

2017-2019

# GENERAL UNDERGRADUATE CATALOG



*An Equal Educational  
Opportunity Institution and an  
Equal Opportunity Employer*

**Alabama State University  
915 S. Jackson St.  
Montgomery, AL 36101-0271**

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## POLICY STATEMENT

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

Alabama State University maintains, collects and compiles a system of information on its students in order to enhance university efficiency. However, the university fully complies with the Buckley Amendment of the Family Educational Rights and Privacy Act of 1974. Each student may, at any time, exercise his or her rights to inspect and review any and all official records, files and data directly related to him or her by initiating a request in writing with the custodian of the records desired. Disclosure of a student's Social Security number is voluntary and not mandatory except in cases of employment dictated under Alabama Code [CAD147] [CAD147]509 (116)509(128C). When provided, Social Security numbers will be used to facilitate identification, particularly in cases where marriages and same surnames are involved. Students are issued ASU identification numbers. Detailed information on university policy explaining access to and release of student records is included in the student handbook. An inventory of those records is maintained by ASU offices in Montgomery; their location and cognizant officer are available in the Office of Student Affairs, located in the John Garrick Hardy Student Center, Suite C119.

Alabama State University is firmly committed to the principle of providing equal educational employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Our policies, programs and activities are designed to ensure that all facilities are made available to students and employees with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent disabled students and employees from enjoying any rights and privileges, advantages or opportunities enjoyed by non-handicapped persons. Questions that may arise regarding university compliance and/or requests for reasonable accommodations should be directed to the Office of Disability Services, located in the John Garrick Hardy Student Center, Suite C158.

Alabama State University (ASU) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges (SACS) to award bachelor's, master's, education specialist and doctorate degrees. Contact SACS at 1866 Southern Lane, Decatur, Ga., 30033-4097, or call 404-679-4500 for questions about the accreditation of Alabama State University.





## HOW TO USE THIS CATALOG

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

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

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

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

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

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

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



## BOARD OF TRUSTEES

OFFICER	DISTRICT	TERM EXPIRES ON
<i>Governor Kay Ivey, Montgomery Ex Officio President</i>		<i>January</i>
<i>Darrell Hudson, Birmingham Chair</i>	<i>State-At-Large Sixth</i>	<i>2026</i>
<i>Brenda B. Hunter, Arlington, Virginia Vice Chair</i>	<i>Nation-At-Large</i>	<i>2022</i>
<i>Quinton T. Ross, Montgomery Secretary</i>		
<b>MEMBER</b>		
<i>Robert Barnett, Yuma, Arizona</i>	<i>Nation-At-Large</i>	<i>2023</i>
<i>Napoleon Bracy, Saraland, AL</i>	<i>First</i>	<i>2023</i>
<i>Robert Gilpin, Montgomery</i>	<i>Second</i>	<i>2020</i>
<i>George Gore, Madison</i>	<i>Fifth</i>	<i>2023</i>
<i>Alfreda Green, Huntsville</i>	<i>Second</i>	<i>2023</i>
<i>Eddie Hardaway, Livingston</i>	<i>Seventh</i>	<i>2023</i>
<i>Mario Lumzy, Birmingham</i>	<i>Sixth</i>	<i>2023</i>
<i>Tiffany B. McCord, Montgomery</i>	<i>State-At-Large Second</i>	
<i>Angela McKenzie, Sylacauga</i>	<i>State-At-Large Fifth</i>	<i>2020</i>
<i>Larry Means, Attalla</i>	<i>Nation-At-Large Fourth</i>	<i>2023</i>
<i>Pamela Johnson Ware, Pike Road</i>	<i>State-At-Large Second</i>	<i>2023</i>
<i>Joe Whitt, Sr., Auburn</i>	<i>Third</i>	<i>2026</i>



## ABOUT THE PRESIDENT



Dr. Quinton T. Ross, Jr., currently serves as the 15th President of Alabama State University. Prior to becoming President of his alma mater, he had begun his fourth term in the Alabama State Senate after having been elected to his first term in 2002. While serving in the Senate, Dr. Ross distinguished himself as a true statesman and was one of seven African Americans serving in the Alabama State Senate.

In 2015, he was elected as the first African American male Senate Minority Leader and the first Minority Leader elected to a for public education, issues dealing with child safety and the general welfare of all Alabamians. Throughout his legislative tenure, Dr. Ross served on numerous committees, including Bank and Insurance, Confirmation, County and Municipal Government, Transportation and Energy, Military Affairs and the powerful Finance and Taxation Education

Committee. He also was Vice-Chair of the Education Youth Affairs Committee.

