishing to enter the Alternative Master's Degree program should request an evaluation of all academic work attempted. For information concerning this evaluation, contact Graduate Admissions and Records.

Students pursuing the Alternative Master's degree must complete all admission requirements before taking more than five graduate courses. If a student takes more than five graduate courses before these requirements are met, the additional hours will not be counted as credit toward the degree. Students in the Secondary and P–12 Art Education programs will be evaluated for admission to each phase of the program. All prerequisite coursework must be completed prior to admission for Stage A.

Students in the Elementary program will be evaluated for admission to each block of the program.

The general admission requirements follow:

1. A passing score on the GRE or MAT (required to enter the Pre-Professional Block of Elementary Education or Stage A of Secondary Education and P–12 Art programs).

2. A minimum overall grade point average of 2.5 (4.0 scale) posted on the transcript of the last degree granted.
3. Completion of general studies courses, including humanities, social science, science, and mathematics (required to enter the Pre-Professional Block of Elementary Education or Stage A of Secondary Education and P–12 Art, Music, and Physical Education programs).
4. Completion of ED 527 (Instructional Technology) or an approved course equivalent (required to enter the Pre-Professional Block of Elementary Education or Stage A of Secondary Education and P–12 Art, Music, and Physical Education programs).
5. Completion of a team interview (required to enter the Content Literacy Block of Elementary Education or Stage B of Secondary Education and P–12 Art, Deaf and Hard of Hearing, Music, and Physical Education programs). Applications are available in the Teacher Education Services Office. (Required prior to completing 18 credit hours for Collaborative K–6, Collaborative 6–12, Collaborative Deaf and Hard of Hearing P–12.)
6. Successful completion of the basic skills portion of the AECTP (required to enter Content Literacy Block for Elementary Education or Stage B of Secondary Education and P–12 Art, Music, and Physical Education programs). Required prior to completing 18 credit hours for Collaborative K–6, Collaborative 6–12, DHH P–12.)
7. Completion of appropriate undergraduate coursework in one of the following teaching field options:
 - A. Elementary Education: 12 credit hours each in mathematics, science, social sciences, and English/language arts.
 - B. Secondary Education:
 1. Single teaching field: 32 semester hours in biology, 32 semester hours in chemistry, 32 semester hours in family and consumer sciences, 32 semester hours in history, or 32 semester hours in mathematics. Nineteen semester hours must be at the upper level.
 2. Comprehensive teaching field:
 - a. English/Language Arts: 32 semester hours of language arts courses, with at least one course in each of the following areas: grammar, speech, theater, and journalism.
 - b. General Science: 32 semester hours of science courses, with at least one course in each of the following areas: biology, chemistry, earth and space science and physics.
 - c. Social Science: 32 semester hours of social science courses, with at least

one course in each of the following areas: economics, geography, history, and political science.

C. P–12 program:

1. Art: 32 semester hours of courses appropriate to the P–12 curriculum in art. Nineteen semester hours must be at the upper level.
 2. Physical Education: 32 semester hours of courses appropriate to the P–12 curriculum in physical education. Nineteen semester hours must be at the upper level.
 3. Music: 32 (choral or instrumental) semester hours of courses appropriate to the P–12 curriculum in music. Nineteen semester hours must be at the upper level.
8. Evidence of a clear criminal background check.

Completion Requirements for Alternative Master's Degree Programs

In addition to meeting all general graduate school requirements, students must pass a written comprehensive examination and/or professional portfolio. Successful completion of the requirements of the AECTP is required for initial certification for individuals completing the Alternative Master's Degree program. This includes a passing score on the appropriate PTL and Praxis II content exams for admission to the internship in both Secondary/P–12 and Elementary Education. Other program-specific requirements may exist, as well.

Educational Specialist (Ed.S.) and AA Certificate

The Ed.S. degree and the AA certification are earned simultaneously and are offered in Instructional Leadership and Teacher Leadership. A complete description of each major is found in the appropriate section. For additional requirements, refer to the description of each major.

The following are the basic admission and completion requirements for the AA/Ed.S. programs.

Admission Requirements for AA/Ed.S.

1. The applicant shall hold initial certification in an Alabama A-level program in administration for the Ed.S. program in Instructional Leadership. Alabama Class A certification in any teaching field or grade level designation is acceptable for the Teacher Leadership program. Candidates who have applied for Class A certification must submit proof of certification before the end of the first semester of coursework. Students may not take additional coursework without a copy of certification on file in the Office of Graduate Studies.
2. Applicants for the Teacher Leadership and Instructional Leadership programs shall have

completed a requisite number of years of successful classroom teaching or administrative experience and shall submit a State Department of Education EXP Form (prior to admission to the program for Instructional Leadership and as part of application for Teacher Leader). The three years leadership experience for the Ed.S. in Instructional Leadership is waived for candidates who completed a Redesigned SDE Class A Instructional Leadership program.

3. Applicants will submit evidence of a clear criminal background check.
4. Other admission criteria may be required as specified in the state code for certification. Consultation with the Program Coordinator is recommended.

Completion Requirements for AA/Ed.S.

1. The candidate shall maintain a minimum 3.25 grade point average on a 4.0 scale on all work attempted.
2. The candidate shall make a satisfactory score on a comprehensive assessment covering the content of the program (e.g., written, oral, portfolio, or action research).
3. The candidate shall demonstrate a satisfactory level of performance as a teacher or support person.
4. The candidate shall satisfy program-specific requirements, as well.

Counseling and Leadership Programs

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Counseling and Guidance

Stephanie Puleo, Program Coordinator
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The Counseling program consists of three different tracks, or emphases. All three tracks are accredited by CACREP.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling track is designed to prepare counselors to work in such settings as mental health centers, substance abuse treatment programs, hospitals, and agencies. Students desiring a higher-education counseling setting should also pursue this track.

Couples and Family Counseling

The Couples and Family Counseling track is designed to prepare counselors to work systemically with couples and families in a variety of settings.

School Counseling

The School Counseling track is designed to prepare school counselors at the elementary and secondary levels. This program track has been approved by the State Board of Education for the Alabama Class A Certificate in School Counseling.

Program Admission

The Counseling program limits its enrollment to 22 new students each fall and 22 new students each spring. Screening begins February 1 for admission in the Fall semester and September 15 for admission in the Spring and continues until the cohort is filled. Applicants must have attempted either the MAT or the GRE in order to be considered and must have submitted an acceptable score [MAT (388) or GRE (290—verbal + quantitative)] within the first 12 hours of coursework in order to obtain unconditional admission.

In addition to the general admission requirements for graduate study, students applying for the Counseling program must submit an essay with their application. This essay should consist of a brief statement of long-range professional goals in counseling. The essay should be typed and approximately two pages long. Name, program track and anticipated date of enrollment should be typed at the top of the first page. This essay will be used by the department Admissions Committee in selecting applicants for the program. No application will be reviewed without the essay. In addition, a personal interview with the counseling faculty will be required. Applicants will be contacted regarding the scheduling of this interview after all other application materials have been received. Candidates for School Counseling must present evidence of a clear criminal background check.

Completion Requirements

Although the following curriculum outline is similar for the clinical mental health and school counseling tracks, the track selected will determine the track-specific courses, as well as the practicum and internship placement. Students in the School Counseling track must complete their internship in a school setting in order to qualify for the Class A Certificate in School Counseling. School Counseling track students must also make a passing score on the Praxis II and the APTT in order to qualify for certification. Students in the School Counseling track will be required to take a special-education course if they have not previously done so. In addition, all students must make a satisfactory score on a written comprehensive examination covering the eight content areas required by CACREP. Students who do not pass the comprehensive exam in three attempts will be required to complete remediation determined by the faculty prior to a subsequent attempt. Each subsequent attempt will require additional remediation. A passing score must be achieved within the 6-year limit for degree completion or the degree will not be awarded. The passing score is 80. All students will be required to enroll in EDC 502 and EDC 515 during their first semester in the program.

Students must earn a minimum grade of C in EDC 541 in order to enroll in the internship. Students must also earn a minimum grade of B in the internship to successfully complete and graduate from the program.

Curriculum Outline for Clinical Mental Health Track (60 credit hours required)

A. Core courses (30 credit hours)

EDC 502 Theories and Techniques of Counseling
EDC 503 Assessment in Counseling
EDC 515 Prepracticum in Interpersonal Skills
EDC 530 Professional, Ethical, and Legal Issues in Counseling
EDC 550 Group Procedures in Counseling
EDC 557 Systemic Strategies for Crisis Intervention
EDC 570 Career and Lifestyle Development
EDF 580 Advanced Human Growth and Development
EDF 600 Applied Research in Education and Behavioral Sciences
EDF 620 Social and Multicultural Foundations

B. Track Definition Courses (18 credit hours)

EDC 526 Grief and Loss Counseling
EDC 527 Addicted Families
EDC 536 Family Life Skills and Consultation
EDC 546 Clinical Work with Suicidal Clients and Families
EDC 556 Psychopathology
EDC 596 Clinical Mental Health Counseling

C. Approved Elective (3 credit hours)

D. Clinical Instruction (9 credit hours)

EDC 541 Counseling Practicum
EDC 581 Counseling Internship (6 credits if taken in one semester)
EDC 581 Counseling Internship

Curriculum Outline for School Counseling Track (48 credit hours required)

A. Core courses (30 credit hours)

EDC 502 Theories and Techniques of Counseling
EDC 503 Assessment in Counseling
EDC 515 Prepracticum in Interpersonal Skills
EDC 530 Professional, Ethical, and Legal Issues in Counseling
EDC 550 Group Procedures in Counseling
EDC 557 Systemic Strategies for Crisis Intervention
EDC 570 Career and Lifestyle Development
EDF 580 Advanced Human Growth and Development
EDF 600 Applied Research in Education and Behavioral Sciences
EDF 620 Social and Multicultural Foundations

B. Track Definition Courses (15 credit hours)

EDC 541 Counseling Practicum

EDC 552 Collaborative Systemic Interventions for Children
EDC 581 Counseling Internship (6 credit hours)
EDC 592 School Counseling

C. Approved Elective (3 credit hours)

Curriculum Outline for Couples and Family Counseling Track (60 credit hours required)

A. Core Courses (18 credit hours)

EDC 503 Assessment in Counseling
EDC 515 Prepracticum in Interpersonal Skills
EDC 530 Professional, Ethical, and Legal Issues in Counseling
EDC 550 Group Procedures in Counseling
EDC 570 Career and Lifestyle Development
EDF 600 Applied Research in Education and Behavioral Sciences

B. Couples and Family Studies (12 credit hours)

EDC 517 Intimacy and Sexuality
EDC 527 Addicted Families
EDF 620 Social and Multicultural Foundations
FCS 502 Advanced Marriage and Family Relationships
or
SOC 540 Sex Roles, Gender, and Culture
or
Elective in Couples and Family Studies

C. Marriage and Family Therapy (9 credit hours)

EDC 552 Collaborative Systemic Interventions for Children
EDC 557 Systemic Strategies for Crisis Intervention
EDC 597 Couples and Family Counseling

D. Human Development (9 credit hours)

EDC 502 Theories and Techniques of Counseling
EDC 556 Psychopathology
EDF 580 Advanced Human Growth and Development

E. Clinical Instruction (12 credit hours)

EDC 541 Counseling Practicum
EDC 581 Counseling Internship (6 credit hours)
EDC 582 Advanced Internship in Couples and Family Counseling

Instructional Leadership

Courtney Bentley, Program Coordinator
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The Instructional Leadership program offers two programs in Instructional Leadership. Students may participate in programs leading to an M.Ed. or an Ed.S. degree. Admission to the Ed.S. program requires a Class A Certificate

in Instructional Leadership. Following are the admission requirements for the M.Ed.

1. Passing score on either the GRE (290) or MAT (388). The test must have been taken within 5 years of the date of application for graduate study.
2. Earned baccalaureate-level Professional Educator Certificate in a teaching field or earned master's-level Professional Educator Certificate in a teaching field or instructional support area.
3. Three years successful teaching experience.
4. A minimum grade point average of at least 2.5 (on a 4.0 scale) on all undergraduate work attempted or 2.75 on the last 60 hours of undergraduate work attempted.
5. Passing score on an admission portfolio. The portfolio will contain the following:
 - a. Three (3) letters of recommendation, to include the applicant's principal or supervisor. Each local superintendent will establish requirements for recommendations from the principal and/or supervisor.
 - b. Completed copy (all forms) of the most-recent performance appraisal, to include the professional development component, if available.
 - c. Evidence of ability to improve student achievement.
 - d. Evidence of leadership and management potential, including evidence of most-recent accomplishments in the area of instructional leadership.
 - e. Summary of the candidate's reasons for pursuing instructional leadership certification.
 - f. Summary of what the candidate expects from the preparation program.
6. Passing score on an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher-education faculty.
7. Evidence of a clear criminal background check.

Retention/Completion Requirements

Students must have maintained a minimum 3.25 GPA (4.0 scale) on all courses in the approved program. In addition, students must make a satisfactory score on a comprehensive written examination covering the content of the program. This requirement applies to all programs. Students must pass the Praxis II to receive Class A Certification in Instructional Leadership.

Class A Certification/M.Ed.

Curriculum Outline (30 credit hours required)

A. Instructional Leadership Core (15 credit hours)

EDL 593 Leadership, Collaboration, and Mentoring
EDL 594 Curriculum and Instructional Leadership

EDL 595 Public Relations, Community Resources,
and Ethics
EDL 596 Fiscal and Non-Fiscal Resources for
Instruction
EDL 597 Legal Issues and Human Resources

B. Research (3 credit hours)

EDF 540 Applied Educational Research

C. Technology (3 credit hours)

EDL 577 Technology for School Leaders

D. Foundations (6 credit hours)

EDF 526 Assessment and Data Analysis for Instructional
Improvement
EDF 620 Social and Multicultural Foundations

E. Residency (3 credit hours)

EDL 599 Residency and Capstone Seminar

- Students who have not completed the special-education requirements are required to take a general survey course (SPED 507 or SPED 508), which will make the program 33 credit hours.

Class AA Certification/Ed.S.

The Class AA certificate in Instructional Leadership will include eligibility for grades preschool through 12. Applicants must hold a valid Class A certificate in Instructional Leadership. Applicants who obtained the Class A certificate prior to the redesigned program must have three years administrative experience and must have earned a master's-level Professional Educator Certificate in a teaching field or instructional support area.

Curriculum Outline (30 credit hours required)

A. Theory (15 credit hours)

Required:

EDL 605 Fiscal Resources and Business Management
EDL 606 Leadership and Mentor Training
EDL 612 Public Relations and Community Resources
EDL 640 Curriculum Problems and Issues
EDL 644 Legal and Ethical Issues
EDL 645 Data-Driven Models for Curriculum
Development
EDL 648 Leadership for Educational Equity and
Social Justice

B. Research (3 credit hours)

EDF 600 Applied Research in Education and Behavioral
Sciences

C. Problem Analysis Project (6 credit hours)

EDL 650 Field Work in School Administration
EDL 651 Field Work in School Administration

- Students who have not completed the special-education requirements are required to take a general survey course (SPED 507 or SPED 508), which will make the program 33 credit hours.

**Teacher Leadership
(Ed.S. and AA Certificate)**

The Teacher Leadership AA/Ed.S. is a 30-semester-hour program designed to meet both degree and certification requirements. This program is available to teachers from all subject areas and all grade levels. It has been approved by the State Board of Education for the Alabama Class AA certificate (levels P–12/all subject areas). Following are the basic admission and completion requirements for the program.

Admission Requirements for AA/Ed.S.

1. Applicants shall hold a master's degree with an Alabama master's level certification in any teaching field or at any grade level, with a minimum cumulative 3.0 grade point average. Applicants must have at least 3 years of teaching experience and must submit an EXP form completed by their school board.
2. Applicants must submit a copy of their Class A certification.
3. Recommendation Forms are also required.
4. Professional portfolio is also required.

Retention/Completion Requirements for AA/Ed.S.

1. A minimum cumulative grade point average of 3.25.
2. A passing score on a comprehensive assessment, which includes action research documentation and formal presentation.

Curriculum Outline (30 credit hours required)

Note: The curriculum is currently under revision in compliance with state code regulations; thus, consultation with an adviser is strongly recommended as changes will not be reflected in this *Bulletin*.

The following course outline must be followed to receive the degree/certificate.

Leadership and Policy Study (9 credit hours)

EDL 606 Leadership and Mentor Training
EDL 645 Data-Driven Models for Curriculum
Development
EDL 648 Leadership for Educational Equity and
Social Justice

School and Community Resources (6 credit hours)

EDL 612 Public Relations and Community Resources
EDL 643 The School Climate
FCS 535 Parent and Family Involvement

Professional Practice and School Improvement (9 credit hours)

EDL 690 Teacher Leadership for the 21st Century
EDL 691 Research and Planning for School Improvement
EDL 692 Implementation and Evaluation of School Improvement

Electives (6 credit hours)

Select any 6 credit hours of graduate courses mutually agreed upon by student and adviser.

- Students who have not completed the special-education requirements are required to take a general survey course (SPED 507 or SPED 508), which will make the program 33 credit hours.

Elementary and Secondary Programs

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PRAXIS II and Principles of Teaching and Learning (PTL)

Candidates for initial teacher certification will be required to successfully complete all relevant PRAXIS exams before attempting an internship. For more information, visit the Alabama State Department of Education website at www.alsde.edu or the Educational Testing Service at www.ets.org/praxis.

Elementary Education

M.Ed. Class A

Elementary/Traditional Program

This program has been approved by the State Board of Education for the Alabama Class A Elementary (grades K-6) certificate. A student desiring this certificate must hold the Alabama Class B elementary certificate.

Curriculum Outline (33–36 credit hours required)

Core Area (18 credit hours)

Required:

ED 503 Power, Politics, and Change
ED 504 Innovative Instructional Design
ED 506 Reaching Every Learner
ED 527 Computer-Based Instructional Technologies (or equivalent)
ED 591 Research Design for Classroom Teachers
ED 592 Action Research for Classroom Teachers
EDF 500 Introduction to Graduate Studies

Survey of Special Education Coursework (0-3 credit hours) (required if not previously completed)

SPED 507 Exceptional Learners in the P–12 and Secondary Programs

Teaching Field (12 credit hours)

Select four:

ED 514 Creative Arts for the Classroom Teacher
ED 549 Selected Topics in Early Childhood and Elementary Education
ED 556 Improving Instruction in Elementary Language Arts
ED 557 Thinking Mathematically in the Elementary Classroom
ED 559 Elementary Social Studies and the Integrated Curriculum
ED 574 Thinking Geographically in the Elementary Classroom
ED 575 Environmental Education for ECE/Elementary Teachers
ED 598 Independent and Informal Study

Electives (3 credit hours)

ED 516 Emerging Literacy in the Classroom
ED 517 Teaching Writing in Today's Classrooms
ED 525 Assessment and Planning for Reading Instruction
ED 528 Multimedia Technology in Education
ED 529 Curriculum Integration Technology
ED 530 Language and Literacy Development
ED 532 Content Area Literacy
ED 533 English Language Learners in Today's Classrooms
ED 570 Selected Topics in Technology
ED 571 Selected Topics in ELL/Special Education
EDF 516 Theory and Practice of Communication Skills
EDF 526 Assessment and Data Analysis for Instructional Improvement
EDF 620 Social and Multicultural Foundations
EDF 630 Advanced Educational Psychology
SPED 519 Collaboration and Intervention

M.Ed. Class A in Elementary Education/Alternative Master's Degree Program

The College of Education offers the elementary level Alternative Master's Degree Program in Elementary Education and Collaborative (K–6).

Admission Requirements:

Elementary students must complete ED 527 (or the equivalent) and ED 410 as prerequisites for admission.

A passing score on all components of the AECTP and PRAXIS II content examinations is required.

Curriculum Outline (40 credit hours required)

I. Knowledge of Self (10 credit hours)

Required:

- ED 501 Introduction to Teaching
- EDF 561 Measurement and Evaluation of Elementary Education
- SPED 508 Exceptional Learners in the Early Childhood and Elementary Classroom
- SPED 515 Instructional Methods in the Inclusive Early Childhood and Elementary Classroom

II. Knowledge of Diverse Learners and Communities (3 credit hours)

Select one:

- EDF 580 Advanced Human Growth and Development
- EDF 630 Advanced Educational Psychology

III. Knowledge of Instruction, Technology, and Other Service Delivery Systems (6 credit hours)

Required:

- ED 565 Organization and Management in the Elementary Grades
- ED 581 Advanced Materials and Methods in Early Childhood Education

Admission to Pre-Professional Block:

- Must meet all admission requirements
- MAT score of at least 388 or GRE score of at least 290
- Passing score on all components of the AECTP and PRAXIS II content exam
- Successful completion of ED 410
- Successful completion of ED 527

Admission to Literacy Block:

- Successful completion of team interview
- Successful completion of ED 501

Admission to Content Block:

- Successful completion of SPED 515
- Minimum 3.0 GPA on literacy block coursework
- Demonstration of mastery of literacy block competencies

IV. Knowledge of Curriculum, Subject Matter or Specialty Area (15 credit hours)

Required:

- ED 511 Advanced Studies in Teaching Reading (Literacy Block)
- ED 544 Teaching Elementary School Social Science (Content Block)
- ED 545 Teaching Elementary School Mathematics (Content Block)
- ED 546 Teaching Elementary School Language Arts (Literacy Block)
- ED 548 Teaching Elementary School Science (Content Block)

Admission to Internship:

- Successful completion of EDF 561, EDF 580 or EDF 630
- Achievement of eligibility for internship
- Minimum 3.0 GPA on all program coursework completed
- Passing score on the PTL and other PRAXIS II exams
- Successful completion of TB screening
- Demonstration of mastery on content block competencies

V. Knowledge of Pedagogy and Professional Practice (6 credit hours)

Required:

- EDI 570 Internship in Elementary Education

Collaborative (Special) Education K–6

M.Ed. Class A Collaborative Teacher K-6/

Alternative Master's Degree Program

Admission requirements:

Collaborative Teacher students must complete the TEP admission interview along with the AECTP and the PRAXIS II Elementary content examination. Completion of undergraduate core courses, including: 12 semester hours of math, 12 semester hours of science, 12 semester hours of social studies, and 12 semester hours of English/language arts.

Prior to Internship:

Students must have a minimum 3.0 GPA on all program coursework completed, a negative TB screening result, successful completion of all program/course field experience and course expectations, and a passing score on all related Praxis II exams.

Exit Criteria:

Collaborative teacher students must complete all courses requirements while maintaining a minimum 3.0 GPA. They must also demonstrate successful performance in the internship semester and complete an electronic portfolio using LiveText.

Curriculum Outline (33–36 hours)

Foundation Courses

- ED 501 Introduction to Teaching
- ED 527 Computer-Based Instructional Technology
- EDF 505 Introduction to Social/Multicultural Education
- EDF 561 Evaluation in Elementary Education
- SPED 508 Exceptional Learners/Elementary

Professional Courses

- ED 530 Language and Literacy Development **or**
- ED 532 Content Area Literacy
- ED 545 Teaching Elementary School Math
- EDI 560 Internship in Collaborative Special Education

SPED 515 Instructional Methods in the Inclusive Elementary Classroom
SPED 516 Behavior Management in Special Education
SPED 540 Practicum in Special Education
SPED 562 Assessment in Special Education
SPED 519 Collaboration and Intervention

Secondary Education—High School

M.Ed. and Class A

High School/Traditional Program

This program has been approved by the State Board of Education for the Alabama Class A High School certificate (grades 6–12) in the following areas of concentration: Biology, Chemistry, English/Language Arts, Family and Consumer Sciences, General Science, History, Mathematics, and Social Science. A student desiring such certification must hold an Alabama Class B High School certificate with an endorsement in the area of concentration to be pursued. The curriculum is aligned with the Alabama Educator's Certification Testing Program and the National Board for Professional Teaching Standards.

Curriculum Outline (33–36 credit hours required)

Core Area (18 credit hours)

Required:

ED 503 Power, Politics, and Change
ED 504 Innovative Instructional Design
ED 506 Reaching Every Learner
ED 527 Computer-Based Instructional Technologies (or equivalent)
ED 591 Research Design for Classroom Teachers
ED 592 Action Research for Classroom Teachers
EDF 500 Introduction to Graduate Studies

Survey of Special Education Coursework (0-3 credit hours) (required if not previously completed)

SPED 507 Exceptional Learners in the P–12 and Secondary Programs

Teaching Field (12 credit hours)

Select three or four:

Graduate-level courses in the teaching field. Comprehensive areas must include at least one course in two areas of the broader field.

Electives (3 credit hours)

ED 516 Emerging Literacy in the Classroom
ED 517 Teaching Writing in Today's Classrooms
ED 528 Multimedia Technology in Education
ED 525 Assessment and Planning for Reading Instruction
ED 529 Curriculum Integration Technology
ED 530 Language and Literacy Development
ED 532 Content Area Literacy

ED 533 English Language Learners in Today's Classrooms
ED 570 Selected Topics in Technology
ED 571 Selected Topics in ELL/Special Education
EDF 516 Theory and Practice of Communication Skills
EDF 526 Assessment and Data Analysis for Instructional Improvement
EDF 620 Social and Multicultural Foundations
EDF 630 Advanced Educational Psychology
SPED 519 Collaboration and Intervention

M.Ed. Class A High School/

Alternative Master's Degree Program

The College of Education offers the High School (6–12) Alternative Master's Degree Program in Biology, Chemistry, Collaborative, English/Language Arts, Family and Consumer Sciences, General Science, History, Mathematics, and Social Science. Students are admitted to this program only unconditionally and by stages. This program requires a total of 12 graduate hours of teaching-field courses.

Secondary students must complete ED 527 (or an approved course equivalent), a prerequisite for admission to Stage A.

Alternative Master's Degree Secondary Teacher Preparation Overview

Secondary Teacher (6–12) certification at the University of Montevallo leads to the M.Ed. degree and graduate-level certification. The program involves graduate study after the completion of the baccalaureate degree from a regionally accredited institution of higher education.

Stage A—Pre-Professional Study/Pre-Master's Degree Study

Admission Requirements

1. Completion of formal, written application for graduate study (including one copy of all official transcripts for undergraduate and graduate work) by July 15 for fall cohort, November 15 for spring cohort, and April 1 for May/summer cohort.
2. Achievement of MAT with score of at least 388 or GRE with score of at least 290. The new GRE will be administered beginning August 1, 2011. New scores will be available November 1, 2011. New scores will be correlated to old scores based on percent rankings.
3. Minimum 2.5 GPA on all undergraduate and graduate work attempted.
4. Minimum 2.5 GPA in all teaching-field courses, with at least a C in all courses.
5. Completion of bachelor's degree from a regionally accredited college/university.
6. Completion of 500-level computer literacy course.
7. Passing score on the AECTP and PRAXIS II content examination.

Students may take up to 12 credit hours of graduate teaching-field courses prior to Stage A as long as the minimum 3.0 cumulative graduate GPA is maintained.

Students who do not have a minimum 3.0 graduate GPA (or a 2.75 on Stage A courses) at the end of Stage A may repeat program courses only once in order to restore the GPA and proceed with another cohort.

Stage A Courses

ED 502 Secondary Students as Learners
ED 535–541 Secondary Methods–MS Placement
ED 555 Instructional Strategies I – Literacy
SPED 507 Exceptional Learners in P–12 and Secondary Programs

Stage B—Professional Study/Formal Master’s Degree Study

Admission Requirements

1. Minimum 2.75 GPA on Stage A coursework minimum 3.0 GPA in the teaching field.
2. Successful completion of team interview (attempted during Stage A, following TES-established schedule).

Stage B Courses

ED 518 Classroom Management
ED 550 Instructional Strategies II – Models
EDF 562 Measurement and Evaluation in Secondary Education

One teaching-field course is encouraged, as well.

Stage C—Continued Professional Study

Admission Requirements

1. Achievement of eligibility for internship. (Application for the internship should have been completed no later than Friday of the first week of Stage B.)
2. Minimum 2.75 GPA on Stage A coursework and minimum 3.0 GPA in the teaching field.
3. Successful completion of TB screening.
4. Demonstration of mastery on Stage B competencies and Management (ED 518) competencies.
5. Passing score on the appropriate PTL.

Stage C Course

EDI 540 Internship in Secondary Education

An internship consists of 16 weeks, equivalent to 640 clock hours.

Completion of Professional Program for all Students

1. Completion of application for Alabama licensure.

Minimum 3.0 GPA on all program coursework completed. Demonstration of mastery on Stage C, [competencies indicated by course grade, individual course assessment (minimums established), and/or conferencing with faculty.]

2. Successful completion of professional portfolio.

Students who do not have a minimum 3.0 GPA at the end of the program may be required to take additional graduate teaching-field courses or instructional-technology courses or to repeat certain program courses, a decision that will be made by the adviser and the department chair.

Collaborative (Special) Education—6–12

M.Ed. Class A Collaborative Teacher 6–12/Alternative Master’s Degree Program

Admission Requirements:

Collaborative Teacher students must complete the TEP admission interview along with the AECTP. Completion of 32 hours in a teaching field such as math, science, English, history, or social science including 19 hours at the 300/400 level. Also, completion of undergraduate core courses, including: 12 semester hours of Math, 12 semester hours of Science, 12 semester hours of Social Studies, and 12 semester hours of English/Language Arts.

Prior to Internship:

Students must have a minimum 3.0 GPA on all program coursework completed, a negative TB screening result, successful completion of all program/course field experience and course expectations, and a passing score on all related Praxis II exams.

Exit Criteria:

Collaborative Teacher students must complete all courses requirements while maintaining a minimum 3.0 GPA. They must also demonstrate successful performance in the internship semester, and complete an electronic portfolio using LiveText.

Curriculum Outline (33–36 hours)

Foundation Courses

ED 502 Secondary Students as Learners
ED 527 Computer-Based Instructional Technology
EDF 505 Introduction to Social/Multicultural Education
EDF 562 Measurement and Evaluation
SPED 508 Exceptional Learners/P–12 and Secondary Programs

Professional Courses

ED 530 Language and Literacy Development **or**
ED 532 Content Area Literacy
ED 538 Teaching Math at the Secondary Level
EDI 561 Internship in Collaborative Special Education

SPED 515 Instructional Methods in the Inclusive Elementary Classroom
SPED 516 Behavior Management in Special Education
SPED 519 Collaboration and Intervention
SPED 540 Practicum in Special Education
SPED 562 Assessment in Special Education

Preschool Through High School Education (P–12)

M.Ed. Class A P–12/Traditional

The College of Education offers P–12 traditional programs in Art, Music (choral and instrumental), and Physical Education. A student desiring the Class A P–12 certificate must hold an Alabama Class B P–12 or N–12 certificate with an endorsement in the area of concentration to be pursued. The course outline to be followed to receive the certificate in Art is the same as the outline for the traditional secondary education program, with the exception of teaching-field courses. Refer to the section on Secondary Education – High School, previously listed, for this information. The curriculum criteria for Physical Education can be found in the Kinesiology Program section of this *Bulletin*. The outline for Music (Vocal/Choral/Instrumental) follows.

Teaching Field: Music (Vocal/Choral or Instrumental)

Curriculum Outline (33–36 credit hours required)

Core Area (18 credit hours)

Required:

ED 503 Power, Politics, and Change
ED 504 Innovative Instructional Design
ED 506 Reaching Every Learner
ED 527 Computer-Based Instructional Technologies (or equivalent)
ED 591 Research Design for Classroom Teachers
ED 592 Action Research for Classroom Teachers
EDF 500 Introduction to Graduate Studies

Survey of Special Education Coursework (0-3 credit hours) (required if not previously completed)

SPED 507 Exceptional Learners in the P–12 and Secondary Programs

Teaching Field (12 credit hours)

Required:

MUS 520 History and Philosophy of Music
MUS 530 Advanced Music History
MUS 557 Advanced Stylistic Analysis
MUS 576 Music Education Seminar
(These courses are only taught during the summer.)

Electives (3 credit hours)

ED 516 Emerging Literacy in the Classroom
ED 517 Teaching Writing
ED 525 Assessment and Planning for Reading

ED 528 Multimedia Technology in Education
ED 529 Curriculum Integration Technology
ED 530 Language and Literacy Development
ED 532 Content Area Literacy
ED 533 English Language Learners
ED 570 Selected Topics in Technology
ED 571 Selected Topics in ELL/Special Education
EDF 516 Theory and Practice of Communication Skills
EDF 526 Assessment and Data Analysis for Instructional Improvement
EDF 620 Social and Multicultural Foundations
EDF 630 Advanced Educational Psychology
SPED 519 Collaboration and Intervention

M.Ed. Class A P–12/Alternative Master's Degree

The College of Education offers the P–12 Alternative Master's Degree Program in Art, Deaf and Hard of Hearing, Music, and Physical Education. The following course outlines are unique to Art and Music. The program in Physical Education is outlined in the Kinesiology Program section of the *Bulletin*. P–12 students in Art and Music must complete ED 527 (or an approved course equivalent), a prerequisite for unconditional admission.

Teaching Field: Art

The course outline to be followed to receive the Alternative Master's certification in Art is the same as the outline for the Alternative Master's in Secondary Education program, with the following exceptions:

- teaching-field courses
- students must take ART 551 and ED 535 in addition to ED 550

Refer to the section on Secondary Education – High School, previously listed, for more information on course requirements.

Teaching Field: Music (Choral or Instrumental)

Curriculum Outline (38–41 credit hours required)

Stage A – Pre-Professional Studies

ED 502 Secondary Students as Learners
ED 555 Instructional Strategies I – Literacy
SPED 507 Exceptional Learners/P–12/Secondary Programs (required if not previously completed)

Other Professional Courses

ED 527 Computer-Based Instructional Technology or equivalent
EDF 562 Evaluation in Secondary Education
EDF 580 Advanced Human Growth and Development

Music Internship Semester

EDI 590 Internship in P–12 Teaching

Additional Major Classes

MUS 520 History and Philosophy of Music Education
 MUS 530 Advanced Music History
 MUS 549 Advanced Music Methodology
 MUS 557 Advanced Stylistic Analysis
 MUS 576 Music Education Seminar
 (These courses are only taught during the summer.)

**Collaborative (Special) Education—P–12
 DHH**

**M.Ed. Class A Collaborative Teacher P–12/Deaf
 and Hard of Hearing/Alternative Master’s Degree
 Program**

Admission Requirements:

Collaborative Teacher students must complete the TEP admission interview along with the AECTP. Completion of 32 hours in a teaching field such as math, science, English, history, or social science including 19 hours at the 300/400 level. Also, completion of undergraduate core courses, including: 12 semester hours of math, 12 semester hours of science, 12 semester hours of social studies, and 12 semester hours of English/language arts.

Course Prerequisites:

SPED 300 American Sign Language, SPED Manually Coded English, SPED 398 Deaf Culture, SPED 411 Introduction to Audiology

Prior to Internship:

Students must have 3.0 GPA on all program coursework completed, a negative TB screening result, successful completion of all program/course field experience and course expectations, and a passing score on all related Praxis II exams.

Exit Criteria:

Collaborative Teacher students must complete all courses requirements while maintaining a 3.0 GPA. They must also demonstrate successful performance in the internship semester, and complete an electronic portfolio using LiveText.

Curriculum Outline (39 hours)

Foundation Courses

ED 501 Introduction to Teaching **or** 502 Secondary Students as Learners
 SPED 507 **or** 508 Exceptional Learners
 ED 527 Computer-Based Instructional Technology
 EDF 505 Introduction to Social/Multicultural Education
 SPED 562 Assessment in Special Education

Professional Courses

ED 530 Language and Literacy Development **or**
 ED 532 Content Area Literacy
 ED 538 Teaching Math at the Secondary Level **or**

ED 545 Elementary School Math Methods
 EDI 562 Internship in Hearing Impaired
 SPED 515 Instructional Methods in the Inclusive Elementary Classroom
 SPED 516 Behavior Management in Special Education
 SPED 576 Methods of Teaching Academic Subjects in DHH
 SPED 577 Language Development and Methods of DHH
 SPED 590 Psychology and Education of DHH

Program Area Courses

Counseling (EDC)

500	Selected Topics in Counseling	1–3 credit hours
502	Theories and Techniques of Counseling	3 credit hours
503	Assessment in Counseling	3 credit hours
515	Prepracticum in Interpersonal Skills	3 credit hours
517	Intimacy and Sexuality	3 credit hours
526	Grief and Loss Counseling	3 credit hours
527	Addicted Families	3 credit hours
530	Professional, Ethical, and Legal Issues in Counseling	3 credit hours
536	Family Life Skills and Consultation	3 credit hours
541	Counseling Practicum	3 credit hours
542	Fundamentals of Clinical Supervision	3 credit hours
546	Clinical Work with Suicidal Clients and Families	3 credit hours
550	Group Procedures in Counseling	3 credit hours
552	Collaborative Systemic Interventions for Children	3 credit hours
556	Psychopathology	3 credit hours
557	Systemic Strategies for Crisis Intervention	3 credit hours
570	Career and Lifestyle Development	3 credit hours
581	Counseling Internship	3–6 credit hours
582	Advanced Internship in Marriage and Family Counseling	3 credit hours
590	Directed Readings	3 credit hours
592	School Counseling	3 credit hours

596	Clinical Mental Health Counseling	3 credit hours
597	Couples and Family Counseling	3 credit hours
598	Independent and Informal Study	3 credit hours

Education (ED)

501	Introduction to Teaching	1 credit hour
502	Secondary Students as Learners	1–2 credit hours
503	Power, Politics, and Change	2 credit hours
504	Innovative Instructional Design	2 credit hours
506	Reaching Every Learner	2 credit hours
511	Advanced Studies in Teaching Reading	3 credit hours
512	Reading and Writing in the Secondary Content Areas	3 credit hours
514	Creative Arts for the Classroom Teacher	3 credit hours
516	Emerging Literacy in the Classroom	3 credit hours
517	Teaching Writing in Today's Classrooms	3 credit hours
518	Classroom Management	2 credit hours
525	Assessment and Planning for Reading Instruction	3 credit hours
527	Computer-Based Instructional Technologies	3 credit hours
528	Multimedia Technology in Education	3 credit hours
529	Curriculum Integration Technology	3 credit hours
530	Language and Literacy Development	3 credit hours
532	Content Area Literacy	3 credit hours
533	English Language Learners in Today's Classrooms	3 credit hours
535	Teaching Art at the Secondary Level	1 credit hour
536	Teaching English/Language Arts at the Secondary Level	1 credit hour
537	Teaching General Science at the Secondary Level	1 credit hour

538	Teaching Math at the Secondary Level	1 credit hour
539	Teaching Social Sciences at the Secondary Level	1 credit hour
541	Teaching Family and Consumer Sciences at the Secondary Level	1 credit hour
544	Teaching Elementary School Social Studies	3 credit hours
545	Teaching Elementary School Mathematics	1–3 credit hours
546	Teaching Elementary School Language Arts	3 credit hours
548	Teaching Elementary School Science	3 credit hours
549	Selected Topics in Early Childhood and Elementary Education	3–6 credit hours
550	Instructional Strategies II – Models	3 credit hours
555	Instructional Strategies I – Literacy	2 credit hours
556	Improving Instruction in Elementary Language Arts	3 credit hours
557	Thinking Mathematically in the Elementary Classroom	3 credit hours
559	Elementary Social Studies and the Integrated Curriculum	3 credit hours
565	Organization and Management in the Elementary Grades	3 credit hours
570	Selected Topics in Technology	3 credit hours
571	Selected Topics in ELL/ Special Education	3 credit hours
574	Thinking Geographically in the Elementary Classroom	3 credit hours
575	Environmental Education for ECE/Elementary Teachers	3 credit hours
581	Advanced Methods and Materials in Early Childhood Education	3 credit hours
590	Advanced Seminar in Secondary Education	2 credit hours
591	Research Design for Classroom Teachers	3 credit hours

592	Action Research for Classroom Teachers	3 credit hours
598	Independent and Informal Study	3 credit hours
698	Independent and Informal Study	3 credit hours

Education Internship (EDI)

540	Internship in High School Teaching	6 credit hours
560	Internship in Collaborative Special Education K-6	6 credit hours
561	Internship in Collaborative Special Education 6-12	6 credit hours
562	Internship in Hearing Impaired	6 credit hours
570	Internship in Elementary Education	6 credit hours
590	Internship in P-12 Teaching	3-10 credit hours

Foundations (EDF)

500	Introduction to Graduate Studies	3 credit hours
505	Introduction to Social and Multicultural Education	1 credit hour
510	Comparative Educational Systems	3 credit hours
516	Theory and Practice of Communication Skills	3 credit hours
526	Assessment and Data Analysis for Instructional Improvement	3 credit hours
531	Problems and Issues in Public Education	3 credit hours
540	Applied Educational Research	3 credit hours
551	Selected Topics in Foundations of Professional Studies	3 credit hours
561	Measurement and Evaluation in Elementary Education	3 credit hours
562	Measurement and Evaluation in Secondary Education	3 credit hours

580	Advanced Human Growth and Development	3 credit hours
600	Applied Research in Education and Behavioral Sciences	3 credit hours
620	Social and Multicultural Foundations	3 credit hours
630	Advanced Educational Psychology	3 credit hours

Leadership (EDL)

577	Technology for School Leaders	3 credit hours
593	Leadership, Collaboration, and Mentoring	3 credit hours
594	Curriculum and Instructional Leadership	3 credit hours
595	Public Relations, Community Resources, and Ethics	3 credit hours
596	Fiscal and Non-Fiscal Resources for Instruction	3 credit hours
597	Legal Issues and Human Resources	3 credit hours
598	Independent and Informal Study	3 credit hours
599	Residency and Capstone Seminar	3 credit hours
605	Fiscal Resources and Business Management	3 credit hours
606	Leadership and Mentor Training	3 credit hours
612	Public Relations and Community Resources	3 credit hours
640	Curriculum Problems and Issues in Instructional Leadership	3 credit hours
643	The School Climate	3 credit hours
644	Legal and Ethical Issues	3 credit hours
645	Data-Driven Models for Curriculum Development	3 credit hours
648	Leadership for Educational Equity and Social Justice	3 credit hours
650	Systemic Planning and Design for School Improvement	3 credit hours
651	Systemic Evaluation of School Improvement	3 credit hours
690	Teacher Leadership for the 21st Century	3 credit hours

691	Research and Planning for School Improvement	3 credit hours
692	Implementation and Evaluation of School Improvement	3 credit hours
698	Independent/Informal Study	3 credit hours

Special Education (SPED)

507	Exceptional Learners in the P-12 and Secondary Programs	3 credit hours
508	Exceptional Learners in the Early Childhood and Elementary Classroom	3 credit hours
515	Instruction Methods in the Inclusive Classroom	3 credit hours
516	Behavior Management in the Classroom	3 credit hours
519	Collaboration and Intervention	3 credit hours
540	Practicum in Special Education	3 credit hours
562	Assessment in Special Education	3 credit hours
576	Methods of Teaching Academic Subjects to the Deaf and Hard of Hearing	3 credit hours
577	Language Development and Methods of Literacy Instruction for Deaf and Hard of Hearing	3 credit hours
582	Assessment: Deaf and Hard of Hearing	3 credit hours
590	Psychology and Education of the Deaf and Hard of Hearing	3 credit hours

Family and Consumer Sciences Program

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Students pursuing the Master of Education in Secondary Education with Family and Consumer Sciences as their concentration have the following options: the Master of Education in Secondary Education, Family and Consumer Sciences Concentration, and the Master of Education/Alternative Master's Degree Program, Family and Consumer Sciences Option. The M.Ed. in Secondary Education (traditional program) has been approved for the Alabama Class A High School certificate (grades 6–12) and is designed for individuals who hold an Alabama Class B Secondary (grades 6–12) certificate with an endorsement in Family and Consumer Sciences. The Alternative Master's Degree Program is designed for students who do not have a background in education and who wish to earn a master's degree and a Class A Secondary (grades 6–12) certificate with an endorsement in Family and Consumer Sciences at the same time.