Born in Mobile, Alabama, and reared in Pontiac, Michigan, Dr. Ross has been a resident of Montgomery, Alabama, for more than two decades. He is a graduate of Alabama State University, where he earned a Bachelor of Science degree in Political Science in 1992, a Master of Arts degree in Education in 1995 and a Doctorate of Education in Educational Leadership, Policy and Law in 2010. Ross lives by his mother's philosophy: *"I live simple so that others can simply live."*

Dr. Ross is a distinguished career educator with more than 22 years of experience in k-12 public education and higher education. Ross worked in the Montgomery Public School system as a classroom teacher, administrative assistant, assistant principal and a high school Principal, as well as a central office Educational Specialist. He served as the Director of Adult Education at H. Council Trenholm State Community College. Dr. Ross later became a manager of UniServ Organizing/Staff Consultant to Higher Education for the Alabama Education Association. Ross has made it his mission to be a community advocate for public education and to help young people *"grasp the light of knowledge through embracing diversity."*

Prior to becoming an educator or being elected to office, Dr. Ross was a Statewide Field Representative for the Alabama Democratic Party and the Alabama Democratic Conference for a number of years. He has held key positions in numerous political campaigns. Ross served as Co-Chair of the State Advisory Committee for President Barack Obama's first election.

Dr. Ross has received numerous awards and recognitions and has been featured in many publications. He has been honored for his commitment to equity and quality in education. Ross has received The Montgomery Advertiser **King Spirit Award**, K.E.E.P. Production's **Young Legend Award** and the **Daring to Make a Difference Community Service Award**. Ross received the Alabama School Board Association's **Power of One Award (2009)** and



recognition by Omega Psi Phi Fraternity, Inc., locally, statewide and districtwide as ***Citizen of the Year (2011)***. Other awards include the Alabama Adult Education Director's Association ***2012 Champion Award, 2015 Citizen of the Year*** for the Montgomery Alumni Chapter of Delta Sigma Theta and the ***2016 Beloved Community Award*** from the Alabama State University Friends of the Theatre. Dr. Ross also was selected by the Business Council of Alabama as a ***2017 Business Champion***.

Dr. Ross holds professional memberships in several organizations, such as the National Education Association, National Council of Higher Education, Alabama Education Association, Omega Psi Phi Fraternity, Inc., and 100 Black Men, Inc. He is a member of Hutchinson Missionary Baptist Church and its male chorus.

His most notable accomplishment is being a loving husband and father of two sons.





## I. GENERAL INFORMATION

### MY ASU!



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

### The ASU Legacy—Perseverance, Progress and Promise

ASU’s 151-year history is a legacy of perseverance, progress and promise. The ASU movement began with the impetus to establish a school for black Alabamians.

The Civil War resulted not only in the end of slavery but also in the opportunity for blacks to have the right to education. With the Northern victory, black Southerners with the assistance of Northern white missionaries and the leaders of African-American churches set out to establish educational institutions for the freedmen. ASU was born in that movement.

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

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

In 1871, Peyton Finley petitioned the Legislature to establish a “university for colored people,” but his request was denied. He persisted and in 1873 the Alabama Legislature established a “State Normal School and University for the Education of Colored Teachers and Students.” That act included the provision that Lincoln School’s assets would become part of the new school. The trustees agreed, and in 1874 the first president George N. Card



led the effort in re-organizing Lincoln Normal School in Marion as America's first state-supported liberal arts educational institution for blacks.

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

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

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

### **151 Years of Leadership**

ASU is a direct descendant of Lincoln Normal School at Marion, established in Perry County, Ala., in 1867. Although many people worked to establish Lincoln Normal School, Peyton Finley—the first elected black member of the State Board of Education—contributed most in the early years to make the institution permanent. Through his efforts and with the assistance of the institution's first president George N. Card, the school became a state-supported educational institution in 1874.

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



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

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

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

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

In 1962, after Trenholm's illness, an interim president, Levi Watkins, became president. In 1969, the State Board of Education, then the governing board of the college, approved a name change and the institution became Alabama State University. During these years, the university began a path of steady growth and development in its current role as a comprehensive university. In 1975, the Legislature established an independent board of trustees for the university. In 1981, Robert Lee Randolph was appointed president, a position he held until 1983. During his tenure, Title III received its largest federal government funding. WVAS-FM was planned, construction began on the Tullibody Fine Arts Center, and the University Apartments were constructed.

After serving 10 months as interim president, Leon Howard was appointed president in 1984, holding the position he until 1991. During his presidency, ASU saw dramatic increases in student enrollment, an aggressive student retention program was started, and



the social work program received national accreditation. The largest capital campaign, the Endowment for Excellence, raised \$1.5 million. Two new dormitories were completed.

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

When William H. Harris became president in 1984, his commitment was to transform ASU into a comprehensive regional university through excellence and diversity. Significant investments were made in technology, the student body became more diverse, and community outreach was emphasized through partnerships with K-12, civic and community organizations. The National Center for the Study of Civil Rights and African-American Culture, Business and Technology Center, and Center for Leadership and Public Policy were established. Degree programs in health information management and occupational therapy and graduate programs in accountancy and physical therapy were created. Improvements in the living and learning environment were made, including renovation to Paterson Hall and the \$4.2 million restoration of historic George Lockhart Hall. Dr. Joe A. Lee became president in 2001 and served until 2008. His vision focused on a students'-first philosophy, which emphasized development of a comprehensive student retention program, renovation/construction of a student union building, and completion of the John L. Buskey Health Sciences Center. Accreditation for the university and for academic programs was reaffirmed; and educational leadership, policy and law became the first doctoral degree program offered at ASU. A transitional doctorate in physical therapy was introduced, the university experienced a record enrollment, and the women's basketball team earned national recognition.