Admission requirements for the Traditional Master of Education in Secondary Education with a concentration in Family and Consumer Sciences and the Master of Education/Alternative Master's Degree Program in Secondary Education, Family and Consumer Sciences Option are the same as the Traditional Master of Education in Secondary Education and Master of Education/Alternative Master's Degree Program in Secondary Education, respectively. Refer to the section on Secondary Education—High School, for this information.

Students pursuing either degree option must follow their curriculum outlines carefully.

M.Ed. in Secondary Education, Family and Consumer Sciences Concentration (Traditional Program)

The course outline to be followed to receive the Traditional Master of Education in Secondary Education with a concentration in Family and Consumer Sciences is the same as the outline for the Traditional Master of Education in Secondary Education program, with the exception of teaching-field courses. Refer to the section on Secondary Education – High School for this information.

M.Ed./Alternative Master's Degree Program: Family and Consumer Sciences Option

The course outline to be followed to receive the Alternative Master of Education in Secondary Education with a concentration in Family and Consumer Sciences is the same as the outline for the Alternative Master of Education in Secondary Education program, with the exception of teaching-field courses.

- FCS 591, Advanced Methods and Materials for Teaching Family and Consumer Sciences, is a teaching-field requirement.

- Nine additional credit hours of FCS courses must be agreed upon by the student and the adviser.

Refer to the section on Secondary Education – High School for this information.

Undergraduate courses with equivalent content cannot be repeated for graduate credit. Possible teaching field courses may include the following program area courses.

Program Area Courses

Family and Consumer Sciences (FCS)

500	Advanced Adolescent and Young Adult Development	3 credit hours
502	Advanced Marriage and Family Relationships	3 credit hours
505	Advanced Adult Development and Aging	3 credit hours
520	Family and Consumer Sciences Curriculum in Secondary Schools	3 credit hours
521	Seminar in Materials and Methods of Teaching Family and Consumer Sciences	3 credit hours
530	Family Systems	3 credit hours
535	Parent and Family Involvement	3 credit hours
544	Food Science for Educators	3 credit hours
550	Supervision in Family and Consumer Sciences	3 credit hours
552	Advanced Clothing Design: Flat Pattern	3 credit hours
553	Advanced Clothing Design: Draping	3 credit hours
555	Advanced Foods and Nutrition	3 credit hours
560	Family and Consumer Sciences Education Workshop	3 credit hours
562	Textile Economics	3 credit hours
564	Advanced Child- and Elder-Care Programs and Services	3 credit hours
565	Research in Family and Consumer Sciences	3 credit hours

570	Problems in Family and Consumer Sciences	1-6 credit hours
572	Quantity Foods for Educators	3 credit hours
583	Advanced Consumer Economics	3 credit hours
585	Life Cycle and Community Nutrition	3 credit hours
587	Foundations of Family and Consumer Sciences/Career and Technical Education	3 credit hours
589	Coordination and Supervision of Work-Based Learning	3 credit hours
591	Advanced Methods and Materials for Teaching Family and Consumer Sciences	3 credit hours
594	Implementation of Early Childhood Programs	3 credit hours
610	Current Programs and Trends in Foods and Nutrition	3 credit hours
615	Recent Developments in Clothing and Textiles	3 credit hours
620	Advanced Seminar in Family and Child Development	3 credit hours

Kinesiology Program

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M.Ed. Class A/Traditional Program in P-12 Physical Education

The College of Education offers the M.Ed. degree in P-12 Education with a concentration in Physical Education.

Students working toward the master's degree expecting to receive the Alabama Class A P-12 Physical Education certificate must complete the following course outline.

Curriculum Outline (33–36 credit hours required)

Required Core (18 credit hours)

Required:

ED 503 Power, Politics, and Change
ED 504 Innovative Instructional Design
ED 506 Reaching Every Learner
ED 527 Computer-Based Instructional Technologies
(or equivalent)
ED 591 Research Design for Classroom Teachers
ED 592 Action Research for Classroom Teachers
EDF 500 Introduction to Graduate Studies

Teaching Field (12 credit hours)

Select three or four:

Graduate-level courses in the teaching field

Electives (9 credit hours)

ED 516 Emerging Literacy in the Classroom
ED 517 Teaching Writing in Today's Classrooms
ED 525 Assessment and Planning for Reading
Instruction
ED 528 Multimedia Technology in Education
ED 529 Curriculum Integration Technology
ED 530 Language and Literacy Development
ED 532 Content Area Literacy
ED 533 English Language Learners in Today's
Classrooms
ED 570 Selected Topics in Technology
ED 571 Selected Topics in ELL/Special Education
ED 598 Independent and Informal Study
EDF 516 Theory and Practice of Communication Skills
EDF 526 Assessment and Data Analysis for Instructional
Improvement
EDF 620 Social and Multicultural Foundations
EDF 630 Advanced Educational Psychology
KNES 521 The Curriculum in Health
KNES 539 Motor Learning and Psychological Aspects
KNES 650 Wellness Leadership
SPED 519 Collaboration and Intervention

M.Ed. Class A/Alternative Master's Degree

Program in P–12 Kinesiology

P–12 Kinesiology students in the Alternative Master's Degree Program must complete ED 527, a prerequisite for unconditional admission to Stage A.

Admission Requirements for Stage A

Completion of formal, written application for graduate study (including two copies of all official transcripts for undergraduate and graduate work) by July 15 for fall cohort, November 15 for spring cohort, and April 1 for May/summer cohort. Minimum 2.5 GPA on all undergraduate and graduate work attempted. Completion of all courses prescribed undergraduate teaching field. Minimum 2.5

GPA in all teaching-field courses, with at least a C in all courses. Completion of general studies component: at least one course with a grade of C in each of the areas of humanities, social sciences, mathematics, and sciences. Completion of bachelor's degree from a regionally accredited college/university. Completion of computer literacy course.

Admission Requirements for Stage B

1. Achievement of MAT with score of at least 388 or GRE with score of at least 290. Minimum 2.75 GPA on Stage A coursework and minimum 3.0 GPA in the teaching field. Successful completion of team interview (attempted during Stage A, following TES-established schedule).
2. Successful completion of the AECTP.
3. Successful completion of the PRAXIS II content examination for physical education.

Curriculum Outline (40 credit hours required)

Prerequisite Course

ED 527 Computer-Based Instructional Technologies
or equivalent

A. Stage A (8 credit hours required)

ED 502 Secondary Students as Learners
ED 555 Instructional Strategies I – Literacy
SPED 507 Exceptional Learners in P–12 and Secondary Programs (If a survey of special education course has been taken, students must take 3 credit hours of electives.)

B. Stage B (may extend over three semesters)

KNES 500 The Curriculum in Kinesiology (required)
KNES 530 Middle and Secondary Methods of Teaching
Physical Education (6–12)
KNES 589 Elementary Methods in Physical Education
KNES 520 Evaluation in Health and Physical Education
or
EDF 562 Evaluation in Education

C. Teaching Field Courses (KNES electives)

A total of 9 credit hours in any adviser-approved electives in Kinesiology

D. Stage C (6 credit hours)

EDI 590 Internship in P–12 Teaching

Candidates for initial certification will be required to successfully complete the Praxis II and PTL exams before the University of Montevallo will recommend certification. For more information, visit the Alabama State Department of Education website at www.alsde.edu or the Educational Testing Service at www.ets.org/praxis.

Program Area Courses

Kinesiology (KNES)

590	Directed Reading or Directed Individual Study	3–6 credit hours
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500	The Curriculum in Kinesiology	3 credit hours
501	Advanced Study of Methods and Techniques in Athletic Coaching	3 credit hours
502	Developing Creativity Outdoors	3 credit hours
507	Introduction to Research Methods in Health, Physical Education, and Recreation	3 credit hours
520	Evaluation in Health and Physical Education	3 credit hours
521	The Curriculum in Health	3 credit hours
522	The School Health Program	3 credit hours
525	Motor Learning and Psychological Aspects of Movement	3 credit hours
530	Middle and Secondary Methods of Teaching Physical Education (6–12)	3 credit hours
531	Organization and Administration of Athletics	3 credit hours
540	Seminar in Health, Physical Education, and Recreation	3 credit hours
550	Administration of Programs of Health and Physical Education in Elementary and Secondary Schools	3 credit hours
551	Readings in Physical Education	3 credit hours
555	Wellness Leadership	3 credit hours
575	Adapted Physical Education for the Exceptional Child	3 credit hours
589	Elementary Methods in Physical Education	3 credit hours

College of Fine Arts

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The College of Fine Arts offers no graduate degree but collaborates with the College of Education in art and music education—both alternative and traditional programs (M.Ed.). For information on these degree programs, refer to the Art and Music sections that follow. For further information on certification, refer to the appropriate section under the College of Education.

Art

Kelly Wacker, *Interim* Department Chair
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There is no graduate major in art; however, the College of Education offers the M.Ed. degree in P–12 Education with a concentration in Art that leads to the Alabama Class A P–12 certificate. The College of Education also offers the Alternative Master’s Degree Program (master’s degree plus certification in P–12 art education). For further information, see the appropriate section under the College of Education. The following courses may be used to fulfill the subject matter and methods course requirements. Most courses will involve the graduate student in the mastery of skills and techniques available on the undergraduate level. In addition to the knowledge and skills required of every art student involved in the course, all graduate students shall be responsible for a graduate component.

Departmental Courses

Art (ART)

500	Advanced Graphic Design: Studio	3 credit hours
502	History of Italian Renaissance Art	3 credit hours
503	Contemporary Art	3 credit hours
506	History of Photography	3 credit hours
508	Directed Research in Art History	3 credit hours

510	Mixed Media	3 credit hours
514	Graduate Drawing: Materials and Concepts	3 credit hours
515	Film Art and Theory	3 credit hours
516	Graduate Drawing: Color	3 credit hours
524	Graduate Ceramics I	3 credit hours
525	Graduate Ceramics II	3 credit hours
526	Special Topics in Studio	3 credit hours
528	Graduate Painting: Materials and Techniques	3 credit hours
529	Graduate Painting: Narrative	3 credit hours
530	Graduate Printmaking I	3 credit hours
531	Graduate Printmaking II	3 credit hours
551	Art for Elementary and Secondary Education (P–12)	3 credit hours
561	Large-Format Digital Printing	3 credit hours
570	Graduate Sculpture: Metal Casting	3 credit hours
571	Graduate Sculpture: Stone Carving	3 credit hours
576	Sculpture: Sheet-Metal Fabrication	3 credit hours
580	Performance and Installation Art	3 credit hours
585	Graduate Photography I	3 credit hours
586	Graduate Photography II	3 credit hours
592	Graduate Portfolio	3 credit hours
651	Advanced Computer Graphics: Rotating Topic	3 credit hours

The Department of Art reserves the right to reproduce examples of student artwork in its web page, and any other promotional materials that the department produces or approves.

Music

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There is no graduate major in music; however, the College of Education offers the M.Ed. degree in P-12 Education with a concentration in Music that leads to the Alabama Class A P-12 certificate. The College of Education also offers the Alternative Master's Degree Program (master's degree plus certification in P-12 music education). For further information, see the appropriate section under the College of Education. The following courses fulfill the subject matter and methods course requirements.

Departmental Courses

Music (MUS)

520	History and Philosophy of Music Education	3 credit hours
530	Advanced Music History	3 credit hours
549	Advanced Music Methodology	3 credit hours
557	Advanced Stylistic Analysis	3 credit hours
576	Music Education Seminar	3 credit hours

Courses of Instruction (Graduate)

Accounting (AC)

Michael E. Stephens College of Business

AC 522 Current Issues in Accounting

Credit, 3 hours

Students will examine the continuing evolution of accounting practices with a focus on current regulatory reporting requirements, an understanding of global reporting issues, and the use of accounting information by investors and corporate management. Prerequisite: Admission to the M.B.A. program.

Art (ART)

College of Fine Arts

ART 500 Advanced Graphic Design: Studio

Credit, 3 hours

Tools, methods, and processes of graphic design. A foundation for technical and creative process of graphic design with an emphasis on computer methods. Course continues the development of skills utilizing the Adobe® Creative® Suite.

ART 502 History of Italian Renaissance Art

Credit, 3 hours

History of painting, sculpture, and architecture produced in Italy from the early to high Renaissance.

ART 503 Contemporary Art

Credit, 3 hours

Survey of production, theory, and criticism of contemporary art.

ART 506 History of Photography

Credit, 3 hours

Survey of the history of photography and contemporary criticism.

ART 508 Directed Research in Art History

Credit, 3 hours

Reading and research under direction and supervision of appropriate art-history faculty. Prerequisite: Consent of instructor.

ART 510 Mixed Media

Credit, 3 hours

Exploration of different mediums, techniques, and experimental processes for alternative art forms.

ART 514 Graduate Drawing: Materials and Concepts

Credit, 3 hours

Traditional and alternative technical and conceptual problems in drawing, with emphasis on individual, creative approaches to the assignments, extensive planning and development, technical proficiency in execution, and thoughtful, articulate, critical evaluation.

ART 515 Film Art and Theory

Credit, 3 hours

Exploration of film and film theory; examines how form and style shape content in narrative film.

ART 516 Graduate Drawing: Color

Credit, 3 hours

Illustrative and narrative drawing with emphasis on color media. Includes compositional study from life and photographic resource material.

ART 524 Graduate Ceramics I

Credit, 3 hours

Introduction to ceramic processes and techniques. Includes hand building, wheel-throwing, kilns and glazes. Emphasis on creative use of clay.

ART 525 Graduate Ceramics II

Credit, 3 hours

Advanced study in ceramics, directed and independent study in varied processes and techniques.

ART 526 Special Topics in Studio

Credit, 3 hours

Studio processes and topics offered on occasion to provide opportunities for students to work in areas not included in the regular curriculum.

ART 528 Graduate Painting: Materials and Techniques

Credit, 3 hours

Exploration of a variety of different techniques, including historical and contemporary methods as well as alternative painting surfaces and materials.

ART 529 Graduate Painting: Narrative

Credit, 3 hours

Exploration of narrative, symbol, and metaphor as subjects in painting.

ART 530 Graduate Printmaking I

Credit, 3 hours

Introduction to graduate printmaking involving the

production of a mature body of work using specific print processes and materials determined in consultation with the instructor. Prerequisite: Consent of instructor.

ART 531 Graduate Printmaking II

Credit, 3 hours

Advanced study in graduate printmaking involving directed and independent study with varied processes and techniques. Prerequisite: Consent of instructor.

ART 551 Art for Elementary and Secondary Education (P-12)

Credit, 3 hours

Introduction to theory and methods of teaching art in elementary and secondary schools. Includes studio experiences, art education theory and philosophy, and research in curriculum planning.

ART 561 Large Format Digital Printing

Credit, 3 hours

Exploration of the aesthetic possibilities of digital imaging and various approaches to creative multimedia printing using multiple modes of print production and dissemination.

ART 570 Graduate Sculpture: Metal Casting

Credit, 3 hours

Tools, materials, and processes used in the production of cast-metal sculpture; includes mold making and the casting of bronze and aluminum.

ART 571 Graduate Sculpture: Stone Carving

Credit, 3 hours

Tools, materials, and processes used in the production of stone carving.

ART 576 Sculpture: Sheet-Metal Fabrication

Credit, 3 hours

Tools, materials, and processes used in the production of steel sculptures.

ART 580 Performance and Installation Art

Credit, 3 hours

Students create individual and group performances and installations. Major artists and trends in performance and installation art are studied and discussed.

ART 585 Graduate Photography I

Credit, 3 hours

Introduction to graduate photography involving the production of a body of work using specific processes and materials determined in consultation with the instructor. Prerequisite: Consent of instructor.

ART 586 Graduate Photography II Processes

Credit, 3 hours

Advanced study in graduate photography involving directed

and independent work in varied processes and techniques. Prerequisite: Consent of instructor.

ART 592 Graduate Portfolio

Credit, 3 hours

Development of a specific body of advanced studio work to demonstrate mature and independent approach to studio art. Prerequisite: Consent of instructor.

ART 651 Advanced Computer Graphics: Rotating Topic

Credit, 3 hours

Application of design principles emphasizing advanced computer software and media. Topic rotates among the three industry standards, Adobe Illustrator®, Adobe Photoshop®, and QuarkXPress™. May be repeated for credit when topic varies.

Biology (BIO)

College of Arts and Sciences

BIO 500 Basic Principles of Genetics

Credit, 3 hours

Three lectures. Basic principles of inheritance, with emphasis on common human syndromes, Mendelian genetics, pedigree analysis, inheritance of sex, chromosomal aberrations, blood factors, metabolic errors, gene structure, population genetics and genetic counseling. Students may not receive credit for both this course and BIO 530.

BIO 510 Histology

Credit, 4 hours

Two lectures. Two two-hour labs. Tissues, organs, and preparation of tissues for microscopic study.

BIO 520 Parasitology

Credit, 4 hours

Three lectures. One three-hour laboratory period. Protozoa, flatworms, roundworms, and arthropods. Fall semester, odd-numbered years.

BIO 530 Genetics

Credit, 4 hours

Three lectures. One two-hour lab. Mechanisms of inheritance within plants, animals and humans with emphasis on molecular genetics and gene structure as well as classical Mendelian genetics. May not receive credit for this course and BIO 500.

BIO 535 Developmental Biology

Credit, 4 hours

Three lectures. One three-hour lab. A study of the development of vertebrates, with special emphasis on human development. Molecular, morphological, and clinical aspects of the development of all major organ systems will be explored. Prerequisite: BIO 341 or consent of instructor.

Students who have received credit for BIO 430 may not receive credit for BIO 535.

BIO 540 Evolution

Credit, 3 hours

Three lectures. Organic evolution, the process and its products.

BIO 545 Laboratory Instruction in Biology

Credit, 1–6 hours (maximum 3 credit hours per semester)

This course provides a comprehensive study of high school biology laboratory instruction. Through participation in lab preparation and instruction with the Alabama Science in Motion program, as well as independent study and projects, students will address practical applications of the lab experience including safety issues, facilities, equipment, techniques, and education goals. Special emphasis will be placed on the development of lab activities that encourage an inquiry approach to learning. Pending scheduling, lab observation and/or instruction with the ASIM Specialist at a participating school may be required. Prerequisites: Consent of instructor and acceptance into a graduate program in secondary education.

BIO 550 Current Topics in Biology

Credit, 3 hours

Current topics in biology with emphasis on presentation and associated teaching and laboratory methods, materials, and evaluation techniques. Prerequisites: A minimum of a graduate minor in biology and consent of instructor.

BIO 551 Current Topics in Cell Biology

Credit, 3 hours

This course is targeted for graduate students in education, and is intended to make these individuals more aware of current topics in cell biology. The course content includes discussions of the biochemistry of energy generation in a cell, cell structures and functions, and certain specialized cell types.

BIO 552 Introductory Biology Instrumentation

Credit, 1–3 hours

This course is designed to acquaint high school biology teachers with the equipment and lab activities available through the Alabama Science in Motion biology program. It is taught in conjunction with the ASIM Biology Summer Institute. Instruction will include the theory and principles of the equipment available through the program, as well as its practical applications. Lab activities identified as Year 1 labs will be the focus for the introductory course. Special emphasis will be placed on the incorporation of inquiry techniques into laboratory instruction. Prerequisites: Consent of instructor, acceptance into the ASIM Year 1 program, and acceptance into a graduate program in secondary science education.

BIO 554 Advanced Biology Instrumentation

Credit, 1–3 hours

This course is designed to provide a more in-depth view of the equipment available through the Alabama Science in Motion biology program, as well as more advanced lab activities that utilize this equipment. It is taught in conjunction with the ASIM Biology Summer Institute. In addition to the focus on lab activities identified as Year 2 labs, the advanced course will provide additional instruction on troubleshooting equipment operation. Special emphasis will be placed on the incorporation of inquiry techniques into laboratory instruction. Prerequisites: Consent of instructor, BIO 552 and/or acceptance into the ASIM Year 2 program, and acceptance into a graduate program in secondary science education.

BIO 555 Histological Technique

Credit, 4 hours

Laboratory methods of fixation, embedding, sectioning, staining, and mounting of tissues of vertebrate and invertebrate animals. Prerequisite: Twelve hours of biology or consent of instructor.

BIO 560 Field Botany

Credit, 4 hours

Two lectures. One four-hour lab. Taxonomy and ecology of higher plants in Alabama.

BIO 570 Vertebrate Field Zoology

Credit, 4 hours

Two lectures. One four-hour lab. Biology of vertebrates including collection, preservation and identification.

BIO 571 Plant Physiology

Credit, 4 hours

Two lectures. One four-hour lab. Basic principles of plant physiology with emphasis on metabolic processes and the role of auxins in plant growth.

BIO 572 Animal Physiology

Credit, 4 hours

Three lectures. One three-hour lab. Physiological processes of cells and organs, including modern research techniques and laboratory animal surgery.

BIO 575 Special Topics in Marine Biology

Credit, 1–4 hours

Graduate-level marine biology courses offered at Dauphin Island Sea Lab. See the UM DISL liaison for more information. Prerequisite: At least 8 hours of majors-level undergraduate and/or graduate biology courses. Individual courses may have additional and/or specific prerequisites.

BIO 580 Special Problems in Biology

Credit, 1–4 hours

Individual research problems completed under the direction of staff.

Chemistry (CHEM)
College of Arts and Sciences

CHEM 520 Inorganic Chemistry
Credit, 3 hours

A modern approach to the fundamental concept of inorganic chemistry, encompassing topics such as bonding theories, coordination compounds, atomic structure, reactions in non-aqueous systems, bond energies, trends within the periodic table, and techniques. Consent of instructor required.