In 2008 Dr. William H. Harris returned to ASU as president. His ***Vision 2020*** strategic plan focused on transforming Alabama State University through excellence in teaching, research, service and a diverse population.

Dr. Joseph H. Silver Sr. was appointed president September 11, 2012. During his brief term, the University continued its path toward transformation.

Dr. Gwendolyn E. Boyd was selected by the Board of Trustees on Dec. 20, 2013, to serve as the University's first female President. A 1977 ASU graduate, Boyd returns to her alma mater, after a stellar 33-year career at Johns Hopkins University, with a vision of promoting the University as the "Land of Opportunity."

In Fall 2108 Alabama State welcomed its 15<sup>th</sup> president, alumnus Dr. Quinton T. Ross, Jr. Dr. Ross' is a dedicated career educator and is a former state legislator known for his support of educational initiatives.



## ALABAMA STATE UNIVERSITY VISION

Alabama State University (ASU) will achieve global recognition through excellence in teaching, research and service. ASU will advance its status as a premiere, comprehensive, Level VI regionally accredited institution, to a Doctoral/Research University (DRU) Carnegie Classification–designated institution. We shall become the destination university for students seeking a holistic educational experience. We will build upon quality scholarship and academic rigor to graduate a diverse corps of lifelong learners who are fully equipped to lead and succeed as citizens of the global workforce.

## THE ALABAMA STATE UNIVERSITY MISSION

Alabama State University is a comprehensive diverse student-centered public HBCU committed to global excellence in teaching, research and service.

### The University fulfills its mission by:

- Fostering critical thought
- Encouraging artistic creativity
- Developing professional competence
- Promoting responsible citizenship in its students
- Adding to the academic and experiential bodies of knowledge
- Enhancing the quality of life through research and discovery
- Cultivating global citizenship through thoughtful (meaningful, purposeful conscientious, intentional) and engaging public service

ASU offers baccalaureate through doctorate degrees in an expansive array of academic programs. We maintain a scholarly and creative faculty, state-of-the-art facilities, and an atmosphere in which members of the university community live, work and learn in pleasant

surroundings. ASU offers a bridge to success for those who commit to pursuing quintessential educational opportunities and lifelong endeavors.



**THE ALABAMA STATE UNIVERSITY ROLE**

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

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

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



**ACADEMIC OFFERINGS**

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

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

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

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



**BACCALAUREATE PROGRAMS**

**UNIVERSITY COLLEGE** is the academic unit for freshman students entering Alabama State University. This academic unit provides a firm foundation for lifelong learning during students' earliest time at the university. This is achieved through course offerings and through the Department of Advancement Studies' student support courses and the Orientation Program. Resources and services also include the University College Tutorial Support Learning Centers and the Supplemental Instruction Program. Other exemplary student programs include the W.E.B. Dubois Honors Program and TRIO Programs. Additionally, University College is an academic unit which partners with campus academic and student support units to help students have an excellent start. University College was approved through the Alabama Commission on Higher Education to offer the Bachelor of Interdisciplinary Studies Degree. This individualized and customized degree is for students who do not find a major at the university that meets their career goals. Students, with the assistance of professionals in degree-granting colleges, are able to design a degree program of study compatible to their academic, career and personal needs. Areas of interest related to two or three minors or concentrations offered with workable relationships for employment are combined for this degree to ensure optimal success in the workplace.

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

**COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS** was established in 2009. It is composed of the department of biological sciences, physical sciences, mathematics and computer science and dual-engineering. Students in the college have the opportunity to acquire in-depth knowledge in a specific major discipline and to learn the skills necessary to acquire new knowledge in the chosen major. The college is committed to preparing students for entry into graduate research, professional schools, and the scientific and technical workforce. The college offers programs leading to the degree of Bachelor of Science. It administers programs for the Graduate School leading to the Master of Science in mathematics, biology and forensic science and Ph.D. in microbiology.

**COLLEGE OF EDUCATION** offers preparation for prospective teachers, counselors and administrators for primary, elementary and secondary schools. All courses are approved and comply with Alabama certification requirements for teachers. The college offers the following degrees: Bachelor of Science in Education, Master of Education, and the Education Specialist. The College of Education's programs are accredited by several agencies, including the National Council for Accreditation of Teacher Education (NCATE) Jointly with the Alabama State Department of Education (ALSDE), the Council for Accreditation of Counseling & Related Educational Programs (CACREP).