CHEM 535 Instrumental Methods in Analysis
Credit, 4 hours

A study of chemical principles and instrumental techniques of analytical chemistry. The laboratory is designed to illustrate the use of instruments in both routine analytical and research applications.

CHEM 540 Laboratory Instruction in Chemistry
Credit, 1–3 hours

This course provides a comprehensive study of high school chemistry laboratory instruction. Through participation in lab preparation and instruction with the Alabama Science in Motion program, as well as independent study and projects, students will address practical applications of the lab experience including safety issues, facilities, equipment, techniques, and education goals. Special emphasis will be placed on the development of lab activities that encourage an inquiry approach to learning. Pending scheduling, lab observation and/or instruction with the ASIM Specialist at a participating school may be required. Course may be repeated for credit for up to a total of 6 hours. Prerequisites: Consent of instructor and acceptance into a graduate program in secondary science education.

CHEM 545 Special Topics in Chemistry
Credit, 3 hours

A discussion of recent advances in theory, instrumentation, or techniques in analytical, inorganic, or physical chemistry. Topics vary. Course may be repeated for credit as topic changes. Prerequisite: CHEM 222 or consent of instructor.

CHEM 550 Introductory Chemistry Instrumentation
Credit, 1–3 hours

This course is designed to acquaint high school chemistry teachers with the equipment and lab activities available through the Alabama Science in Motion chemistry program. It is taught in conjunction with the ASIM Chemistry Summer Institute. Instruction will include the theory and principles of the equipment available through the program, as well as its practical applications. Lab activities identified as Year 1 labs will be the focus for the introductory course. Special emphasis will be placed on the incorporation of inquiry techniques into laboratory instruction. Prerequisites: Consent of instructor, acceptance into the ASIM

Year 1 program, and acceptance into a graduate program in secondary science education.

CHEM 552 Advanced Chemistry Instrumentation
Credit, 1–3 hours

This course is designed to provide a more in-depth view of the equipment available through the Alabama Science in Motion chemistry program, as well as more-advanced lab activities that utilize this equipment. It is taught in conjunction with the ASIM Chemistry Summer Institute. In addition to the focus on lab activities identified as Year 2 labs, the advanced course will provide additional instruction on troubleshooting equipment operation. Special emphasis will be placed on the incorporation of inquiry techniques into laboratory instruction. Prerequisites: Consent of instructor, CHEM 550 and/or acceptance into the ASIM Year 2 program, and acceptance into a graduate program in secondary science education.

CHEM 565 Chemical Calculations
Credit, 3 hours

Fundamental calculations involving a broad spectrum of chemical principles.

CHEM 580 Special Projects in Chemistry
Credit, 1–6 hours

Individual projects that may include literature survey, project design, data acquisition, and data interpretation. Consent of instructor required.

CHEM 581 Chemistry in the Community
Credit, 3 hours

Study of chemistry in the context of applying chemistry to society. Environmental issues such as water and contaminants, chemical resources, air quality, waste disposal and nuclear chemistry will be discussed.

Communication Science and Disorders (CSD)
College of Arts and Sciences

CSD 500 Thesis
Credit, 1–2 hours

Elective master's thesis for graduate SLP or AUD students, representing a formal research project involving normal or disordered aspects of speech, language, or hearing in children or adults. Selected with permission of the graduate adviser.

CSD 501 Neuroscience for Speech, Language, and Hearing
Credit, 3 hours

This course introduces the study of brain structure and function and how principles of neuroplasticity relate to human behavior in the areas of speech, language, hearing, cognition, and swallowing.

CSD 502 Research in Speech-Language Pathology

Credit, 3 hours

Explores fundamentals of research design critical to both evaluating and conducting research within the field of speech-language pathology.

CSD 511 Language Development and Disorders: Birth to Five

Credit, 3 hours

A review of language development and a study of assessment, analysis, and intervention of language disorders in children ages birth–five. Issues of emergent literacy will be included.

CSD 512 School Age Language and Literacy

Credit, 3 hours

An exploration of language and literacy assessment and intervention practices in the school-age population. Emphasis on special education laws with an introduction to Alabama Department of Education curriculum standards for grades K–12. Behavior plans and individualized education programs according to state and federal regulations will be written.

CSD 514 Professional Issues

Credit, 1 hour

This seminar will cover issues of relevance to professional practice including the code of ethics, praxis review, certification and licensure, professional organizations, counseling strategies, and supervision.

CSD 530 Introduction to Dysphagia

Credit, 3 hours

The study of the normal and abnormal neurological/physiological components of swallowing and related disorders. Special emphasis is given to the diagnosis and treatment of swallowing problems in the pediatric and adult population. Includes a lab component, which will be taught by outside guest lecturers or a UM instructor. Prerequisites: CSD 501 or equivalent.

CSD 534 Motor Speech Disorders

Credit, 3 hours

Motor speech disorders, the etiology of the disorders, and the diagnostic and treatment associated with various types of motor speech disorders. Portions of the course will relate to medical terminology and counseling related to persons with these specific disorders.

CSD 539 Augmentative and Alternative Communication

Credit, 3 hours

Principles and guidelines governing the use and implementation of an AAC system. A practical “hands on” approach to using and creating systems that meet the needs of AAC users and their families. Focus on assessment, intervention,

current issues and trends, including a transdisciplinary approach to assessment and intervention.

CSD 540 Acquired Cognitive-Communicative Disorders in Adults

Credit, 3 hours

This course addresses the study of cognitive-communicative disorders in adults, including evaluation techniques and evidence-based treatment strategies, specifically related to dementia, acquired brain injury, and right-hemisphere syndrome.

CSD 542 Seminar in Cleft Palate and Syndromes

Credit, 2 hours

A study of etiology, assessment, diagnosis, and treatment associated with cleft lip and palate and syndromes.

CSD 543 Seminar in Stuttering

Credit, 3 hours

A study of the nature of stuttering, with emphasis on a survey of a number of theories on the causes and symptomatology of stuttering and associated intervention strategies.

CSD 545 Seminar in Voice Disorders

Credit, 3 hours

A study of the etiology, physiology, assessment, diagnosis, and treatment of functional and organic voice disorders.

CSD 546 Seminar in Aphasia and Related Neurogenic Disorders

Credit, 3 hours

This seminar will focus on aphasia and the myriad of characteristics associated with this disorder. Neurological constructs and neuroplastic changes associated with evidence-based treatment strategies and diagnostic principles will be addressed.

CSD 547 Speech Sound Disorders

Credit, 3 hours

A study of phonological theory, normal phonological development, and the assessment, diagnosis, and treatment of speech sound disorders in children.

CSD 548 Seminar in Communicative Disorders

Credit, 1–2 hours

A variable content course focusing on special problems or current issues in communicative disorders.

CSD 549 Principles of Assessment and Diagnosis

Credit, 2 hours

Content will focus on traditional approaches and current techniques of assessment and diagnosis.

CSD 579 Advanced Clinical Practice in Speech-Language Pathology

Credit, 1–9 hours

Supervised clinical practice, including diagnostic and

treatment procedures with children and adults exhibiting a variety of communicative disorders. Students will work in the Speech and Hearing Center and in one or more of the off-campus externship facilities with which the University has a contractual agreement.

Communication Studies (COMS)
College of Fine Arts

COMS 531 Directed Studies in Communication Studies

Credit, 3 hours

Special offerings on a communication-studies topic at the graduate level. Focus toward educators at high school level. May be repeated for credit as topics vary.

Counseling (EDC)
College of Education

EDC 500 Selected Topics in Counseling

Credit, 1–3 hours

Elective courses on topics that are not part of the regular curriculum. Taught by practitioners with expertise in a particular topic in counseling. This course can be repeated three times for up to 3 hours credit with Instructor and Adviser approval.

EDC 502 Theories and Techniques of Counseling

Credit, 3 hours

Survey of counseling theories presently being used: client-centered, behavioral, existential, rational-emotive, and others. Essential qualities of counseling interviews and evaluation of counselor effectiveness.

EDC 503 Assessment in Counseling

Credit, 3 hours

Review of intelligence, achievement, aptitude, interest, and personality tests. Validity and reliability emphasized along with administration, scoring, interpretation, and report writing.

EDC 515 Prepracticum in Interpersonal Skills

Credit, 3 hours

Development of skills identified with high levels of interpersonal functioning. Experiential learning employed and ample opportunity for students to practice.

EDC 517 Intimacy and Sexuality

Credit, 3 hours

Sexuality and intimacy issues will be explored with an emphasis on assessment and intervention in couples counseling practice. Prerequisites: EDC 502, 515.

EDC 526 Grief and Loss Counseling

Credit, 3 hours

The course will provide an overview of the grieving process and grief and loss issues including complicated grief. Interventions and counseling strategies for individuals, families, and children who have suffered loss will be presented. Bereavement and other types of loss will be addressed.

EDC 527 Addicted Families

Credit, 3 hours

This course will address theory, assessment, and treatment of families dealing with addictions and substance-use issues.

EDC 530 Professional, Ethical, and Legal Issues in Counseling

Credit, 3 hours

An overview of the critical professional issues in counseling with emphasis on current ethical and legal standards. Prerequisite: EDC 515.

EDC 536 Family Life Skills and Consultation

Credit, 3 hours

The course will address family life skill topic areas and how they are used in a multidisciplinary context to promote the well-being of families and individuals comprising the family. Principles of life skills, their application, and integration into various settings. Case management, consultation, and prevention will be examined.

EDC 541 Counseling Practicum

Credit, 3 hours

Counseling Practicum is a supervised clinical experience intended to enable the student to develop basic counseling and group work skills and integrate professional knowledge. Grade of B is required for successful completion of the course. Prerequisites: EDC 502, 515. Prerequisite or corequisite: EDC 550.

EDC 542 Fundamentals of Clinical Supervision

Credit, 3 hours

Designed to meet course requirements stipulated by the Alabama Board of Examiners in Counseling and the Alabama Board of Examiners in Marriage and Family Therapy for individuals wishing to become clinical supervisors or counselor trainees.

EDC 546 Clinical Work with Suicidal Clients and Families

Credit, 3 hours

The course will address epidemiology of suicide, demographic and incidence information about at-risk groups, risk factors, protective factors, warning signs, assessment of emergency risk groups and chronic risk, intervention strategies, nomenclature, prevention and postvention.

EDC 550 Group Procedures in Counseling

Credit, 3 hours

Principles of group processes and their application in

counseling situations. Survey of group theories, group techniques, and research relating to group counseling is an integral feature of the course. Prerequisite: EDC 502.

EDC 552 Collaborative Systemic Interventions for Children

Credit, 3 hours

Designed for students preparing themselves for a career in working with children and families through schools or agencies. Students will learn solution-focused counseling techniques for application in the development of multi-systemic interventions for children. Collaboration among schools, agencies, and families will be stressed. Counseling and related activities will be considered in the scope of the developmental process as applied to the current issues that affect children.

EDC 556 Psychopathology

Credit, 3 hours

Assessment, diagnosis, and treatment of mental disorders as defined by the DSM (4th edition) classification system. Current understanding of etiology, prevention, and treatment issues related to psychopathology.

EDC 557 Systemic Strategies for Crisis Intervention

Credit, 3 hours

Ways in which normative and non-normative stressor events and their related hardships impact family functioning will be explored. Participants in this course will gain knowledge of the impact of stressor events on families and will utilize the current research to formulate intervention strategies for families dealing with stress and crises.

EDC 570 Career and Lifestyle Development

Credit, 3 hours

World of work, sources of career information, and the concept of vocational development. Theories of career choice and implications of theories for the guidance worker.

EDC 581 Counseling Internship

Credit, 3–6 hours

Intensive practical opportunity for the counseling student in a selected field setting. Daily observation and personal implementation of counseling theory, strategy, and programming. A supervised seminar will complement this on-the-job training program. Grade of B is required for successful completion of course. Prerequisite: EDC 541. This course can be repeated two times for up to 6 hours credit with Instructor and Adviser approval.

EDC 582 Advanced Internship in Marriage and Family Counseling

Credit, 3 hours

Specialized field experience in the area of marriage and family counseling, building upon skills and knowledge attained during completion of EDC 581. The internship

involves practice and personal implementation of marriage and family counseling theory, strategy, and programming.

EDC 590 Directed Readings

Credit, 3 hours

Can be taken only with consent of adviser and department chair.

EDC 592 School Counseling

Credit, 3 hours

Foundations for organizing and delivering counseling services for K–12 students. Designing a comprehensive developmental program and understanding ethical guidelines for school counselors.

EDC 596 Clinical Mental Health Counseling

Credit, 3 hours

Scope and methods of counseling in community and agency settings. Rationale for use of various theoretical approaches in these settings. Practical applications include development of methods for assessing community need for counseling services. Prerequisite: EDC 515.

EDC 597 Couples and Family Counseling

Credit, 3 hours

History, general processes, techniques, research, and main theoretical approaches of the marriage and family field. Prerequisite: EDC 515.

EDC 598 Independent and Informal Study

Credit, 3 hours

Study in detail of a specific counseling-related problem under the direction of a faculty member. The student must have the approval of his/her adviser. All work must be completed and in the hands of the instructor in charge at least two weeks in advance of the close of the semester in which the credit is to be recorded.

Economics (EC)

Michael E. Stephens College of Business

EC 532 Managerial Economics

Credit, 3 hours

This course examines economic concepts and analysis as used in managerial decision-making with emphasis on demand theory, market structure, government, economic efficiency, and policy. Selected readings will be assigned, reviewed, and discussed to develop conceptual insights. Case studies, exercises, presentations, and team projects are used to develop skills and synthesize course concepts. Prerequisite: Admission to the M.B.A. program.

Education (ED)

College of Education

ED 501 Introduction to Teaching

Credit, 1 hour

Observations and case-study analysis will provide students with a pedagogical foundation on which to build a personal philosophy of education. Prerequisite: ED 527.

ED 502 Secondary Students as Learners

Credit, 1–2 hours

The COE conceptual framework theme, “Educator as Developing Professional,” is a major organizer for this course in that secondary candidates will be encouraged to explore various foundations for beginning a career in teaching and for committing to anticipated growth and development to span the entire career. Prerequisite: ED 527. Prerequisites with concurrency: One applicable course from ED 535–541, ED 555, and SPED 507.

ED 503 Power, Politics, and Change

Credit, 2 hours

This course will introduce graduate students to how educational policy is made for American schools and the effect of policies on classroom teaching. The emphasis of the course is on the complex interrelationship between politicians, private foundations and think tanks, teachers’ unions, special-interest groups, educational researchers, school administrators, boards of education, courts, and classroom teachers. Corequisites: ED 504 and 506.

ED 504 Innovative Instructional Design

Credit, 2 hours

This course will introduce graduate students to the evolution of the standards movement in the early 21st century and its strong political force in today’s schooling. The emphasis of the course is on using innovative instructional designs (i.e., multiple intelligences, learning styles, differentiation, cooperative learning, interdisciplinary learning, problem-based learning, mentoring service learning, etc.) within a climate of high-stakes standards-based curricular accountability. Corequisites: ED 503 and 506.

ED 506 Reaching Every Learner

Credit, 2 hours

This course will introduce graduate students to the historical impact of culture, ethnicity, language, socioeconomic background, gender, ability, and interest levels on student learning. An emphasis on the course is on the examination of personal and professional biases, experiences, values, and beliefs, and the impact of these things on a teacher’s ability to reach students from diverse backgrounds. Corequisites: ED 503 and 504.

ED 511 Advanced Studies in Teaching Reading

Credit, 3 hours

Understanding reading difficulties, practical experiences in diagnosing reading difficulties, a study of corrective

treatment, and the ability to develop and implement a directed reading lesson. Guided laboratory experiences with children who exhibit reading limitations that can be aided by the regular classroom teacher. Corequisite: ED 546. (Cross-listed with ED 411.)

ED 512 Reading and Writing in the Secondary Content Areas

Credit, 3 hours

This course is designed to provide secondary content teachers with an understanding of the importance of teaching reading and writing in a diverse classroom. Prerequisite: Admission to Phase I of the AFY Program. Prerequisites: ED 527 and EDF 505. Corequisites: ED 502 and SPED 507.

ED 514 Creative Arts for the Classroom Teacher

Credit, 3 hours

Development of creative thinking processes for instructional planning for teaching and for the development of such processes in students. Consideration to the total school program with special emphasis on creative arts and the improvement of thinking skills, such as perceiving, imagining, analyzing, predicting, judging, elaborating and evaluating. (Summers only).

ED 516 Emerging Literacy in the Classroom

Credit, 3 hours

Understanding and teaching of beginning literacy in primary grades. Theory, methods, materials, along with assessment alternatives.

ED 517 Teaching Writing in Today’s Classrooms

Credit, 3 hours

Written language development in students and their teachers. Investigation of writing as a process, strategies for managing a writing process classroom, and assessment procedures. Practical applications of the writing process, including educating parents, administrators, and other classroom teachers. Strategies to expand students’ development in spelling and grammar.

ED 518 Classroom Management

Credit, 2 hours

Provides an opportunity to review, research, and analyze various classroom environments and disciplinary styles. Students will develop basic human-relations skills and communicate an understanding of their role in the classroom. Prerequisite: Completion of Stage A.

ED 525 Assessment and Planning for Reading Instruction

Credit, 3 hours

Develops educator’s expertise in choosing, administering, and interpreting a variety of formal and informal assessments approved by the Alabama Reading Initiative. Em-

phasis will be on the use of assessments in program review and planning at all levels.

ED 527 Computer-Based Instructional Technologies

Credit, 3 hours

Contemporary applications of computer technology within the classroom setting. Use of computers, software, and peripheral devices for (a) communication, (b) classroom management, and (c) instruction.

ED 528 Multimedia Technology in Education

Credit, 3 hours

Using emerging technologies and software in the classroom and in the general school setting. Desktop publishing, hypermedia in the classroom, computer networks, optical storage, animated graphics, and interactive video included. Prerequisite: Consent of instructor.

ED 529 Curriculum Integration Technology

Credit, 3 hours

This “hands-on” course is intended to help the practicing teacher develop the critical analysis skills necessary to appropriately integrate computer technology into the classroom. Current research and trends in the application of educational technology will be investigated and discussed. From this foundation, the student will learn to critically assess the technology needs of his or her students and environment and to develop, implement, and evaluate technology-supported instruction that accurately meets those needs.

ED 530 Language and Literacy Development

Credit, 3 hours

Study of language development and how it influences learning and literacy development.

ED 532 Content Area Literacy

Credit, 3 hours

Comprehension and study skill development in concept subjects and the materials and technology that support that development.

ED 533 English Language Learners in Today’s Classrooms

Credit, 3 hours

This course deals with issues related to curriculum and instruction of second-language learners in P–12 classrooms.

ED 535 Teaching Art at the Secondary Level

Credit, 1 hour

A capstone experience in teacher preparation that includes the opportunity to reflect, apply, and integrate various program components to demonstrate synthesis of skills and knowledge. Includes field-based methods with certified teacher in students’ teaching field. Prerequisites: ED 518 and 550, and EDF 562. Corequisite: EDI 590.

ED 536 Teaching English/Language Arts at the Secondary Level

Credit, 1 hour

A capstone experience in teacher preparation that includes the opportunity to reflect, apply, and integrate various program components to demonstrate synthesis of skills and knowledge. Includes field-based methods with certified teacher in students’ teaching field. Prerequisites: ED 516 and 550, and EDF 562. Corequisite: EDI 540.

ED 537 Teaching General Science at the Secondary Level

Credit, 1 hour

A capstone experience in teacher preparation that includes the opportunity to reflect, apply, and integrate various program components to demonstrate synthesis of skills and knowledge. Includes field-based methods with certified teacher in students’ teaching field. Prerequisites: ED 518 and 550, and EDF 562. Corequisite: EDI 540.

ED 538 Teaching Math at the Secondary Level

Credit, 1 hour

A capstone experience in teacher preparation that includes the opportunity to reflect, apply, and integrate various program components to demonstrate synthesis of skills and knowledge. Includes field-based methods with certified teacher in students’ teaching field. Prerequisites: ED 518 and 550, and EDF 562. Corequisite: EDI 540.

ED 539 Teaching Social Sciences at the Secondary Level

Credit, 1 hour

A capstone experience in teacher preparation that includes the opportunity to reflect, apply, and integrate various program components to demonstrate synthesis of skills and knowledge. Includes field-based methods with certified teacher in students’ teaching field. Prerequisites: ED 518 and 550, and EDF 562. Corequisite: EDI 540.

ED 541 Teaching Family and Consumer Sciences at the Secondary Level

Credit, 1 hour

A capstone experience in teacher preparation that includes the opportunity to reflect, apply, and integrate various program components to demonstrate synthesis of skills and knowledge. Includes field-based methods with certified teacher in students’ teaching field. Prerequisites: ED 518 and 550, and EDF 562. Corequisite: EDI 540.

ED 544 Teaching Elementary School Social Studies

Credit, 3 hours

Methods for providing a developmentally appropriate social studies curriculum for children in early childhood and elementary settings. Open only to students in the alternative fifth-year program. Prerequisites: ED 511 and 546. Corequisites: ED 545 and 548.

ED 545 Teaching Elementary School Mathematics

Credit, 1–3 hours

Materials and methods of teaching mathematics to children in grades P–6. Appropriate laboratory experiences provided. Open only to students in the alternative fifth-year program. Prerequisites: ED 511 and 546. Corequisites: ED 544 and 548.

ED 546 Teaching Elementary School Language Arts

Credit, 3 hours

Selection of strategies and construction of language arts materials for the elementary school child. Appropriate laboratory experiences required. Open only to students in the alternative fifth-year program. Prerequisite: ED 501. Corequisite: ED 511.

ED 548 Teaching Elementary School Science

Credit, 3 hours

Materials and methods of teaching science to children in grades P–6. Scientific literacy, application of knowledge and integration of science with other subject areas. Open only to students in the alternative fifth-year program. Prerequisites: ED 511 and 546. Corequisites: ED 544 and 545.

ED 549 Selected Topics in Early Childhood and Elementary Education

Credit, 3–6 hours

This course will deal with an in-depth study of a selected topic which is of current importance to the field of elementary education. This course can be repeated two times for up to 6 hours credit with Instructor and Adviser approval.

ED 550 Instructional Strategies II – Models

Credit, 3 hours

Selection of appropriate methods and materials for teaching the various disciplines. Prerequisite: Completion of Stage A.

ED 555 Instructional Strategies I – Literacy

Credit, 2 hours

Research on and study of new and more-advanced models of teaching, methods of assessment, and further integration of technology. Prerequisite: ED 527. Prerequisites with concurrency: One applicable course from ED 535–541, ED 555, and SPED 507.

ED 556 Improving Instruction in Elementary Language Arts

Credit, 3 hours

Current research in various areas of language arts and teaching approaches.

ED 557 Thinking Mathematically in the Elementary Classroom

Credit, 3 hours

This course deals with current research in mathematics,

as well as approaches to developing mathematical understanding, in the elementary classroom setting. The NCTM standards provide a basis for evaluating content, materials, and teaching strategies.

ED 559 Elementary Social Studies and the Integrated Curriculum

Credit, 3 hours

Making decisions for the effective planning, teaching, and assessment of social studies knowledge and skills. Strategies for developing civic responsibility through student involvement with each other, the fine arts, children's literature, inquiry learning, and current events explored. Based on the Alabama Social Studies Course of Study (1998), this course stresses the development of students' thinking skills and an integrated approach to social studies learning using thematic units.

ED 565 Organization and Management in the Elementary Grades

Credit, 3 hours

Planning, organization, instructional strategies and classroom management for elementary grades (K–6). Emphasis on the philosophy, design, curriculum, and organization of elementary schools, and on the teacher's rights, responsibilities, relationships to other constituencies, and continuing professional development. Prerequisite: ED 501.

ED 570 Selected Topics in Technology

Credit, 3 hours

This course will deal with special topics or current or emerging trends in the field of instructional technology.

ED 571 Selected Topics in ELL/Special Education

Credit, 3 hours

This course will deal with special topics in the field of ELL or Special Education.

ED 574 Thinking Geographically in the Elementary Classroom

Credit, 3 hours

This course covers current research in geographic education with a focus on the themes of location, place, human-environment interaction, movement, and regions. The NCSS standards, as well as the National Geography standards, provide a basis for evaluating content, materials, and teaching strategies in the elementary classroom.

ED 575 Environmental Education for ECE/Elementary Teachers

Credit, 3 hours

Emphasis will be on developing knowledge and dispositions related to environment and the teaching and learning of environmental education.

ED 581 Advanced Methods and Materials in Early Childhood Education

Credit, 3 hours

Deals with the selection and organization of instructional materials and teaching methods appropriate to young children. Prerequisites: ED 501 and admission to the TEP.

ED 590 Advanced Seminar in Secondary Education

Credit, 2 hours

A capstone experience in teacher education, which includes the opportunity to reflect, apply, and integrate various program components. Prerequisite: Admission to internship. Corequisite: EDI 540 or 590.

ED 591 Research Design for Classroom Teachers

Credit, 3 hours

This course will introduce graduate students to the definition, origins, and theoretical foundations, goals, and procedures of action research. In addition, students will conduct a literature review, decide on an area of focus, and determine appropriate data collection techniques for a classroom-based action research project. Prerequisites: ED 503, 504, 506; three “emphasis area” courses.

ED 592 Action Research for Classroom Teachers

Credit, 3 hours

This course is designed to facilitate the completion of the action research project started in ED 591 (Research Design for Classroom Teachers). In this course, graduate students will work with a faculty mentor to complete a classroom-based action research project, including data collection, analysis, interpretation, and writing. The culmination of the course involves a multimedia presentation of the results of the action research study. Prerequisites: ED 503, 504, 506, and 591.

ED 598 Independent and Informal Study

Credit, 3 hours

This experience provides the student an opportunity to study in detail a specific school-related problem under the direction of a faculty member. It may be a specific problem that may be studied in the student’s local community; it may be a curriculum study in a given area; it may be the study of a problem or topic not covered in a regular course; or it may be a creative project or tutorial or honors study of an independent nature in the area of student’s research interests. The study to be made by the student must have the approval of his/her adviser and the course must be entered on the student’s program.

ED 698 Independent and Informal Study

Credit, 3 hours

Education Internships (EDI)

College of Education and College of Arts and Sciences

EDI 540 Internship in High School Teaching

Credit, 6 hours

Full-time placement for 16 weeks of the semester at a school of grade levels 6–12. Prerequisites: ED 518 and 550, EDF 562, and successful completion of Phase II and all TEP requirements.

EDI 560 Internship in Collaborative Special Education K–6

Credit, 6 hours

Full-time placement for 16 weeks of the semester in a classroom that serves students with special needs at the K–6 level. Prerequisite: Successful completion of Content Block and all TEP requirements. (Cross-listed with EDI 460.)

EDI 561 Internship in Collaborative Special Education 6-12

Credit, 6 hours

Full-time placement for 16 weeks of the semester in a classroom that serves students with special needs at grade levels 6–12. Prerequisite: Successful completion of all courses and all TEP requirements.

EDI 562 Internship in Hearing Impaired

Credit, 6 hours

Full-time placement for 16 weeks of the semester in a classroom that serves students with certified hearing loss at the P–12 level (both elementary and secondary settings). Prerequisite: Successful completion of coursework and all TEP requirements.

EDI 570 Internship in Elementary Education

Credit, 6 hours

Full-time placement for 16 weeks of the semester at a school of grade levels K–6. Prerequisites: ED 544, 545, and 548, and successful completion of Content Block and all TEP requirements.

EDI 590 Internship in P–12 Teaching

Credit, 3–10 hours

Full-time placement for 8 weeks of the semester at a school of grade levels 7–12 and for 8 weeks of the semester at a school of grade levels K–6. Prerequisites: ED 518 and 550, EDF 562, and successful completion of Phase II and all TEP requirements.

Educational Foundations (EDF)

College of Education

EDF 500 Introduction to Graduate Studies

Credit, 3 hours

How to find, read, and interpret a research study; distinguishing between peer-reviewed and practitioner pieces; advantages and disadvantages of electronic media sources;

information literacy; principals of library research and investigation in the 21st century. Prerequisite: Admission to the Traditional Graduate Program.

EDF 505 Introduction to Social and Multicultural Education

Credit, 1 hour

In conjunction with classroom discussions and projects, students will be immersed in a culturally diverse setting for a period of one week.

EDF 510 Comparative Educational Systems

Credit, 3 hours

U.S. educational system compared to those of other countries with respect to laws pertaining to education, educational goals, organization and administration of education, facilities and equipment, school and college programs, education of teachers, and the like.

EDF 516 Theory and Practice of Communication Skills

Credit, 3 hours

Day-to-day interactions with other persons. Topics include using verbal and nonverbal symbols, interactive listening, creating an interpersonal climate, developing and maintaining personal and professional relationships.

EDF 526 Assessment and Data Analysis for Instructional Improvement

Credit, 3 hours

Designed to familiarize the student with the purposes and formats of the various assessments used in public schools. Students will use student performance data to identify potential program weaknesses and formulate remedial strategies to address each weakness.

EDF 531 Problems and Issues in Public Education

Credit, 3 hours

Systematically identifying critical issues and problems of public education.

EDF 540 Applied Educational Research

Credit, 3 hours

Familiarizes students with research that enhances the knowledge base in the profession and is applicable in a practical setting. Emphasis on applying research in a practical setting by the development of research skills regarding the research question, the literature review, the research design, the methodology, and the reference section. This experience prepares students to be discriminate evaluators of research and able to design research projects.

EDF 551 Selected Topics in Foundations of Professional Studies

Credit, 3 hours

Topics and issues of that comprise foundational knowledge appropriate for all graduate students of education.

Emphasis on critical analysis and synthesis as a basis for sound professional decisions and actions.

EDF 561 Measurement and Evaluation in Elementary Education

Credit, 3 hours

Interrelation of teaching, learning, and evaluation. Includes developing skills in test construction to ensure valid measurement of achievement, developing skills in interpreting standardized test scores, evaluating the appropriateness of standardized tests, and developing the ability to utilize measurement data in making decisions regarding instructional needs in the elementary classroom. Prerequisites or corequisites: ED 511 and 546.

EDF 562 Measurement and Evaluation in Secondary Education

Credit, 3 hours

Interrelation of teaching, learning, and evaluation. Includes developing skills in test construction to ensure valid measurement of achievement, developing skills in interpreting standardized test scores, evaluating the appropriateness of standardized tests, and developing the ability to utilize measurement data in making decisions regarding instructional needs in the secondary classroom. Prerequisite: Admission to Alternative Fifth-Year Program. Corequisites: ED 518 and 550.

EDF 580 Advanced Human Growth and Development

Credit, 3 hours

Review of classic and current research in development. Critical analyses of behavioristic, psychoanalytic, psychobiological, and eclectic theories of growth and socialization are included.

EDF 600 Applied Research in Education and Behavioral Sciences

Credit, 3 hours

Application of specific research methodologies to individual research projects in the area of the student's professional interest.

EDF 620 Social and Multicultural Foundations

Credit, 3 hours

Designed to help educators and counselors function effectively with individuals in a culturally diverse society. Understanding necessary to describe, analyze, and appreciate cultural differences.

EDF 630 Advanced Educational Psychology

Credit, 3 hours

Study of theories of learning and their relation to varying school procedures, the effects of emotional adjustment, intelligence, social factors, and motivation on the ability to learn.

Instructional Leadership (EDL)
College of Education

EDL 577 Technology for School Leaders
Credit, 3 hours

Designed to provide the developing professional with information concerning the application of technology in administrative settings.

EDL 593 Leadership, Collaboration, and Mentoring
Credit, 3 hours

Designed to facilitate opportunities for practicing professionals to examine knowledge, models, and skills critical to effective school leadership and mentoring. Emphasis on impacts of positive relationships on the local school environment and on school renewal.

EDL 594 Curriculum and Instructional Leadership
Credit, 3 hours

Designed to develop the knowledge and skills of the foundations of supervision in the curriculum and instructional development domains. Emphasis on the supervisor's role in designing, developing, implementing, and evaluating the curriculum and planning, monitoring, and evaluation of the instructional program.

EDL 595 Public Relations, Community Resources, and Ethics
Credit, 3 hours

Designed to assist the developing professional in the study of public relations, ethics, and community resources. The communication strategies utilized for building programs and system-wide programs, the interpretation of schools to their internal and external publics, and administrator public relations activities are analyzed.

EDL 596 Fiscal and Non-fiscal Resources for Instruction
Credit, 3 hours

Designed to assist the developing professional in the study of state, federal, and local financing of education with special emphasis on Alabama. Financial issues, budgeting, fiscal management, resources for instruction, and the Alabama Foundation Program are studied. Special attention given to developing skills for utilizing both fiscal and non-fiscal resources for instructional improvement.

EDL 597 Legal Issues and Human Resources
Credit, 3 hours

Designed to assist the developing professional in the study of constitutional provisions, statutory laws, court decisions, and regulations governing public schools with emphasis on Alabama, and to assist in gaining the fundamental knowledge of human resources for schools. Special attention given to developing skills in making decisions based on legal

provisions or precedents with reference to the daily operation of schools and to applying human resource functions.

EDL 598 Independent and Informal Study
Credit, 3 hours

Detailed study of a specific school-related problem under the direction of a faculty member. The student must have the approval of his/her adviser. All work must be completed and in the hands of the instructor in charge at least two weeks in advance of the close of the semester in which the credit is to be recorded.

EDL 599 Residency and Capstone Seminar
Credit, 3 hours

The residency will provide students with the opportunity to develop as professionals by participating in the day-to-day decision-making process of a school administrator. The experience provides the prospective administrator an opportunity to put theory into practice, combine and extend past learning, apply new competencies, engage in structured self evaluation, and profit from direct collaboration of an experienced administrator.

EDL 605 Fiscal Resources and Business Management
Credit, 3 hours

Fiscal support and management of the public schools in America, with primary emphasis on Alabama. Theoretical as well as practical issues in school finance and economics examined. Opportunities provided for integrating the student's personal knowledge of schools with the theoretical knowledge base of school finance in order to analyze problems and make quality decisions.

EDL 606 Leadership and Mentor Training
Credit, 3 hours

Skills and techniques needed to be effective mentors. Emphasis on the development of a positive relationship between aspiring leaders and their mentors through experiential training.

EDL 612 Public Relations and Community Resources
Credit, 3 hours

A study of linkages between the school organization and its clientele. Emphasis on communication of goals to the public, pressure groups, community agencies, and the news media.

EDL 640 Curriculum Problems and Issues in Instructional Leadership
Credit, 3 hours

This course is designed to develop the knowledge and skills of the foundations of supervision in the curriculum and instructional development domains. Emphasis is given to the supervisor's role in designing, developing, implementing, and evaluating the curriculum and planning, monitoring,

and evaluation of the instructional program. With regard to the College of Education Conceptual Framework, students are expected to gain knowledge of curriculum and supervision.

EDL 643 The School Climate

Credit, 3 hours

A transdisciplinary approach to creating a safe and productive environment for all members of a school setting. Examination of enhancing positive student behavior and learning as well as engaging administration and staff in teamwork toward providing direct and indirect environmental influences for conflict resolution, and mental and physical well-being. Ecological strategies for affecting systemic change will be explored. Available only to majors in the Class AA/EDS Teacher Leader Program.

EDL 644 Legal and Ethical Issues

Credit, 3 hours

This course is designed to assist the developing professional in the study of constitutional laws, statutory laws, and court decisions governing public schools with special emphasis on Alabama. This course will emphasize contemporary legal and ethical issues affecting the organization and administration of public schools.

EDL 645 Data-Driven Models for Curriculum Development

Credit, 3 hours

An exploration and examination of the foundations, design, development, organization, and implementation of curriculum in K-Plus settings and the use of assessment data to develop best-practice models for curriculum decision-making. Effective use of technology to analyze assessment data and develop curriculum frameworks will be emphasized. This course defines the specifics of what school leaders should be able to do in order to provide instructional leadership and effective use of technology in school environments. The effective 21st-century school leader must be a hands-on user of technology, and he or she must be a competent user of information and technology tools common to the information-age professional.

EDL 648 Leadership for Educational Equity and Social Justice

Credit, 3 hours

Analyzes interrelationships of identity differences with educational and social, policy contexts, and practices, with attention to Alabama schools' equity data. Equitable access to institutional structures of support, including technology, is also examined.

EDL 650 Systemic Planning and Design for School Improvement

Credit, 3 hours

Primarily for those students who are physically on the job either employed in an administrative position or as part of a practicum. A daily journal will be kept of activities engaged

in, problems anticipated or encountered and their solutions. A project for school improvement will be planned, organized, and implemented. In addition to supervisory aid from the personnel of the local system, students will be visited periodically by the College supervisor.

EDL 651 Systemic Evaluation of School Improvement

Credit, 3 hours

Primarily for those students who are physically on the job either employed in an administrative position or as part of a practicum. A daily journal will be kept of activities engaged in, problems anticipated or encountered and their solutions. A project for school improvement will be planned, organized, and implemented. In addition to supervisory aid from the personnel of the local system, students will be visited periodically by the College supervisor.

EDL 690 Teacher Leadership for the 21st Century

Credit, 3 hours

Identification and exploration of standards established by national educational organizations, regional accrediting societies, and local schools. Reflection on how standards guide decision-making for instructional programs emphasized.

EDL 691 Research and Planning for School Improvement

Credit, 3 hours

Targeting areas of needed improvement within the school and/or community. Current problems, issues, organizational patterns, and evaluation techniques appropriate to the school and/or community setting investigated, using a variety of research methodologies to develop a plan of action. Emphasis on national, regional, and local standards as evaluative criteria.

EDL 692 Implementation and Evaluation of School Improvement

Credit, 3 hours

This course will introduce graduate students to the definition, origins, and theoretical foundations, goals, and procedures of action research. In addition, students will conduct a literature review, decide on an area of focus, and determine appropriate data-collection techniques for a classroom-based action research project. The course culminates with the implementation of research and presentation of findings in the form of an action research report. Prerequisite: ED 691.

EDL 698 Independent and Informal Study

Credit, 3 hours

Detailed study of a specific school-related problem. The student must have the approval of his/her adviser. All work must be completed and in the hands of the instructor in charge at least two weeks in advance of the close of the semester in which the credit is to be recorded.

English (ENG)
College of Arts and Sciences

ENG 500 Introduction to Graduate Studies
Credit, 3 hours

The course introduces beginning M.A. students to the content and relational knowledge expected of a successful graduate student in literary studies. This course is normally taken during the first semester of enrollment.

ENG 504 Literature for Young Adults
Credit, 3 hours

A study of classical and modern literature dealing with stages of adolescent development. Selections include a variety of genres with special attention to the young adult novel.

ENG 505 Studies in One or Two Authors
Credit, 3 hours

Close study of selected texts by a single figure (e.g. Shakespeare, Chaucer, Austen) or comparison of texts by a pair of writers (e.g. Barrett Browning and Dickinson). May be repeated for credit as authors vary. Prerequisites: ENG 300 or consent of instructor.

ENG 508 Practicum in Writing Center Tutoring
Credit, 1–3 hours

This course combines study of major scholarship on writing-center theory and practice with firsthand observations of tutoring sessions, followed by direct tutoring experience. It is intended for prospective and practicing Harbert Writing Center tutors, as well as for non-tutoring students who expect to teach writing during their careers. Prerequisites: ENG 101, 102, 231, 232, or equivalents, or consent of instructor.

ENG 511 Studies in Drama
Credit, 3 hours

Study of the formal and generic features of drama. May emphasize development of dramatic form and content, a group of writers (the Irish Literary Revival), a period (Elizabethan and Jacobean), or a sub-genre (tragedy).

ENG 512 Studies in Poetry
Credit, 3 hours

Study of the forms and conventions of poetry. May emphasize a poetic kind (the lyric, the dramatic monologue, the elegy), a group of writers (Pope and his circle), a period or culture (contemporary Caribbean poetry), or a recurrent theme (country and city).

ENG 513 Studies in the Novel
Credit, 3 hours

Study of the formal and generic features of the novel. May emphasize the origins and development of the novel, a group of writers (contemporary African-American novelists), a period or culture (novels of the American South), or a sub-genre or kind (the Bildungsroman or picaresque).

ENG 514 Studies in Short Fiction
Credit, 3 hours

Study of the formal and generic features of the short story. May emphasize the origins and development of the short-story form, a group of writers (Latin American “magical realists”), or a period or culture (Southern Gothic).

ENG 515 Studies in Non-Fiction
Credit, 3 hours

Study of various forms of non-fiction prose (biography, autobiography, diaries and other forms of personal writing, journalism, polemical writing, the essay, etc.).

ENG 519 Special Topics in Genre
Credit, 3 hours

Exploration of a selected problem in genre. May consider history and uses of a formal device (meter), a theoretical problem (the ideology of the sonnet), a historical problem (the relationship between the novel and emerging national identities), or a cultural-studies issue (constructions of race and gender in Early Modern English drama.)

ENG 523 Medieval Literature
Credit, 3 hours

Studies in literature of the Middle Ages (750–1500). May include Beowulf, Chaucer, Petrarch, Dante, Marie de France.

ENG 524 Early Modern Literature
Credit, 3 hours

Studies in literature of the Renaissance and seventeenth century (1500–1660). May include Spenser, Donne, Jonson, Marvell.

ENG 525 Restoration and Eighteenth-Century Literature
Credit, 3 hours

Studies in literature from the “long Eighteenth Century” (1660–1790). May include Dryden, Etherege, Bunyan, Defoe, Pope, Swift, Johnson.

ENG 526 The Romantic Period
Credit, 3 hours

Studies in literature of the Romantic period (1790–1832). May include Blake, Wordsworth, Coleridge, Byron, the Shelleys, Keats.

ENG 527 The Victorian Period
Credit, 3 hours

Studies in literature of the Victorian period (1832–1900). May include Carlyle, Tennyson, the Brownings, Arnold, the Rossettis, Hopkins, and Hardy.

ENG 528 Modern Literature
Credit, 3 hours

Studies in literature of the twentieth century. Aspects of modernism examined through texts of one or several genres.

ENG 531 American Literature to 1865

Credit, 3 hours

Studies in colonial and nineteenth-century American literature. May include Bradford, Bradstreet, Franklin, Hawthorne, Poe, Melville, Whitman, and Dickinson.

ENG 532 American Literature After 1865

Credit, 3 hours

Studies in American literature from the late nineteenth century through the present. May include Twain, James, Chopin, Crane, Dreiser, Steinbeck, Williams, Barth.

ENG 539 Special Topics in Literature of a Region, Culture, or Period

Credit, 3 hours

Exploration of a selected topic in a period or culture. May consider a historical problem (did women have a Renaissance) or the literature of a period and/or subculture (the Harlem Renaissance, Southern Literature).

ENG 552 Studies in Critical Theory

Credit, 3 hours

A study of both ancient and modern critical concepts that attempt to discover meaning in or impose meaning on literary texts.

ENG 554 Studies in Composition and Rhetoric

Credit, 3 hours

Focused studies in specific areas of research in composition (e.g., studies in the composing process and rhetoric (e.g., classical rhetoric, rhetoric of particular genres).

ENG 555 Advanced English Grammar

Credit, 3 hours

Provides a standard framework for identifying and authoritatively discussing the grammatical forms and constructions of Standard English.

ENG 556 The Writing Process: Theories and Practices

Credit, 3 hours

This course explores and synthesizes theories and practices related to writers' processes and the teaching of writers. In addition to providing a foundation upon which students may develop strategies for improvising as writers, the course also will foster the kinds of skills needed for successfully assigning, analyzing, and responding to the writing of others. Prerequisites: ENG 101, 102, 231, and 232 or equivalents.