**PERCY J. VAUGHN, JR. COLLEGE OF BUSINESS ADMINISTRATION** offers professional programs in business to students who wish to prepare for careers in commerce, industry, and government. The college offers the Bachelor of Science degree in Accounting, Finance, Computer Information Systems, Management, Marketing, and the Master of Accountancy degree. The Percy J. Vaughn, Jr. College of Business Administration is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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

**COLLEGE OF HEALTH SCIENCES** offers professional preparation for students who wish to prepare for careers in the healthcare industry. Programs are offered leading to the Undergraduate Certificate in Maternal and Child Health; Bachelor of Science degrees in Health Information Management and Rehabilitation Services with a Concentration in Addiction Studies; Master of Science degrees in Occupational Therapy and Prosthetics and Orthotics; the Master of Rehabilitation Counseling; Graduate Certificates in Disability Studies, Policies, and Services and Rehabilitation Counseling, and the clinical Doctor of Physical Therapy degree. The College's programs are accredited by several programs, including the Accreditation Council for Occupational Therapy Education (ACOTE), the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), the Commission on Accreditation in Allied Health Education (CAAHEP) through the National Commission on Orthotics and Prosthetics Education (NCOPE), and the Commission on Accreditation in Physical Therapy Education (CAPTE).



## GRADUATE PROGRAMS

**THE HAROLD LLOYD MURPHY GRADUATE SCHOOL** coordinates degree programs beyond the baccalaureate level. Graduate studies are offered through cooperation with the College of Liberal Arts and Social Sciences, the College of Science, Mathematics and Technology, the College of Business Administration, the College of Health Sciences, the College of Visual and Performing Arts, and the College of Education. The school offers the Master of Arts, the Master of Science and the Doctor of Philosophy in Microbiology degrees through the College of Science, Mathematics and Technology. The school offers the Master of Education, Master of Science, Education Specialist degrees and the Doctor of Education degree in Educational Leadership, Policy and Law through the College of Education. The school offers the Master of Accountancy degree through the College of Business Administration and Master of Science in Occupational Therapy, Prosthetics and Orthotics and the Master of Rehabilitation Counseling, and the clinical Doctor of Physical Therapy degrees through the College of Health Sciences. All graduate programs are coordinated by the Graduate School.

## EVENING AND WEEKEND STUDIES

The Evening and Weekend Program provides an opportunity to take courses leading to baccalaureate and graduate degrees during the evening hours and on Saturdays. This unit of the university serves as a continuation of regular daytime academic offerings. It further strives to provide more options in bringing minority and adult learners into the university. The Evening and Weekend Program is constantly seeking approaches that will make educational opportunities more accessible to individuals who find the evening and weekend schedule more convenient for their educational needs.

## FACILITIES

The Alabama State University campus is located just a short walk from Alabama's Capitol, the state government complex, and downtown Montgomery. This location makes the downtown business district, the Montgomery Civic Center, museums, art galleries, theater, medical centers, the state archives and historical sites readily accessible to students. Across the street from the campus is the beautiful municipal Oak Park, which has the world's first full-color, single-lens digital planetarium. Alabama State University is easily accessible from almost any point near Montgomery.

## BUILDINGS

The campus buildings are set in a landscape design that rivals the most beautiful urban campuses in the South. All student residence halls and other buildings are air-conditioned. The replacement cost of land, buildings and equipment is estimated at \$310,374,915. The following is a listing and brief description of the functions of the major existing campus facilities.

**TULLIBODY FINE ARTS CENTER** (1984) is a 52,000-square-foot, two-story brick structure that forms the second phase of the Fine Arts Center. It is a comprehensive facility that houses fine arts classrooms, offices, galleries, studios and laboratories. The Leila M. Barlow Theatre boasts a 300-seat auditorium for drama projects. A scaled replica of



Tullibody Hall is located in the atrium of the facility as a monument to the university's early history.

**TULLIBODY HALL** (1974) is a two-story, brick structure with a four-story tower that forms Phase I of the Fine Arts Center. With its approximate space of 41,000 square feet, it houses the School of Music, with facilities for band, choir, classrooms, faculty offices, practice rooms, listening library, and a recital hall with seating for approximately 200 persons.

**KILBY HALL** (1920) was remodeled in 1985. This one-story, brick structure has more than 8,000 square feet of space. It serves as the headquarters for Cooperative Education and the campus radio station, WVAS.

**ZELIA STEPHENS EARLY CHILDHOOD CENTER** (1971) is a split-level, multi-purpose learning center for children from preschool through grade three. The 14,000 square-foot center is designed to provide opportunity for observation and laboratory experiences for early childhood and elementary education majors. The facility incorporates a full range of physical learning resources in classroom areas which have second-level observation decks for class viewing or teacher observation. The classrooms center on a common, multipurpose room with terraced seating perimeters. The facility also includes a nursery, kindergarten, art room and open classrooms for first, second and third grades.

**UNIVERSITY HOUSE** (1970) is a two-story, brick-veneer structure that contains the university president's residence and facilities to accommodate guests and numerous social functions of the university. This house has a living space of more than 5,000 square feet.