ENG 561 Advanced Creative Writing

Credit, 3 hours

In-depth workshop of poetry and/or creative prose. May focus on a particular genre or theme (the long poem, memoir, creative nonfiction). Includes readings in contemporary literature and at least one extended writing project. Limited enrollment. May be repeated with consent of

instructor. Prerequisite: ENG 361 or equivalent or consent of instructor.

ENG 571 African-American Literature

Credit, 3 hours

Historical perspectives on issues, themes, and distinctive literary strategies in African-American literature.

ENG 572 Literature of Plural America

Credit, 3 hours

Studies in literature written by traditionally marginalized groups, including native Americans, Latinos, Jewish-American, Asian-Americans, gays and lesbians.

ENG 573 Post-Colonial Literature

Credit, 3 hours

Studies in literature arising from colonialism and the dissolution of European empires, including works from Africa, India, and the Caribbean.

ENG 574 Anglophone Literature

Credit, 3 hours

Study of literature from settler countries, including Canada, South Africa, and Australia.

ENG 575 Literature by Women

Credit, 3 hours

Study of literature by recently recovered or understudied women (e.g., American and English women of the seventeenth century).

ENG 589 Selected Topics in Literature and Language

Credit, 1–6 hours

A special-topics course designed to meet a particular program or student need; the number of credit hours is determined by the faculty member teaching the course, in consultation with the department chair.

ENG 590 Graduate Seminar

Credit, 3 hours

ENG 599 Independent Study

Credit, 3–6 hours

Students will work with a faculty member to plan and execute an independent study course in English. Course requirements to be determined by the faculty member. Departmental approval is required.

ENG 699 Thesis

Credit, 3–6 hours

This class will be taken as hours in which the student is planning, researching, and completing a Master's Thesis in English under the supervision of their thesis adviser.

Family and Consumer Sciences (FCS)
College of Education

FCS 500 Advanced Adolescent and Young Adult Development

Credit, 3 hours

Theory and practice related to physical, social, intellectual, and emotional development of pre-adolescents through young adulthood.

FCS 502 Advanced Marriage and Family Relationships

Credit, 3 hours

Study of marriage and family with emphasis on the inter-relatedness of other social institutions with the family. Family functions are examined with future alternatives and implications explored.

FCS 505 Advanced Adult Development and Aging

Credit, 3 hours

Perspectives on developmental issues in later life. Exploration of issues related to the adulthood and retirement years with special emphasis on processes and problems associated with growing older.

FCS 520 Family and Consumer Sciences Curriculum in Secondary Schools

Credit, 3 hours

A study of the basis of curriculum decisions and the development of family and consumer sciences programs consistent with socioeconomic and cultural needs of individuals and families.

FCS 521 Seminar in Materials and Methods of Teaching Family and Consumer Sciences

Credit, 3 hours

Study of current teaching methods and instructional materials suited to teaching family and consumer sciences and/or family and consumer sciences career-technical classes.

FCS 530 Family Systems

Credit, 3 hours

Examination of families as systems with discernible structure and patterns of interaction among the members. Family strengths and problems are addressed.

FCS 535 Parent and Family Involvement

Credit, 3 hours

Extends prior classroom experiences and focuses on multicultural awareness and intra- and interpersonal communication between families and teacher leaders. Impact of family diversity on instruction and communication in schools; traditional, required and proactive models for engaging families and school personnel in teamwork to support student achievement, empowerment of parents; development of advocacy skills in families and teachers, and the utility of family systems theory for analyzing and shap-

ing effective home-school interaction included. Available only to majors in Class AA/EDS Teacher Leader Program.

FCS 544 Food Science for Educators

Credit, 3 hours

Application of theory and principles of food science for family and consumer sciences educators.

FCS 550 Supervision in Family and Consumer Sciences

Credit, 3 hours

A study of philosophy and issues in developing and implementing student teaching programs and in the supervision of teaching.

FCS 552 Advanced Clothing Design: Flat Pattern

Credit, 3 hours

Development of creative designs through flat patterns. Includes construction of individual designs.

FCS 553 Advanced Clothing Design: Draping

Credit, 3 hours

Development of creative designs through draping. Each student will cover a dress form and execute designs.

FCS 555 Advanced Foods and Nutrition

Credit, 3 hours

A comprehensive study of the science of nutrition to include digestion, metabolism, and an overview of nutritional disease states.

FCS 560 Family and Consumer Sciences Education Workshop

Credit, 3 hours

A study of selected areas of family and consumer sciences content in a workshop format.

FCS 562 Textile Economics

Credit, 3 hours

In-depth investigation of the American textile industry and its role in world-wide production of textiles, domestic and international trade, textile legislation, and the relationship between the textile industry and the U.S. government.

FCS 564 Advanced Child- and Elder-Care Programs and Services

Credit, 3 hours

Advanced strategies and procedures required for operation of quality child- and elder-care services and programs including organizational structure, personnel policies and procedures, program administration, business practices, grant writing, and meeting needs with developmentally appropriate facilities and activities. Prerequisite: Admission to the Graduate Program.

FCS 565 Research in Family and Consumer Sciences

Credit, 3 hours

A study of family and consumer sciences research and an introduction to research methods.

FCS 570 Problems in Family and Consumer Sciences

Credit, 1–6 hours

An independent study focusing on a current issue or problem in family and consumer sciences. Requirements to be determined by instructor and student. Prerequisite: Approval of instructor. Text to be determined by content area selected.

FCS 572 Quantity Foods for Educators

Credit, 3 hours

Planning, procuring, storing, producing, and serving foods for families and for commercial establishments; emphasis on nutritional needs, culture, socioeconomic levels; in-depth study of safety and sanitation for foodservice/culinary arts teachers. Prerequisites: FCS 170 or equivalent and admission to graduate study in Family and Consumer Sciences Education.

FCS 583 Advanced Consumer Economics

Credit, 3 hours

Study of consumer problems and issues with emphasis on family financial management.

FCS 585 Life Cycle and Community Nutrition

Credit, 3 hours

Human nutrition needs from conception through old age; emphasis on nutrition services and resources available in a community for individuals of all ages. Prerequisite: FCS 281 or equivalent or consent of instructor.

FCS 587 Foundations of Family and Consumer Sciences/Career and Technical Education

Credit, 3 hours

This course will include an analysis of family and consumer sciences/career and technical education philosophy, theory, and research and their relationship to other curriculum areas. The course will also include the application of critical-thinking skills, diverse perspectives, and reflection related to family and social issues.

FCS 589 Coordination and Supervision of Work-Based Learning

Credit, 3 hours

The course will focus on the impact of selected legislation on Family and Consumer Sciences/Career and Technical Education programs. Emphasis will also be placed on teaching techniques and strategies for cooperative education, school-to-work programs, and work-based education programs. In addition, the problems involved in the

organization and administration of modern FCS/CTE programs will be addressed.

FCS 591 Advanced Methods and Materials for Teaching Family and Consumer Sciences

Credit, 3 hours

Advanced strategies and methods for teaching family and consumer sciences career connections and family-life programs in middle- and secondary-school settings; organization, administration, and assessment of career/technical programs including project-based learning, student organizations, advisory committees, business/industry certification, workplace applications, and career portfolio development. Prerequisite: Admission to Phase II.

FCS 594 Implementation of Early Childhood Programs

Credit, 3 hours

The organization, planning and evaluating of various types of programs for young children with emphasis upon teaching methods and resources. Directed observation and participation in early childhood education programs included.

FCS 610 Current Programs and Trends in Foods and Nutrition

Credit, 3 hours

A comprehensive review of nutrition and diet trends, nutrients and their functions and nutrition software. Development and evaluation of visual and teaching aids in foods and nutrition.

FCS 615 Recent Developments in Clothing and Textiles

Credit, 3 hours

An update of the various fields of study in clothing and textiles. Includes readings in the areas of clothing and textiles with special emphasis on curricular trends throughout the nation.

FCS 620 Advanced Seminar in Family and Child Development

Credit, 3 hours

A study of current literature, research, and trends in selected areas of marriage and the family, including cross-cultural comparisons.

Finance (FI)

Michael E. Stephens College of Business

FI 572 Financial Management

Credit, 3 hours

This course extends the student's understanding of corporate financial management with an emphasis on investment and financing decisions within the corporation. The course combines lectures with cases to develop a solid understanding of the modern theory and practice of financial management. Prerequisite: Admission to the M.B.A. program.

General Business (GB)*Michael E. Stephens College of Business***GB 509 MBA Internship Practicum*****Credit, 3 hours***

This course will provide selected students with work-related experience in a private, public, or non-profit organization to enhance student learning of academic concepts and their application in actual organizations. Active oversight by faculty is required, along with dedicated mentoring by an approved preceptor in a suitable organization. Specific learning objectives and related experiences are required, as is submission of work products suitable for faculty evaluation of performance. Prerequisite: Admission to the M.B.A. program.

GB 560 MBA Special Topics***Credit, 3 hours***

A study of selected topics related to organizations and their management using readings, lectures, and discussion on subject matter so current or unique that it is not generally included in other course offerings. Prerequisite: Admission to the M.B.A. program.

GB 576 MBA Directed Study and Research***Credit, 3 hours***

Directed study and research on an approved topic by student under direction of faculty member to allow student to develop in-depth knowledge concerning a particular topic in an area related to organizations and their management. Student will develop the skills and insights necessary to critically review research material, design and implement a research study, and effectively communicate findings and their implications for managerial practice. Prerequisite: Admission to the M.B.A. program.

Geography (GEOG)*College of Arts and Sciences***GEOG 505 Urban Geography*****Credit, 3 hours***

Locational aspect of urbanization; functions of and relations among cities and between urban, suburban, and exurban areas of metropolitan areas. Internal structure of urban areas.

GEOG 511 Selected Topics in Geography***Credit, 3 hours***

Topics vary. Course may be repeated for credit as topic changes. Prerequisites: HIST 101 and 102.

GEOG 566 Political Geography***Credit, 3 hours***

Major political structures and geopolitical implications of location, shape, area, culture, and natural environment of nations and states. Spatial analysis of voting behavior.

History (HIST)*College of Arts and Sciences***HIST 511 Selected Topics in History*****Credit, 3 hours***

Topics vary. May be repeated for credit when topic varies.

HIST 521 Seminar in Medieval European History***Credit, 3 hours*****HIST 522 Seminar in Early Modern European History*****Credit, 3 hours*****HIST 523 Civil Rights Movement*****Credit, 3 hours***

Traces development of Civil Rights Movement in the United States from 1954 to 1968. Emphasis on origins of segregation, community, protest movements, and Civil Rights leaders. (Cross-listed with POS 523.)

HIST 524 Colonial Latin America***3 credit hours***

This course examines the Americas before European conquest, the nature of Spanish and Portuguese colonialism, the impact of colonialism on the American environment, the nature of chattel slavery, the formation of multiracial and multi-ethnic societies, systems of social stratification, the collapse of colonial empires and establishment of independent republics after 1808. Special attention will be paid to factors that still affect contemporary Latin America. Prerequisites: HIST 101 and 102. (Cross-listed with HIST 424.)

HIST 525 Modern Latin America***3 credit hours***

This course surveys major themes in Latin American history after the independence was achieved from Spain and Portugal. Since it would be impossible to provide a detailed treatment of every Latin American country, the objective of the course is to give students a working knowledge of the ideas, experiences, and problems common to the region as a whole. Political ideologies, economic underdevelopment, authoritarianism, civil rights, democratic development, and the United States' presence in the region are some of the themes that will be covered in this course. Prerequisites: HIST 101 and 102.

HIST 526 U.S.-Latin American Relations: 1820 to present***3 credit hours***

This course analyzes the political, social, and cultural events that have marked the relationship between Latin American countries and the United States. Students will consider the history of individual countries, while at the same time analyzing the influence of the United States policy on the region as a whole. The goal of the course is to introduce

the student to factual and interpretive material useful for making informed judgments regarding the unequal interactions between the peoples of Latin America and the United States from 1820 to the present. Prerequisites: HIST 101 and 102.

HIST 531 Cold War Latin America
3 credit hours

This course examines Latin America during the Cold War with a focus on three types of politics: populism, Marxism, and anti-communist counterrevolution. Students will study the way Latin Americans supported and opposed these three types of politics, as well as their consequences for democracy, order, violence, and human rights. Prerequisites: HIST 101 and 102.

HIST 532 History of French Film
Credit, 3 hours

This course will examine developments in modern French history through the analysis of French films. We shall discuss the evolution of film techniques, the elements of film history, and the role of national identity in French history. Prerequisites: HIST 101 and 102. (Cross-listed with FRN 323 and HIST 432.)

HIST 533 Modern Brazil
3 credit hours

This course surveys Brazilian history beginning with the founding of an independent state in 1822. Topics covered include slavery, regionalism, immigration, the economy, the armed forces, and other major themes such as race, class, gender, politics, and religion. Prerequisites: HIST 101 and 102.

HIST 534 Seminar in 20th Century European History
Credit, 3 hours

HIST 535 History of Modern Japan
Credit, 3 hours

A general survey of Japanese history from 1600 to the present. Examines the major events and trends in Japanese politics, economics, and society in an international context. Topics include: the Tokugawa legacy, the Meiji Restoration, the “Westernization” of Japan, Japanese relationships with China, the Second World War, and the post-war economic “Miracle.”

HIST 536 Seminar in American History
Credit, 3 hours

HIST 541 History of England I
Credit, 3 hours

A survey of the political, constitutional, legal, economic, social and cultural development of England from Roman times to the Glorious Revolution.

HIST 542 History of England Since 1688
Credit, 3 hours

A survey of the political, constitutional, legal, economic, social and cultural development of England from the Glorious Revolution to the 20th century.

HIST 543 Middle East
Credit, 3 hours

Middle East political issues, culture, institutions, and their historical background. (Cross-listed with POS 543.)

HIST 544 The Islamic World
3 credit hours

The Islamic World surveys the birth of Islam, the structure of Islamic civilization, early disputes and enduring controversies among Muslims, and the religion’s spread to non-Arabic parts of the world. The second half of the class examines more contemporary issues such as the Islamic world’s response to European colonialism, the Arab-Israeli conflict, and politics in the Islamic world. Prerequisites: HIST 101 and 102. (Cross-listed with HIST 543.)

HIST 547 Medieval European History, 476–1400
Credit, 3 hours

European history from the fall of the Roman Empire to the Renaissance. Emphasis will be on the religious, political, intellectual, and social development of Western Europe. Prerequisite: HIST 102.

HIST 548 Renaissance and Reformation, 1300–1653
Credit, 3 hours

Will investigate the literary, artistic, intellectual, religious, and cultural achievements of Renaissance Italy, the rise and growth of Protestantism, and the Catholic reaction against the background of the economic, political, and social developments in Western Europe. Prerequisites: HIST 101 and 102.

HIST 555 The French Revolution and the Napoleonic Era, 1789–1815
Credit, 3 hours

Deals with the origin of the French Revolution in the institutions of the old regime and the ideas of the Enlightenment, and traces the course of revolutionary events in France and their impact throughout Europe. It also examines the rise of Napoleon, the Napoleonic wars, the impact of Napoleonic France upon Europe, the eventual defeat of Napoleon, and the general peace settlement.

HIST 558 History of Germany, 1871–1945
Credit, 3 hours

A survey of German history beginning with the Second Reich, the Weimar Republic and the Third Reich. Emphasis on the cultural, social, and political origins of Nazism and the Holocaust.

HIST 560 History of the South**Credit, 3 hours**

This course will examine the principal social and cultural factors that have contributed to the unique development of the South from colonial times to the present. Some attention will be given to the political and economic development of the region.

HIST 561 History of Early Modern Europe, up to 1789**Credit, 3 hours**

A survey of European history from the Renaissance up to the outbreak of the French Revolution. Emphasis will be on the growth of Nation States, conflicts between Absolutism and Constitutionalism, the Scientific Revolution, changing social and economic patterns, and the Enlightenment. Prerequisites: HIST 101 and 102.

HIST 565 History of France Since 1815**Credit, 3 hours**

A continuation of HIST 555. Examines the major trends in French history in a European and international context. Topics include: The Bourbon Restoration, the Second Empire, the Third Republic, the Two World Wars, the Fourth and Fifth Republics, Reconstruction, Decolonization, and the European Union.

HIST 566 Political Geography**Credit, 3 hours**

Major political structures and geopolitical implications of location, shape, area, culture, and natural environments of nations and states. Spatial analysis of voting behavior.

HIST 570 Colonial America**Credit, 3 hours**

A history of the American colonies, covering the social, cultural, economic and political development of the region and its peoples to 1763.

HIST 571 Revolutionary America**Credit, 3 hours**

This course covers the origins, development and consequences of the American Revolution from 1763 to 1800.

HIST 572 History of Alabama**Credit, 3 hours**

A survey of the political, economic, social and cultural developments of the region that comprises Alabama from pre-historic times to the present. Emphasis is placed upon local developments within a framework provided by the whole of American history.

HIST 573 African-American History**Credit, 3 hours**

Examines the experience of blacks in America from 1619 to present, with special attention to slavery, emancipation, segregation, race, leadership, and the Civil Rights Movement.

HIST 574 Jeffersonian-Jacksonian America**Credit, 3 hours**

Traces the development of the United States through the early national period, 1800–1850. Focuses on Jeffersonian Republicanism, Jacksonian Democracy, and growing sectionalism in the early nineteenth century.

HIST 575 Constitutional Law**Credit, 3 hours**

An examination of the role of the Supreme Court in constitutional interpretation, with emphasis upon a study of the historical landmark decisions from the Marshall Court to the Rehnquist Court. (Cross-listed with POS 575).

HIST 576 Civil War and Reconstruction**Credit, 3 hours**

A study of the events leading to the Civil War; the major military, diplomatic, economic, and social issues associated with the war; and the developments during Reconstruction.

HIST 577 The Gilded Age**Credit, 3 hours**

This course examines the political, economic, social, and technological developments of the United States from 1877 to 1920. Topics will include industrialization, labor unions, the New South, Populism, and Progressivism.

HIST 579 History of Alabama's Constitutions**Credit, 3 hours**

This course explores the historical basis for Alabama's constitutions and considers the need for reform of the state's 1901 constitution. (Cross-listed with HIST 479, POS 479 and 579).

HIST 580 Diplomatic History of the United States**Credit, 3 hours**

Foundations of American diplomacy and America's expanding role in international affairs.

HIST 581 The United States, 1900–1945**Credit, 3 hours**

This course is a survey of the history of the United States, 1900–1945, with special emphasis on the economic, political and social problems of the period.

HIST 582 The United States Since 1945**Credit, 3 hours**

This course surveys the beginning of the Cold War and the wars in Korea and Vietnam. Domestic economic, political, and social problems of the period are also covered.

HIST 583 History of Africa**Credit, 3 hours**

African geography, culture, and people. Prerequisites: HIST 101 and 102.

HIST 584 U.S. Wars—Korea and Vietnam

Credit, 3 hours

This course examines recent military experiences of the United States in terms of the traditional American way of preparing for and waging war. To do this the course considers the emergence of a military policy following World War II that was unique in the American experience. As national policy changed in response to the communist threat, the armed services adapted to the new demands of a hostile world. Thus, permanent readiness for war became a part of American life during the Cold War. Historical inquiry will focus on military tactics, operations, and strategies; grand strategy; foreign policy; domestic politics; international diplomacy; social impacts; and lessons learned. (Cross-listed with HIST 484, POS 484 and 584).

HIST 590 Directed Reading

Credit, 3 hours

HIST 595 Internship in History

Credit, up to 6 hours

Individual reading and study with a faculty member and work on an approved project with the Alabama Department of Archives and History, the Archival Department of the Birmingham Public Library, and the Alabama Historic Commission or a similar cooperating institution.

Kinesiology (KNES)

College of Education

KNES 500 The Curriculum in Kinesiology

Credit, 3 hours

A survey of present status of the school curriculum in physical education. Emphasis given to the study of criteria and standards in the selection, evaluation and grade placement of course content and physical activities. Prerequisites: Admission to the TEP Program; graduate level.

KNES 501 Advanced Study of Methods and Techniques in Athletic Coaching

Credit, 3 hours

Theory and advanced techniques of coaching. Special attention given to conditioning and motivation of the athlete and philosophies of different coaches.

KNES 502 Developing Creativity Outdoors

Credit, 3 hours

Contribution to a child's creativity through exploration, discovery, and direct experiences utilizing the natural environment as a learning laboratory, through physical education activities.

KNES 507 Introduction to Research Methods in Health, Physical Education and Recreation

Credit, 3 hours

Introduction to graduate study with emphasis upon col-

lecting, organizing and reporting data gathered in studying selected problems.

KNES 520 Evaluation in Health and Kinesiology

Credit, 3 hours

Study of tests and evaluation materials pertinent to the area of health and physical education. Includes methods of gathering data, administering tests, test construction, marking and grading, and statistical analysis of data. Prerequisites: Admission to the TEP Program; graduate level.

KNES 521 The Curriculum in Health

Credit, 3 hours

Analysis of basic principles, techniques and methods of curriculum development for school health instruction. Emphasis on selection of subject matter, scope and sequence, and of various curriculum designs as well as teaching strategies in a comprehensive school health curriculum.

KNES 522 The School Health Program

Credit, 3 hours

Correlation and integration of health instruction with the total seven other components of the school program will be reviewed. Advances and recent developments in the field of health also studied.

KNES 525 Motor Learning and Psychological Aspects of Movement

Credit, 3 hours

Investigation of factors that have implications for motor learning throughout the life span; practical implications for teaching, coaching, and analyzing motor skills.

KNES 530 Middle and Secondary Methods of Teaching Physical Education (6–12)

Credit, 3 hours

Emphasis on planning, class organization and management strategies, instructional strategies, assessment, and issues impacting the middle and secondary physical-education program. Course is field-based for 10 weeks at a middle/secondary school. Prerequisites: Admission to the TEP Program; graduate level.