**WILLETTA MCGINTY APARTMENTS** (1983) are self-contained residence buildings with complete facilities. Four free-standing buildings are interconnected by breezeways and sheltered walks. Each building, with 3,872 square feet of living area, contains four separate apartments, which house two residents each. The residences were designed to prepare honor students for life beyond the campus.

**THE LEVI WATKINS LEARNING CENTER** (1978; renovated in 2011) provides library facilities, resources and services to its faculty, students, staff and academic community through a centrally located, newly renovated and enlarged Levi Watkins Learning Center (LWLC), a "Cultural Learning Place." The LWLC encompasses more than one hundred fifty thousand square feet of space housing multimedia learning resources to support teaching, research, scholarship and cultural activities at Alabama State University and its global communities. The five-story structure faces the academic mall of the campus and includes the main Library and Learning Resources departments, the Curriculum Materials Center which serves the teacher education program, the Archives and Special Collections, the National Center for the Study of Civil Rights and African-American Culture, and the Media Center. A connecting wing of the Levi Watkins Learning Center includes the departments of Accounting and Finance, Business Administration and Computer Information Systems, faculty offices, classrooms, support laboratories, and the offices of the Small Business Development Center.



**COUNCILL TRENHOLM HALL** (1967) is a four-story, brick building consisting of approximately 60,000 square feet of academic space, with laboratory, classroom, and research facilities for biology, chemistry, computer science, physics and general science. Space is also provided for faculty offices and related staff facilities.

**WILLIAM HOOPER COUNCILL HALL** (1956) is an approximately 63,000 square foot, three-story brick structure that houses classrooms, the offices of central administration (the president, academic affairs, fiscal affairs, administrative services, planning and institutional advancement, and personnel services), and the Graduate School.

**WILLIAM BURNS PATERSON HALL** (1928) was renovated in 1997. This three-story brick building is one of the oldest structures on the campus. The more than 57,000 square foot building houses classrooms, faculty offices, academic support laboratories, the offices of the dean of the College of Liberal Arts and Social Sciences, Air Force ROTC and the Department of Advancement Studies.

**EDWARD G. MCGEHEE HALL** (1968) is a three-story structure of reinforced concrete and brick. The 41,700-square-foot building houses classrooms, faculty offices, the offices of the Department of Languages and Literatures, the Testing Center, and administrative offices for Student Affairs and services.

**GEORGE N. CARD HALL** (1962) was named after George N. Card, president of ASU from 1873 to 1878. It is a four-story brick building measuring more than 35,000 square feet, which houses 192 students.

**FRED SHUTTLESWORTH DINING HALL** (2007), is an exciting new place to eat and socialize, and is conveniently located among the academic and residential facilities on campus. The dining hall is a renovation from a previous basketball arena with an expansion that encompasses 39,000 gross square feet with a capacity of 1,200 diners. Through a food court arrangement, the dining hall serves a full range of meals; from salads and sandwiches to full dinners. Private dining rooms are available for faculty and executive use.

**ASU ACADOME** (1992) is an ultramodern, multipurpose facility that serves a variety of functions. The 220,500 square foot structure is the major center for physical education instruction, entertainment activities, conferences, meetings, conventions and cultural events. Housed in the facility are an arena, classrooms, and offices for Acadome staff, banquet/reception/conference areas, and offices for faculty and athletics personnel. It is also headquarters for the ASU basketball Hornets and Lady Hornets.

**CHARLES JOHNSON DUNN TOWER** (1994) is an 11-story, brick and stucco building that provides apartment-type housing for 480 students. The 114,419 square foot building has a large laundry room in the basement and telephone and cable connections in each room.

**MARTIN L. KING, JR. HALL** (1990) is five-story dormitory that houses 212 students. The 64,500-square-foot building has study rooms and food preparation areas on each floor and a large recreation and social area in the basement.



**BESSIE W. BENSON HALL** (1972) is a five-story dormitory designed for 204 residents. It has more than 44,000 square feet of living space.

**BIBB GRAVES HALL** (1928) was renovated in 2008. This 37,640 square foot structure is one of ASU's most recognized buildings. This three-story campus landmark is reserved for junior and senior female students. Each two-bedroom suite is furnished with beds, desks, wardrobes, a couch, television stand and a private bathroom with its own shower. It offers its residents a computer lab, study rooms, laundry facilities on all three floors, a visitors' lounge and a meeting room, with all new furniture and finishes. Wireless and hard wired Internet access is available. It is one of the oldest buildings and one of the most sought-after addresses on campus.

**BESSIE E. ESTELL HALL** (1990) is a five-story dormitory that houses 212 students. This 64,000-square-foot building has study rooms and food preparation areas on each floor and a large recreation and social area in the basement.

**WILLEASE R. SIMPSON HALL** (1966) is a four-and-one-half story brick building providing housing for full-time students, with 101 rooms, lounge, administrative storage and utility areas in a total area of approximately 42,000 square feet. A separate ground-floor entrance provides access to the health center and the infirmary.