KNES 531 Organization and Administration of Athletics

Credit, 3 hours

Study of principles and policies of athletics administration. Special emphasis on organizational patterns and procedures in intramural, interscholastic and intercollegiate programs.

KNES 540 Seminar in Health, Physical Education and Recreation

Credit, 3 hours

Study of developments in the field of education, with particular emphasis on health and physical education. Current issues will be researched with special attention to the application of research.

KNES 550 Administration of Programs of Health and Physical Education in Elementary and Secondary Schools

Credit, 3 hours

Problems of administration in the design and conduct of programs in health and physical education at the elementary and secondary school levels.

KNES 551 Readings in Physical Education

Credit, 1–3 hours

Directed readings and comprehensive review of literature of the discipline of health and physical education which will culminate in research papers and presentations. This course can be repeated one time for up to 3 hours credit with Program Coordinator approval.

KNES 555 Wellness Leadership

Credit, 3 hours

The course is designed to assist professionals to conceptualize documented strategies for achieving a high level of wellness. Emphasis should be placed upon current personal lifestyle behaviors and issues that are recognized nationally and state-wide as public health concerns.

KNES 575 Adapted Physical Education for the Exceptional Child

Credit, 3 hours

Designed to provide students with basic knowledge and skills necessary to meet the needs of exceptional children.

KNES 589 Elementary Methods in Physical Education

Credit, 3 hours

Emphasis on planning, class organization and management strategies, instructional strategies, and assessment in the elementary physical-education program. Course is field-based for 10 weeks at an elementary school. Prerequisites: Admission to the TEP Program; graduate level.

KNES 590 Directed Reading or Directed Individual Study

Credit, 3–6 hours

With permission of adviser. This course can be repeated two times for up to 6 hours credit with Program Coordinator approval.

Management (MG)

Michael E. Stephens College of Business

MG 500 Civilization, Society, and Organizations: Issues and Ideas

Credit, 3 hours

In this course students will develop an appreciation of the historical, socio-cultural, political, legal, environmental, scientific, and economic evolution of organizations in a global context. Students will acquire a sense of the complexity of business ethical situations, the laws regarding corporate

governance, and the role of their personal integrity and values. Prerequisite: Admission to the M.B.A. program.

MG 561 Leadership of Human Resources and Organization Development

Credit, 3 hours

This course examines the role of managers as leaders in shaping the behavior of organizational participants in order to simultaneously accomplish the organization's performance goals and bring about adaptive change and organizational development. Selected topics from organizational behavior, human resources management, and the organization change and development literature are reviewed to develop conceptual insights. Case studies, exercises, presentations, and team projects are used to develop leadership skills and synthesize course concepts. Prerequisite: Admission to the M.B.A. program.

MG 565 Global Organizations and Management

Credit, 3 hours

Students will understand globalization and its impacts on business. Students will explore the corporate social performance of business and the impacts upon societies and organizations. The course will explore the corresponding demands on management systems and individuals. Analysis of global issues and application of program concepts and skills to the resolution of these issues is emphasized. Prerequisite: Admission to the M.B.A. program.

MG 589 Strategic Management

Credit, 2 hours

Students will understand organizations as an integrated system; the relations between the functional areas; and long-range planning, implementation and control as means for value creation and competitive advantage. A capstone project requiring integration of program concepts and skills in an applied setting is required. Prerequisite: Admission to the M.B.A. program.

MG 590 Strategic Management Capstone

Credit, 1 hour

This course assists students in preparing their capstone project for completion of the M.B.A. program. This course must be taken during the final term in the program and deliver a comprehensive project that demonstrates the student's ability to integrate concepts across program coursework in an exemplary work product. This project must be approved by and completed under supervision of program faculty. Prerequisite or corequisite/concurrent course: MG 589.

Management Information Systems (MIS)

Michael E. Stephens College of Business

MIS 567 Project and Information Systems

Credit, 3 hours

Students will investigate how information technologies

influence the structure and processes of organizations and economies, and how they influence the roles and techniques of management. Technologically enabled communications will be emphasized. Prerequisite: Admission to the M.B.A. program.

Marine Science (MSCI)
College of Arts and Sciences

MSCI 500 Marine Vertebrate Zoology
Credit, 4 hours

A study of marine fishes, reptiles and mammals, and an in-depth, comprehensive treatment of their systematics, zoo geography and ecology. Lectures will encompass subject matter of a non-regional basis. Field and laboratory work will stress the vertebrate fauna of the Northern Gulf of Mexico. Most of the course will be devoted to fishes. Students will have an opportunity to assemble a collection of vertebrate species. Prerequisite: BIO 106.

MSCI 501 Marine Biology
Credit, 4 hours

A general survey of the invertebrates, vertebrates, and marine plants as communities with emphasis on local examples of these principal groups. Students will have an opportunity to examine marshlands, estuarine beach, dune inlet and neritic habitats and niches. Lecture, laboratory, and field work will be included. Prerequisites: BIO 105, 106.

MSCI 510 Marine Invertebrate Zoology
Credit, 4 hours

A study of the natural history, systematics and morphology of marine invertebrates from a variety of habitats in the Gulf of Mexico, oriented toward a field and laboratory approach. Participation in extended field trips is part of the course. Prerequisites: BIO 106, MSCI 501 suggested.

MSCI 520 Coastal Ornithology
Credit, 4 hours

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. Prerequisite: BIO 106.

MSCI 530 Marine Botany
Credit, 4 hours

A general survey of coastal and marine flora with emphasis on taxonomy, morphology, physiology, ecology and distribution. Community structure of various ecosystems will be studied. Students will have an opportunity to examine pelagic, marshlands, estuarine beach, sand dune and inlet niches. Lectures and laboratory work will be included and a collection will be required. Prerequisite: BIO 105.

MSCI 551 Coastal Climatology
Credit, 2 hours

A study of the controlling factors and features of the world's climates, with particular attention to coastal areas, and application and interpretation of climate data.

MSCI 568 Marine Behavioral Ecology
Credit, 4 hours

This course will introduce students to principles of animal behavior as applied to marine organisms. Students will relate the evolutionary significance of these behaviors, learn techniques for observing animal behavior in the field and laboratory, design and conduct behavioral experiments and learn methods for analyzing behavioral data. Prerequisite: BIO 106. MATH 147 recommended.

MSCI 570 Marine Ecology
Credit, 4 hours

Bioenergetics, community structure, population dynamics, predation, competition, and speciation in marine ecosystems will be studied. Lecture and laboratory work will be included, although considerable time will be spent in field work. Prerequisites: BIO 105, 106; CHEM 121–122; PHYS 201–202. MSCI 501 or MSCI 510 recommended.

MSCI 575 Marsh Ecology
Credit, 4 hours

This field course is designed for those students who wish to gain a basic understanding of the ecology of a salt marsh. Emphasis will be placed upon habitat analysis, natural history studies and the population dynamics of selected vertebrates. Each student will be assigned a specific field problem that will be terminated by a technical paper. All students will be expected to live at Point Aux Pines Field Station. Prerequisites: BIO 105, 106.

MSCI 577 Marine Protozoology
Credit, 2 hours

This course will teach students the major groups of protists from a variety of marine habitats, including their taxonomy, structure, ecology, and methods of studying. The emphasis will be on live material from the Gulf, from salt march benthos and sand, from microscopic communities on solid substrates, and from other organisms. Prerequisites: BIO 105 and 106. BIO 380 recommended.

MSCI 580 Special Topics in Marine Science
Credit, 1–4 hours

Graduate-level marine science courses offered at Dauphin Island Sea Lab. See the UM DISL liaison for more information. Prerequisite: At least 8 hours of majors-level undergraduate and/or graduate science courses. Individual courses may have additional and/or specific prerequisites.

MSCI 585 Research on Special Topics
Credit, 2–6 hours

Students may enroll by special arrangement in any of the

course areas offered by the lab subject to the availability of the appropriate staff member.

Marketing (MK)

Michael E. Stephens College of Business

MK 551 Marketing Management

Credit, 3 hours

Marketing is the organizational function that addresses the design and implementation of programs to create, deliver, and sustain value for customers or clients. In this course, students apply universal concepts of marketing to define marketing problems, analyze the marketing environment, evaluate alternative actions, and implement an integrated set of marketing tactics to carry out the organization's objectives in its target markets. A key focus is the development of analytical skills necessary to manage marketing plans and strategy in the context of both for-profit and non-profit organizations. Prerequisite: Admission to the M.B.A. program.

Mathematics (MATH)

College of Arts and Sciences

MATH 501 Mathematics for Teachers

Credit, 3 hours

Mathematical logic and symbols, basic number theory, and elementary abstract algebra. Prerequisite: MATH 310.

MATH 502 Linear Algebra for Teachers

Credit, 3 hours

Basic linear algebra and its applications, including vectors, matrices, systems of linear equations, and an investigation of geometry from an algebraic point of view. Prerequisite: MATH 310.

MATH 505 The History and Philosophy of Mathematics

Credit, 3 hours

An introduction to the history of mathematics, along with the attending development of the philosophical aspects of mathematical inquiry. Emphasis is placed on historically important problems in arithmetic, geometry, trigonometry, algebra, and analysis. Mathematical abstraction and generalization will be examined in historical context, from early numeration systems through the modern era. Prerequisite: MATH 310.

MATH 510 Elementary Function Theory for Teachers

Credit, 3 hours

An examination of various aspects of real-valued and complex-valued functions. Topics include trigonometric, logarithmic, exponential, and other elementary functions, together with the concepts of limit, continuity, and differentiability. Properties of the real line, and how they

contribute to the properties of functions, are also examined. Prerequisite: MATH 310.

MATH 521 Complex Analysis for Teachers

Credit, 3 hours

A development of the complex numbers and the geometry of the complex plane. Topics include analytic functions as planar mappings, the Riemann sphere, and certain portions of the theory of equations. Prerequisite: MATH 310.

MATH 535 Sequences and Series

Credit, 3 hours

A rigorous examination of the concept of convergence of sequences and series of real numbers. Topics include limits, absolute convergence, various convergence tests, Taylor series, and an introduction to sequences and series of complex numbers. Prerequisite: MATH 310.

MATH 540 Abstract Algebra

Credit, 3 hours

An introduction to algebraic systems, including groups, rings, and fields. Prerequisite: MATH 310.

MATH 570 Real Analysis

Credit, 3 hours

A study of functions, including convergence, continuity, differentiability, infinite series expansions and the supporting theory. Prerequisites: MATH 272 and 310.

MATH 580 Topology

Credit, 3 hours

Theory of sets, metric spaces, topological spaces, connectedness, and compactness. Prerequisite: MATH 310. Note: Students may not receive credit for both MATH 480 and MATH 580.

MATH 590 Individual Study

Credit, 3 hours

A course which allows the student to do independent study to further knowledge and competence in a specialized area. The material to be studied will be determined in consultation with the faculty member supervising the student. Prerequisite: Consent of instructor and Department Chair.

MATH 595 Special Topics

Credit, 3 hours

Topics will be announced prior to registration.

Music (MUS)

College of Fine Arts

MUS 520 History and Philosophy of Music Education

Credit, 3 hours

A study of the history of music in education in the United States, with emphasis on current teaching philosophies and methods and their origins.

MUS 530 Advanced Music History

Credit, 3 hours

An examination of reference materials and basic research techniques in music history including intensive study of a selected topic. Prerequisites: MUS 351, 352, or equivalent.

MUS 549 Advanced Music Methodology

Credit, 3 hours

Advanced studies of the rehearsal techniques and repertoire selection appropriate for Pre-K through 12th grade (Instrumental and Choral), organization of programs from beginning levels through high school, budgets and physical facilities, and specialized areas. Student presentations on various common methods including: Orff, Kodály, Dalcroze, Gordon Music Learning Theory, Suzuki Talent Education, Comprehensive Musicianship, Early Childhood Education, and Technology in Education. Advance studies in methods relate to classroom management.

MUS 557 Advanced Stylistic Analysis

Credit, 3 hours

Concepts involved in analyzing style in music, with special reference to techniques of macroanalysis and microanalysis. Prerequisite: MUS 213 or equivalent.

MUS 576 Music Education Seminar

Credit, 3 hours

Investigation of measurement and evaluation in music education; seminar centered around intern teaching experience addressing pedagogical areas needing emphasis or strengthening. Prerequisite: Consent of instructor.

Philosophy (PHIL)

College of Arts and Sciences

PHIL 565 Special Topics in Aesthetics

Credit, 3 hours

This course offers in-depth exploration of the philosophical positioning within specific artistic fields (i.e., music, literature, and the visual arts). Prerequisite: Any 200-level PHIL course or equivalent or consent of instructor.

Physics (PHYS)

College of Arts and Sciences

PHYS 540 Laboratory Instruction in Physics

Credit, 1–3 hours

This course provides a comprehensive study of high school physics laboratory instruction. Through participation in lab preparation and instruction with the Alabama Science in Motion program, as well as independent studies and projects, students will address practical applications of the lab experience including safety issues, facilities, equipment, techniques, and education goals. Special emphasis will be placed on the development of lab activities that encourage an inquiry approach to learning. Pending scheduling, lab

observation and/or instruction with the ASIM Specialist at a participating school may be required. Course may be repeated for credit for up to a total of 6 hours. Prerequisites: Consent of instructor and acceptance into a graduate program in secondary science education.

PHYS 550 Introductory Physics Instrumentation

Credit, 1–3 hours

This course is designed to acquaint high school physics teachers with the equipment and lab activities available through the Alabama Science in Motion physics program. It is taught in conjunction with the ASIM Physics Summer Institute. Instruction will include the theory and principles of the equipment available through the program, as well as its practical applications. Lab activities identified as Year 1 labs will be the focus for the introductory course. Special emphasis will be placed on the incorporation of inquiry techniques into laboratory instruction. Prerequisites: Consent of instructor, acceptance into the ASIM Year 1 program, and acceptance into a graduate program in secondary science education.

PHYS 552 Advanced Physics Instrumentation

Credit, 1–3 hours

This course is designed to provide a more in-depth view of the equipment available through the Alabama Science in Motion physics program, as well as more advanced lab activities that utilize this equipment. It is taught in conjunction with the ASIM Physics Summer Institute. In addition to the focus on lab activities identified as Year 2 labs, the advanced course will provide additional instruction on troubleshooting equipment operation. Special emphasis will be placed on the incorporation of inquiry techniques into laboratory instruction. Prerequisites: Consent of instructor, PHYS 550 and/or acceptance into the ASIM Year 2 program, and acceptance into a graduate program in secondary science education.

Political Science (POS)

College of Arts and Sciences

POS 511 Selected Topics in Political Science

Credit, 3 hours

Topics vary. Course may be repeated for credit as often as topic changes. (Cross-listed with POS 411, GEOG 411 and 511, HIST 411 and 511, and SOC 411 and 511.)

POS 522 American Political Thought

Credit, 3 hours

An examination of political philosophy and thought in America, with emphasis on a comparison of the development of “liberal” and “conservative” ideological variations.

POS 523 Civil Rights Movement

Credit, 3 hours

Traces development of Civil Rights Movement in the United States from 1954 to 1968. Emphasis on origins

of segregation, community, protest movements, and Civil Rights leaders. (Cross-listed with HIST 523.)

POS 543 Middle East

Credit, 3 hours

Middle East political issues, culture, institutions, and their historical background. (Cross-listed with HIST 543.)

POS 544 Public Policy

Credit, 3 hours

Focuses on the role of government and non-government participants in the policy-making process at the federal level. In-depth explorations of certain substantive policy areas, such as education policy and environmental policy.

POS 550 Global Policy Studies

Credit, 3 hours

Students will engage political issues related to contemporary globalization, including the decline of the nation-state, the power of multinational organizations, global citizenship and direct-action politics, environmentalism, indigenous peoples, and human rights.

POS 555 International Relations

Credit, 3 hours

A broad range of traditional and contemporary theories of international relations will be investigated. Students will discover that the evolution of thinking about international relations is marked by both change and continuity, and they will gain new perspective on current events in world affairs through application of the theoretical method.

POS 575 Constitutional Law

Credit, 3 hours

An examination of the role of the Supreme Court in constitutional interpretation, with emphasis upon a study of the historical landmark decisions from the Marshall Court to the Rehnquist Court.

POS 579 History of Alabama's Constitutions

Credit, 3 hours

This course explores the historical basis for Alabama's constitutions and considers the need for reform of the state's 1901 constitution. (Cross-listed with POS 479, HIST 479 and 579).

POS 584 U.S. Wars—Korea and Vietnam

Credit, 3 hours

This course examines recent military experiences of the United States in terms of the traditional American way of preparing for and waging war. To do this the course considers the emergence of a military policy following World War II that was unique in the American experience. As national policy changed in response to the Communist threat, the armed services adapted to the new demands of a hostile world. Thus, permanent readiness for war became a part of American life during the Cold War. Historical inquiry will focus on military tactics, operations, and strategies; grand

strategy; foreign policy; domestic politics; international diplomacy; social impacts; and lessons learned. (Cross-listed with POS 484, HIST 484 and 584).

POS 590 Directed Reading

Credit, 3 hours

POS 595 Government Internship

Credit, 3–6 hours

Practical experience working in a politically related position under the guidance of a faculty member in political science.

Quantitative Methods (QM)

Michael E. Stephens College of Business

QM 563 Decision Science for Operations Management

Credit, 3 hours

Students will employ decision science methodologies for problem solving in uncertain situations and utilize qualitative and quantitative information to draw conclusions. Conclusions will rest upon traditional and contemporary decision-making theories in static and dynamic settings. Students will acquire the understanding of the production models, supply chain management, total quality management and their role in the value creation process. Prerequisite: Admission to the M.B.A. program.

Sociology (SOC)

College of Arts and Sciences

SOC 501 Social Gerontology

Credit, 3 hours

Comprehensive examination of aging in contemporary society, with emphases on the theories and social consequence of aging for individuals, groups, and society.

SOC 502 Sociology of Education

Credit, 3 hours

Comprehensive study of education as an institution of enculturation, with emphasis on the relationship of education and other social institutions, schools as experienced by students, and contemporary crisis in education.

SOC 505 Urban Geography

Credit, 3 hours

Locational aspect of urbanization; functions of and relations among cities and between urban, suburban, and exurban areas of metropolitan areas. Internal structure of urban areas.

SOC 511 Selected Topics in Sociology

Credit, 3 hours

Topics vary. Course may be repeated for credit as topic changes.

SOC 545 Sex Roles, Gender, and Culture

Credit, 3 hours

Study of sex roles within broader cultural patterns in various societies. Topics include: acquisition of gender, interactional styles, and political/economic consequences of gender differences.

SOC 580 Development of Sociological Theory

Credit, 3 hours

Origins and development of prominent sociological theories and the contributions of outstanding theorists.

SOC 590 Independent Study in Sociology

Credit, 3 hours

Special Education (SPED)

College of Education

SPED 507 Exceptional Learners in the P–12 and Secondary Programs

Credit, 3 hours

Skills related to identification of exceptional learners at the P–12 and secondary levels and their needs related to an inclusive setting. Evaluation of the learner according to the exceptionality, environment, and family relationships.

SPED 508 Exceptional Learners in the Early Childhood and Elementary Classroom

Credit, 3 hours

Skills related to identification of exceptional learners at the early childhood and elementary levels and their needs as related to an inclusive setting. Analyzing the learner according to the exceptionality, environment, and family relationships.

SPED 515 Instructional Methods in the Inclusive Early Childhood and Elementary Classroom

Credit, 3 hours

Preparation of teachers to teach in inclusive classrooms through the introduction of advanced academic, behavioral and social instructional methods. Appropriate laboratory experiences provided. Prerequisite: SPED 508.

SPED 516 Behavior Management in the Classroom

Credit, 3 hours

Provides skills to manage the behavior of students with disabilities, including behavioral assessment, appropriate intervention strategies, and evaluation of intervention effectiveness at the advanced level. Prerequisite: Course must be taken with or before SPED 507 or 508.

SPED 519 Inclusion: Collaboration and Intervention

Credit, 3 hours

Inclusion: Knowledge of learners with special needs and interpretation of formal and informal assessments. Knowledge of community resources, intervention and modifica-

tion strategies, along with communication techniques among professionals and with parents.

SPED 540 Practicum in Special Education

Credit, 3 hours

While placed in self-contained and resource classrooms, students will administer individualized assessments, develop individualized educational programs, modify lesson plans, and consult with parents and professionals at an advanced level. Prerequisite: SPED 375.

SPED 562 Assessment in Special Education

Credit, 3 hours

The purpose of this course is to prepare pre-service special-education teachers to administer, score, and interpret assessment information for the purpose of educational planning at the advanced level. Prerequisite: Course must be taken with or before SPED 507 or 508.

SPED 576 Methods of Teaching Academic Subjects to the Deaf and Hard of Hearing

Credit, 3 hours

Methods and materials for teaching academic subjects (mathematics, science, and social studies) to deaf/hard of hearing students at P–12 levels. Prerequisite: Admission to the TEP. (Cross-listed with SPED 476).

SPED 577 Language Development and Methods of Literacy Instruction for Deaf and Hard of Hearing

Credit, 3 hours

Materials and methods for language development and literacy instruction for deaf/hard-of-hearing students at P–12 grade levels. This course is designed to enhance the student's knowledge, abilities, and dispositions regarding methods of teaching language and literacy to students who are deaf and hard of hearing through an in-depth study of language development, methods of assessment, and methods of language/literacy instruction currently used by teachers in classrooms for students with hearing losses. Students will develop an understanding of the impact of language on cognition and learning for students who are deaf or hard of hearing. Students will develop an understanding of the concept that DHH students are similar to ELL students except that they frequently are learning their first language in a spoken/signed format while simultaneously learning print literacy. Students will develop an understanding of their roles in the decision-making process in determining assessment and instructional strategies for language/literacy instruction for students who are deaf and hard of hearing. Students will apply theory to practice by developing a professional portfolio evidencing skills in assessment and instruction. (Cross-listed with SPED 477.)