**PEYTON FINLEY APARTMENTS** (1983) are a cluster of four two-story, modern brick buildings that house 64 students. Each building provides a living area of approximately 3,870 square feet.

**CYNTHIA D. ALEXANDER APARTMENTS** (1966) consisting of two, two-story brick-veneer buildings, provide 12 apartments for residential life staff and faculty members.

**HORNET STADIUM** (1942) has a football practice field and a track.

**GEORGE H. LOCKHART GYMNASIUM** (1939) with extensive renovations completed in January 2002. It is now a 47,553-square-foot brick complex where physical education activities and intramural sports are held. It also houses offices for faculty and staff who manage the activities. The gymnasium includes a 25-meter pool suitable for swimming meets. It contains an elevator and mechanical rooms for its auxiliary systems. Bleachers and a new physical fitness area have also been constructed.

**JOHN W. BEVERLY HALL** (1939), a renovated three-story, brick building, houses lecture rooms, classrooms, faculty offices. Also located in this 24,480-square-foot building are the departments of social work, and sociology and criminal justice.

**JOHN W. ABERCROMBIE HALL** (1947) was renovated in 2008. The 40,000 square-foot, 130-bedroom facility features suite-style living accommodations on all three floors. Each suite has two bedrooms, which include beds, study desks, rocking chairs, wardrobes a couch and a television stand. In addition, Abercrombie Hall features laundry facilities and study rooms on each floor, as well as a computer lab and visitors lounge.



**GEORGE W. TRENHOLM HALL** (1947) housed the main University Library, with special laboratories for classes in library education until the spring of 1978. The 33,800-square-foot structure now houses the offices of the dean of University College, the Department of Humanities, the Department of History and Political Science, and the Thelma M. Glass Auditorium.

**OLEAN BLACK UNDERWOOD TENNIS CENTER** (1994) is a 12-court, lighted complex with tournament capabilities. This facility has a clubhouse which provides office spaces, men's and women's dressing rooms with lockers and showers, and a classroom for on-site teaching.

**COMMUNICATIONS ANNEX** is a 26,000-square-foot complex divided into several suites that are used to facilitate academic activities in the department of communications. These facilities are fenced and have adequate parking for employees and visitors.

**THE ACADEMIC MALL** (1965) is a T-shaped lawn in the heart of the campus that runs along the perimeter of major academic buildings and the University Center. At the center of the mall stands the Equinox, erected in 1974 as a university centennial project. One of the few pieces of massive outdoor sculpture in Montgomery, it is a tribute to the contributions of African-Americans in our nation's development.

**JOHN L. BUSKEY HEALTH SCIENCES CENTER** (2001) is an 80,000- square- foot, three-story complex houses the Health Sciences programs consisting of Physical Therapy, Occupational Therapy, Health Information Management, Rehabilitation Services, Rehabilitation Counseling, Prosthetics and Orthotics, Maternal and Child Health and the Center to Advance Rehabilitative Health and Education (CARE). The building houses three computer laboratories that complement the needs of the health sciences program. In addition, there is a Gait Analysis Laboratory, a Cardio-Pulmonary Laboratory and a Bod Pod Laboratory that support faculty research. Finally, the complex has a state-of-the-art, 209-seat auditorium and lounges for faculty and students. The Prosthetics and Orthotics program is housed in an extended site building on Forest Avenue.

**PHYSICAL PLANT** (refurbished in 2000) houses the employees and supervisory personnel of the Physical Plant. It is a one-level structure consisting of 18,324 square feet, with office space, meeting rooms, storage, equipment areas, and shops for skills and/or trades, e.g., air conditioning, plumbing, locksmith, electrical, carpentry, etc. It is fenced and has a parking garage for two buses, a gas pump, and adequate parking for work vehicles, employees and visitors.

**OLD BEL AIRE ESTATES:** The University has acquired property, west of the center of campus that runs north and south along the west side of Hall Street. The area comprises approximately 55-60 acres.

**ROBERT CLINTON HATCH HALL** (2007) is shared by the Alabama Department of Forensic Sciences and Alabama State University. The building consists of 50,000 square feet. The facility incorporates state-of-the-art forensic science laboratories, a mock courtroom, instrumentation laboratory and a criminal logistics laboratory for instruction in



techniques for examining evidentiary material.

**LIFE SCIENCE BUILDING** (2009) is an 85,000 square foot, five-floor facility that includes a 2,000-square-foot teaching seminar room, well-equipped research laboratories, walk-in cold rooms and dark rooms. The building houses the university's biological science programs, including the doctoral program in microbiology for the department of biological sciences. It features state-of-the-art molecular biology teaching laboratories and multimedia classrooms furnished with the latest instructional software.

**RALPH DAVID ABERNATHY HALL** (2009) is named for ASU alumnus and civil rights icon Ralph David Abernathy, the 134,000-square-foot Ralph David Abernathy Hall is home to the College of Education. The building is the university's second largest facility and features simulated classrooms, research and development laboratories, a 545-seat auditorium and stately rotunda designated as a "great teachers memorial hall." An outdoor courtyard provides students and faculty with a beautiful space to relax, socialize or study.

**HOUSTON MARKHAM JR. FOOTBALL COMPLEX** (2011) is 33,165 square feet, costing more than \$7 million. This state-of-the-art facility boasts its own 5,000-square-foot weight room, 650-square-foot multi-purpose area, 1,575-square-foot team room, 1,870-square-foot locker room, 1,512-square-foot Training room and a 1,110-square-foot academic lab. Architectural features include a 1,290-square-foot, two-story atrium and a balcony overlooking the football practice field, smart boards in the team room and energy-saving devices, such as HVAC controls.

**WHEELER-WATKINS BASEBALL COMPLEX** (2011) is a \$3.9 million baseball complex that has brought baseball back to ASU's campus for the first time since 1996. It features an intramural soccer/football field, a press box, bathrooms, dugouts, a concession stand, parking, lighting and seating.

**HORNET STADIUM** (2012) opened for the Turkey Day Classic in November of 2012. Visible from Interstate-85, the new stadium boasts 26,500 seats, 20 skyboxes, 200 loge seats, 750 club seats, two party terraces and general admission berm seating. The new facility is located adjacent to the north Hall Street entranceway and runs at a slight angle alongside I-85. The main entrance into the stadium faces Hall Street is linked to a campus-wide pedestrian corridor. This state-of-the-art, on-campus stadium hosts Alabama State football on campus for the first time since 1973. The facility is designed to accommodate other major events such as concerts and festivals as well as smaller events such as receptions and meetings. Retail space, a restaurant and administration offices are some of the amenities that allow this stadium to be used 365 days a year.

**RESIDENTIAL FACILITY I** (2011) is located on the east side of the campus, this four-story, contemporary co-ed residence hall provides living spaces for 250 residents. The hall has single and double bedrooms for upper-class male and female students. This building features suite-style accommodations with bathrooms. Additionally, each floor features study rooms and food preparation areas.



**RESIDENTIAL FACILITY II** (2011) is also located on the east side of the campus, this four-story, contemporary co-ed residence hall provides living spaces for 250 residents. The hall has single and double bedrooms for upper class male and female students. This building features suite-style accommodations with bathrooms. Additionally, each floor features study rooms and food preparation areas.

**GARRICK HARDY STUDENT SERVICE CENTER** (2012) is a hub for all major student activities. Designed as a one-stop shop for recreation and for transacting important student business, the new 81,000-square-foot facility is sure to make campus life more fun – and more convenient. Amenities for the new Student Services Center include a food court, Movie Theater, and cyber café, TV lounge, multipurpose lounge, recreation room, ballroom, locker rooms, bookstore and casual study lounge. For the convenience of students, it houses the admissions office, financial aid office, housing office, student accounts, records and registration, student ID station, post office, police security station and student life offices.

**BARBARA WILLIAMS SOFTBALL COMPLEX** (2012) has allowed softball competition onto the ASU campus for the first time. The complex was named for a celebrated pioneer in ASU women's athletics. The \$1.6 million softball complex was dedicated in April 2012. The complex is a sleek modern facility with more than 200 seats and recessed dugouts.

**WHEELER-WATKINS BASEBALL COMPLEX** (2011) The Wheeler-Watkins Baseball Complex was opened in dedicated in February 2012. The new complex, which opened in March 2011, is named in honor of two former head baseball coaches, Herbert Wheeler and Larry Watkins. The \$3.9 million baseball complex was completed in the spring of 2011 and brought baseball back to ASU's campus for the first time since 1996.

**BRUNSWICK BOWLING LANES** Brunswick Bowling Lanes is the home facility of the Alabama State Bowling program.

**ROBERT TRENT JONES - CAPITOL HILL RTJ-Capitol Hill** is the home facility of the Alabama State Golf program. Located in Prattville, approximately 13 miles north of Alabama's state capital, Capitol Hill features three 18-hole championship courses.

**ASU SOCCER COMPLEX** (2012) Located on the east side of ASU campus and in the shadows of The New ASU Stadium, the complex has a natural grass facility.

**PUBLIC SAFETY BUILDING/POLICE DEPARTMENT.** The Campus Police Department is a full-service agency that is open 24 hours a day and is located at 1452 Carter Hill Road. Full safety and Police services are always available. To report a crime or request service, please call **334-229-4400**.

## **GROWTH**

Growth in size and facilities is part of the story of any dynamic institution and Alabama State University is no exception. In 1962, the student body numbered about 1,600 and the university's 52-acre campus encompassed only 12 permanent buildings. Since then, the student population has increased to approximately 5,600. The campus has also grown,





covering about 146 acres with 63 permanent buildings. The buildings are set in a landscape design that rivals the most beautiful urban campuses in the South. The replacement value of land, buildings and equipment is estimated at **\$310,374,915**.