SPED 582 Assessment: Deaf and Hard of Hearing

Credit, 3 hours

Administration, interpretation, and implementation of test data obtained from formal and informal testing instruments and procedures. (Cross-listed with SPED 482).

**SPED 590 Psychology and Education of the Deaf
and Hard of Hearing**

Credit, 3 hours

Psychological, social, and educational development of individuals who are deaf or hard of hearing across the lifespan. (Cross-listed with SPED 490.)

Theatre (THEA)

College of Fine Arts

THEA 532 Directed Studies in Theatre

Credit, 3 hours

Special offerings on a theatre topic at the graduate level. Focus toward educators at high school level. May be repeated for credit as topics vary.

University Organization

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(to be appointed) *Director of Student Health Services*

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Scott Dillard, B.B.A. *Director of Development*
Gary Johnson, B.S., M.A. *Director of Comprehensive Campaign*
Tracy Payne-Rockco, B.S., M.Ed., Ed.D. *Director of Alumni Affairs*
(to be appointed) *Director of Advancement Services*

University Faculty

- ^G **Alexiou-Ray, Jennifer** (2010) Assistant Professor of Education
B.S., M.A., M.A. (2), Ph.D., University of Alabama
- Ardivino, Joseph** (1991) Professor of Music
B.M., University of Alabama; M.M., University of Cincinnati; D.M.A., University of Alabama
- ^G **Armstrong, Mary Beth** (1997) Dean of the College of Arts and Sciences and Professor of Communication Science and Disorders
B.S., Tulane University; M.C.D., Louisiana State University Medical Center; Ph.D., Louisiana State University
- ^G **Ayotte, Stacey** (2005) Associate Professor of French
B.A., Hope College; M.A., Ph.D., Michigan State University
- ^G **Barone, Robert W.** (1989) Professor of History
A.B., University of Rhode Island; Ph.D., Ohio State University
- ^G **Batkie, Stephanie** (2009) Assistant Professor of English
B.A., Northwestern University; M.A., Ph.D., University of Michigan
- Battista, Andrew S.** (2011) Assistant Professor of Information Literacy and Reference Librarian, Carmichael Library
B.A., Eastern University; M.A., M.L.S., State University of New York at Buffalo. Ph.D., University of Kentucky
- ^G **Bawden, John T.** (2009) Assistant Professor of History
B.A., M.A., Ph.D., University of California, Riverside
- Bell, Donna W.** (2006) Assistant Professor of Family and Consumer Sciences
B.S., M.Ed., University of Montevallo; Ph.D., Auburn University
- ^G **Bell, Nancy S.** (1999) Professor of Business
B.Ed., M.A., University of Toledo; Ph.D., University of Georgia
- ^G **Bennett, Joseph W.** (2008) Assistant Professor of Art
B.F.A., M.F.A., Savannah College of Art and Design
- ^G **Bennett, Misty** (2003) Associate Professor of Art
B.F.A., Savannah College of Art and Design; M.F.A., University of Georgia
- ^G **Bentley, Courtney C.** (2009) Associate Professor of Instructional/Teacher Leadership and Program Coordinator
B.A., Auburn University; M.S., North Carolina A & T State University; Ed.D., Teachers College, Columbia University
- Beringer, Alexander** (2012) Assistant Professor of English
B.A., University of Wisconsin-Madison; M.A., Ph.D., University of Michigan
- ^G **Bharara, Prakash** (1986) Professor of Chemistry
B.S., M.S., Ph.D., Rajasthan University
- Bloom, Laura** (2006) Associate Professor of Family and Consumer Sciences and Program Coordinator
B.S., The University of North Carolina at Greensboro; M.A., Ph.D., University of Alabama at Birmingham
- Brande, Barbara L.** (1983) Assistant Professor of Geology
B.S., Rutgers University; M.S., State University of New York at Stony Brook
- ^G **Burling, John W.** (1992) Professor of Psychology
B.A., Indiana University at South Bend; M.A., Ph.D., University of Arizona
- ^G **Byrd, Houston** (1996) Professor of Chemistry and Chair of the Department of Biology, Chemistry, and Mathematics
B.S., Sanford University; Ph.D., University of Florida
- ^G **Callaghan, David** (1999) Professor of Theatre and Chair of the Department of Theatre
B.A., Rider College; M.F.A., Western Illinois University; Ph.D., The City University of New York
- ^G **Chancellor, Bryn** (2009) Assistant Professor of English
B.A., Northern Arizona University; M.A., Arizona State University; M.F.A., Vanderbilt University
- Cofield, Jerald L.** (1999) Professor of Mass Communication
B.A., University of Alabama; M.A., University of Montevallo; Ph.D., University of Alabama
- ^G **Connell, J. A.** (2004) Associate Professor of Business
A.S., B.S., Louisiana State University-Shreveport; M.S., Abilene Christian University; D.B.A., Louisiana Tech University; C.P.A.
- ^G **Conway, Glenda** (1995) Professor of English
B.S., M.A., University of Kentucky; Ph.D., University of Louisville
- ^G **Cook, Tammy** (2009) Assistant Professor of Secondary Education
B.A., Athens State College; M.A., Ph.D., University of Alabama
- Cooper, Jason D.** (2002) Assistant Professor and Emerging Technology Librarian, Carmichael Library
B.A., Indiana University Southeast; M.L.S., Indiana University, Bloomington

- ⁶**Cost, Hollie C.** (2000) Professor of Special Education
B.A., M.Ed., Ph.D., Auburn University
- ⁶**Craft, Stephen H.** (2011) Dean of the Michael E. Stephens College of Business and Professor of Business
B.A., Birmingham-Southern College; M.B.A., Ph.D., The George Washington University
- ⁶**Crawford, Nicholas R.** (2004) Associate Professor of English
B.A., New College of California; M.A., San Francisco State University; Ph.D., University of North Carolina at Greensboro
- Culpepper, Susan** (2012) Associate Professor of Family and Consumer Sciences
B.A., University of Montevallo; M.S., Florida State University; Ph.D., University of Alabama at Birmingham
- ⁶**Daughhetee, Charlotte L.** (2000) Professor of Counseling and Chair of Counseling and Leadership Programs
B.S., Indiana University; M.Ed., Ph.D., The University of South Carolina
- ⁶**Davis, Jon-Kyle** (2010) Assistant Professor of Kinesiology
B.S., M.S., Western Kentucky University; Ph.D., University of Alabama
- ⁶**Day, James S.** (2001) Professor of History
B.S., United States Military Academy; M.A., University of Georgia; Ph.D., Auburn University
- Dillard, Clint** (2102) Assistant Professor of Accounting
B.S., Birmingham-Southern College; M.Ac., University of Alabama at Birmingham
- ⁶**Doerfler, Carl** (2005) Associate Professor of Political Science
B.A., Brigham Young University; Ph.D., Texas A & M University
- Doyle, Melinda S.** (2011) Assistant Professor of Music
B.M., M.M., University of South Florida; D.M.A., Louisiana State University
- Duke, Jeannie A.** (1991–2000, 2010) Clinical Instructor of Social Work
B.S.S.W., University of Montevallo; M.S.W., University of Alabama
- Durst, Pearce** (2012) Assistant Professor of English
B.A., University of Illinois at Urbana-Champaign; M.A., Old Dominion University; Ph.D., Washington State University
- ⁶**Edwards, Claire M.** (2006) Assistant Professor of Communication Science and Disorders
B.S., M.S., University of Alabama
- ⁶**Fallin, Wilson, Jr.** (1992) Professor of History and Adviser to the President for Minority Affairs
B.A., Morehouse College; M.Div., Colgate Rochester Divinity School; M.A., University of Montevallo; Ph.D., University of Alabama
- ⁶**Fenn, Walter** (2011) Assistant Professor of Instructional Leadership
B.A., The University of Utah; M.Ed., Texas A & M University-Commerce; Ed.D., Lamar University
- Finklea, Bruce** (2013) Instructor of Communication
B.S., University of Montevallo
- Ford, Sherry G.** (2003) Associate Professor of Communication Studies
B.A., Jacksonville State University; M.A., University of Montevallo; Ph.D., Louisiana State University
- ⁶**Forrester, Stefan B.** (2007) Associate Professor of English and Philosophy
B.A., M.F.A., Southern Illinois University; M.A., University of Oklahoma; M.A., Ph.D., University of Rochester
- Gaskill, Christopher** (2013) Assistant Professor of Communication Science and Disorders
B.A., Rhodes College; M.M., Emory University; M.A., Ph.D., University of Tennessee, Knoxville
- George, Roderick L.** (2004) Associate Professor of Music
B.A., Stillman College; M.M., Southern Illinois University; D.M., Florida State University
- ⁶**Gilbert, D. Kristen** (1998) Professor of Psychology
B.S., University of Montevallo; M.S., Ph.D., University of Memphis
- ⁶**Gill, Emily** (2009) Assistant Professor of Theatre
B.A., Rollins College; M.F.A., University of Georgia
- ⁶**Goldspiel, Alan** (2008) Professor of Music and Chair of the Department of Music
M.M., Yale University; B.M., D.M.A., University of Hartford
- ⁶**Graffeo, Karen** (2000) Professor of Art
B.S., Jacksonville State University; M.A., M.F.A., University of Alabama
- Halliday, Anna Rebecca** (2012) Instructor of Music
B.Mus., M.M.Ed., University of Georgia
- Hamilton, Harold C.** (1981) Associate Professor of Business
B.S., B.A., M.B.A., Suffolk University; D.B.A., Louisiana Tech University
- Hardig, Sally B.** (2002) Associate Professor of Communication Studies and Chair of the Department of Communication
B.A., University of Kentucky; M.A., Ph.D., University of Memphis

- ^G**Hardig, Terry M.** (1999) Professor of Biology
B.S., M.A., Humboldt State University; Ph.D., Washington State University
- Heatherly, Carey W.** (2007) Associate Professor, Carmichael Library
B.A., Samford University; M.L.I.S., University of Alabama
- ^G**Herron, John D.** (2005) Associate Professor of Mathematics
B.A., M.A., East Carolina University; Ph.D., University of North Carolina at Charlotte
- ^G**Hitchcock, Laurel Iverson** (2009) Assistant Professor of Social Work and Director of the Social Work Program
B.A., University of Wisconsin-Madison; M.P.H., University of Alabama at Birmingham; M.S.W., Ph.D., University of Alabama
- ^G**Hoffman III, Edward C.** (2011) Instructor of Music
B.M.E., B.M., The University of Southern Mississippi; M.Ed., Auburn University; Ph.D., University of Nebraska
- ^G**Hope, Kevin M.** (2005) Associate Professor of Physics
B.S., M.S., Ph.D., University of Alabama at Birmingham
- ^G**Hultquist, Clark E.** (1997) Professor of History
B.A., University of Cincinnati; M.A., Ph.D., Ohio State University
- ^G**Inglesby, Elizabeth C.** (2007) Associate Professor of English
B.A. (2), University of Virginia; Ph.D., University of Georgia
- ^G**Jackson, James** (2011) Assistant Professor of Counseling
B.M.M.E., M.A., University of North Alabama; Ph.D., University of Alabama
- ^G**Johnson, Margaret L.** (1996) Assistant Professor of Communication Science and Disorders and Acting Chair of the Department of Communication Science and Disorders
B.A., M.S., University of Mississippi; D.S.L.P., Nova Southeastern University
- Johnston, Michelle** (2011) Assistant Professor-in-Residence and Senior Vice President for Administrative Affairs
B.M., University of Alabama; M.M., Louisiana State University; Ph.D., Mississippi State University
- Jones, Cynthia Perry** (1993) Professor of Music
B.M., M.M., University of Alabama; D.M.A., Eastman School of Music
- ^G**Killian, Tammy** (2007) Associate Professor of Theatre
B.A., Birmingham-Southern College; M.F.A., Florida Atlantic University
- ^G**King, Kathryn R.** (1989) Professor of English and Adviser to the VPAA for Academic Initiatives
B.A., Hanover College; M.A., Illinois State University; Ph.D., Emory University
- ^G**Kirby, Carolyn Miller** (1991) Professor of Kinesiology
B.A., University of Alabama; M.A., University of Alabama at Birmingham; Ed.D., University of Alabama
- ^G**Kirkpatrick, Jane** (1994) Associate Professor of Kinesiology and Chair of Family and Consumer Sciences and Kinesiology
B.A., Judson College; M.S., Southern Illinois University; Ed.D., University of Alabama
- Laeger, Kenneth E.** (2004) Associate Professor of Theatre
A.A., Cabot Jr. College; B.F.A., Birmingham-Southern College; M.F.A., Boston University
- ^G**Landers, Joseph** (2005) Associate Professor of Music
B.M.A., University of Alabama; M.M., University of Toronto; D.M.A., University of Nebraska
- Lane, Richard Mark, Jr.** (2008) Associate Professor of Theatre
B.A., Louisiana Tech University; M.F.A., University of Alabama
- ^{ASG}**Lawley, Jennifer A.** (2008) Assistant Professor of Elementary Education
B.S., M.Ed., University of Montevallo; Ph.D., University of Alabama
- ^G**Lee, Min Sun** (2008) Assistant Professor of Art
B.A., University of Wisconsin-Eau Claire; M.F.A., Iowa State University
- Longo, Gregory S.** (2013) Instructor of Psychology
B.A., Wabash College; M.S., Virginia Tech
- Lowe, Kathleen** (1996) Associate Professor and Reference and Instruction Librarian and Director of Carmichael Library
B.A., Ohio State University; M.L.S., University of Alabama
- ^G**MacPherson, Roderick** (1973) Associate Professor of Business
B.S., Fairleigh Dickinson University; M.B.A., Arizona State University; D.B.A., Mississippi State University
- ^G**Mahaffey, Paul D.** (1995) Associate Professor of English and Chair of the Department of English and Foreign Languages
B.A., M.A., University of Montevallo; Ph.D., University of Alabama
- Martin, Cathlena** (2012) Assistant Professor of Game Studies and Design and Director of the Honors Program
B.A., B.S., Samford University; M.A., Ph.D., University of Florida
- ^G**Mathisen, Rachel H.** (2010) Assistant Professor of Dietetics
B.A., Trinity University; M.P.H., Sc.D., Tulane University

- Mathews, Lillian Dalila** (2012) Assistant Professor of Chemistry
B.S., University of Montevallo; Ph.D., The University of Georgia
- Maxwell, Mary** (2013) Instructor of Mathematics
B.A., Vanderbilt University; B.S., University of Montevallo; M.A., University of Alabama
- ^G**McEwan, Anna E.** (2006) Dean of the College of Education and Professor of Elementary Education
B.A., Asbury College; M.A., University of West Florida; Ph.D., Florida State University
- McMinn, Nathan E.** (1978) Assistant Professor of Business
B.S.B.A., M.B.A., Western Carolina University
- ^G**Mechitov, Alexander I.** (2001) Professor of Business
M.S., Moscow State University; Ph.D., Institute for Systems Analysis of the Russian Academy of Sciences
- Melcher, Amanda** (2010) Assistant Professor and Head Technical Services Librarian, Carmichael Library
B.S., University of Montevallo; M.L.I.S., University of Alabama
- ^G**Metz, Theodore W.** (1973) Professor of Art
B.F.A., Old Dominion University; M.F.A., University of South Carolina
- ^G**Meyer, Scott K.** (1986) Professor of Art
B.S., M.Ed., Ph.D., The Pennsylvania State University
- ^G**Moore, Jenifer L.** (2006) Associate Professor of Elementary Education and Program Coordinator
B.S., M.S., Ph.D., Mississippi State University
- ^G**Morgan, Karolyn** (1996) Assistant Professor of Mathematics
B.S., Southern University; M.A., State University of New York at Buffalo; Ph.D., University of California at Berkeley
- ^G**Morris, Karli** (2008) Assistant Professor of Mathematics
B.S., California Polytechnic State University; M.S., Louisiana State University
- ^G**Moshkovich, Helen** (2001) Professor of Business
M.S., Moscow State University; Ph.D., Institute for Systems Analysis of the Russian Academy of Sciences
- ^G**Motii, Brian** (2001) Associate Professor of Business
B.S., Karaj School of Mathematics and Economics Management; M.B.A., Oklahoma City University; M.A., Florida State University; Ph.D., University of Oklahoma
- Murdock, Linda** (2002) Assistant Professor of Communication Science and Disorders
B.S., North Carolina State University; M.S., University of Montevallo; Ph.D., University of Alabama
- ^G**Murphy, James L.** (2000) Professor of English
B.A., University of Missouri-Columbia; M.A., Ph.D., University of Cincinnati
- ^G**Neprud-Ardovino, Lori** (1995) Professor of Music
B.A., B.S., Morehead State University; M.M., Michigan State University; D.M.A., University of Cincinnati
- ^G**Nevett, Michael E.** (2003) Associate Professor of Kinesiology
B.A., B.Ed., The University of Western Ontario; M.S., Ph.D., The University of South Carolina, Columbia
- ^G**Newell, Jason M.** (2008) Associate Professor of Social Work
B.A., Auburn University; M.S.W., Ph.D., University of Alabama
- ^G**Noerager, Brett D.** (2007) Associate Professor of Biology
B.S., University of California at San Diego; Ph.D., University of Alabama at Birmingham
- Ochoa-Winemiller, Virginia** (2012) Assistant Professor of Geography
B.A., Universidad Autonoma de Yucatan; M.A., Ph.D., Louisiana State University and A & M College
- ^G**Ozley, Raymond** (2007) Associate Professor of Communication Studies
B.S., University of Central Arkansas; M.A., University of Memphis; Ph.D., University of Kansas
- ^G**Parker, E. Stephen** (1992) Associate Professor of Sociology
B.A., M.S., Baylor University; Ph.D., Indiana University
- ^G**Patton, Michael F.** (1996) Professor of Philosophy
B.A., Vanderbilt University; M.A., Ph.D., Syracuse University
- Petitt, Patricia** (2012) Instructor of Dietetics
B.S., Auburn University; M.S., University of Alabama
- ^G**Puleo, Stephanie G.** (1997) Professor of Counseling and Program Coordinator
B.A., Emory University; M.A.E., University of Alabama at Birmingham; M.A., Ph.D., University of Alabama
- ^G**Ratchford, Donald** (2009) Assistant Professor of Elementary Education
B.S., Oklahoma Christian College; M.Ed., University of Central Oklahoma; Ph.D., University of Oklahoma
- Raulston, Catherine** (2012) Assistant Professor of Elementary Education
B.S., M.A., Ph.D., The University of Alabama
- ^G**Rich, Danielle Waldrep** (2003) Assistant Professor of Communication Science and Disorders
B.S., M.S., University of Montevallo; Ph.D., University of Alabama at Birmingham

- Rickel, Jennifer** (2012) Instructor of English
B.A., University of California, Santa Barbara; M.A., Rice University
- ^G**Rozelle, Lee** (2003) Associate Professor of English
B.S., University of South Alabama; M.A., Ph.D., University of Southern Mississippi
- ^G**Sanders, Tom J.** (2006) Associate Professor of Business
B.S., University of Montevallo; M.B.A., Samford University; M.S., Ph.D., University of Alabama at Birmingham
- Sargent, Joseph** (2012) Assistant Professor of Music
B.A., University of Rochester; M.A., Ph.D., Stanford University
- Scott, Randall K.** (1998) Professor of Mass Communication
B.A., Florida Tech University; M.A., University of Montevallo; Ph.D., University of Southern Mississippi
- Sestero, Christine** (2012) Assistant Professor of Biology
B.S., The College of Idaho; Ph.D., Idaho State University
- Smajic, Almir** (2010) Assistant Professor of Education
B.S., M.Ed., Freed-Hardeman University; Ph.D., Texas Tech University
- Smith, Douglas** (2013), Associate Professor of Business
B.B.A., Georgia State University; M.B.A., Fairleigh-Dickinson University; M.S., Samford University; M.Acc., Ph.D., University of Alabama at Birmingham
- ^G**Smith, Sarah T.** (1972) Associate Professor of Communication Science and Disorders
B.S., Auburn University; M.A., Northwestern University; Ed.D., University of Alabama
- Somers, Lee** (2012) Assistant Professor of Art
B.F.A., M.F.A., Alfred University
- ^G**Stephens, Scott** (1983) Professor of Art and *Interim* Dean of the College of Fine Arts
B.F.A., Washington University; M.F.A., University of Alabama
- ^G**Sterner, Michael P.** (1997) Professor of Mathematics
B.A., Millersville State University; M.A., Ph.D., State University of New York, Albany
- Stewart, John W.** (2010) President of the University and Professor of English
B.A., Wake Forest University; M.A., Washington College; Ph.D., University of Southern Mississippi
- ^G**Stoops, Rosa Maria** (2005) Associate Professor of Spanish and French
B.A., University of Pittsburgh; M.A., Mississippi State University; Ph.D., University of Alabama
- Sudderth, Tara N.** (2011) Visiting Professor of Accounting
B.A., Birmingham-Southern College; M.Acc., University of Alabama at Birmingham; Ph.D., University of Mississippi
- ^G**Suell, Jo Lynn** (2008) Assistant Professor of Special Education
B.S., M.S., Ed.S., Troy University; Ed.D., University of West Florida
- ^G**Sumbry, Jo Ann** (2010) Assistant Professor of Instructional Leadership
B.S., Alabama State University; M.S., Troy State University; Ed.D., NOVA Southeastern University
- Tetloff, Meredith** (2012) Assistant Professor of Social Work
B.A., Birmingham-Southern College; M.S., Columbia University in the City of New York; Ph.D., University of Georgia
- Thompson, Susan** (2002) Professor of Mass Communication
A.B., M.A., Ph.D., University of Alabama
- ^G**Thrower, Elizabeth G.** (1996) Professor of Educational Foundations
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| 24 Harman Hall | 48 Golf Driving Range | |

• Campus map: Matthew Orton



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