### **ACADEMIC PLANNING AND EFFECTIVENESS**

Reporting to the Office of the Provost, this unit consists of the following offices: (1) Academic Planning and Evaluation, (2) Institutional Research, (3) the SACSCOC Accreditation Office, (4) Testing Center, (5) the Center for Innovative Educational Practices and Services (CIEPS), and (6) Academic Center for Educational Success (ACES). The unit provides annual and long-range planning assistance and coordinates the development, administration and evaluation of the university's planning efforts targeting various constituents.

#### **Office of Academic Planning and Evaluation**

The mission of the Office of Academic Planning and Evaluation is to support strategic and budgetary planning and decision-making through the analysis, presentation, and distribution of relevant and timely information, program analyses, and projections for future trends. The office also provides support in the following areas: research, technical assistance, consultation, training and resources to ensure the continuous improvement of programs and operational processes of all academic and administrative areas within the Division of Academic Affairs.

#### **Office of Institutional Research**

Institutional Research has the primary mission of conducting research within the university to provide information which supports institutional planning, policy formation and decision-making. The unit plays a very important role in the university's program evaluation and outcomes assessment activities. In this regard, it may conduct surveys of graduates and former students; and it may conduct needs assessment studies designed to guide the development of new programs. This unit works closely with management information systems and academic computing in the design of data files to serve faculty, staff and student information needs. By virtue of its responsibilities for data and information about the university, Institutional Research is assigned responsibilities that need not be considered university research. The following are illustrative.

The Office of Institutional Research is responsible for the university's responses to national statistical surveys, such as the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics. Similarly, data forms must also be completed for the Alabama Commission on Higher Education (ACHE). The Office of Institutional Research also provides the continuing point of contact for ACHE on matters relating to institutional data. Institutional Research staff may be asked to serve on agency committees where a central concern is 462

#### **Office of Testing and Psychological Services**

The Office of Testing and Psychological Services, or the Testing Center, serves the needs of the entire university with respect to standardized test administration, computer-generated test development, and test scoring and reporting. Testing dates for local, state and national



examinations are announced at the beginning of each academic year. Students are urged to obtain a schedule from the Testing Center for information concerning tests they may require. Computerized academic evaluation support is provided by the Testing Center to faculty and staff in their efforts to maintain the highest levels of quality and effectiveness in all curricular programs. In addition, the Testing Center provides survey and related assistance in accordance with the university's planning, management, and evaluation systems.

### **Center for Innovative Educational Practices and Services (CIEPS)**

The Center for Innovative Educational Practices and Services (CIEPS) was developed to serve as a conduit for bridging teaching and learning using contemporary pedagogical approaches. The CIEPS supports increasing the quality and delivery of academic programs and enhancing student achievement and excellence in teaching at all levels through continuous, high-quality professional development. Another function of the CIEPS is to align curriculum and assessment practices across colleges toward assuring continuity in aligning program goals and the attainment of education objectives. In short, CIEPS is a comprehensive resource center at Alabama State University for all faculty, students and departments at every stage of development.

### **Academic Center for Educational Success**

The Academic Center for Educational Success or A.C.E.S. is a retention initiative aimed to provide comprehensive academic support services to all ASU students. ACES two-fold approach involves academic prevention (enrichment) opportunities (e.g. workshops, academic labs, etc.) for students who are in good academic standing; and mandatory intervention support services (e.g. intrusive advising, early alert grades system, workshops, mentoring, etc.) for students who are conditionally enrolled through the Bridge program or who are not meeting University and/or Financial Aid academic standards. The overarching goals of the ACES office are to 1) decrease attrition due to financial aid ineligibility and academic suspension/dismissal; and 2) increase the rate of course completion, which will result in higher graduation rates.

## ***OTHER ACADEMIC FUNCTIONS***

### **Office of Research and Sponsored Programs**

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

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



once a funded proposal is received by the university. It is also involved in assisting the administration in developing and nurturing an institutional endowment program.

### **Office of Title III**

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

### **NATIONAL ALUMNI ASSOCIATION**

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

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

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

### **UNIVERSITY FOUNDATION**

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

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

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

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



faculty may serve on each standing committee of the foundation.

### **UNIVERSITY WOMEN'S CLUB**

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

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

### **MARKETING**

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

### **UNIVERSITY RELATIONS**

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

### **WVAS-FM**

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

### **CENTER FOR LEADERSHIP AND PUBLIC POLICY**

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

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

The program's purpose is to improve access to and facilitate use of Census Bureau



products and services by Alabama's residents, business people and state and local government agencies and employees.



## II. EXPENSES AND FINANCIAL AID

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

	In-State On-Campus	In-State Off-Campus	In-State Living w/Parent	Out-of-State On-Campus	Out-of-State Off-Campus
<b>Tuition/Fees</b>		\$11,068	\$11,068	\$11,068	\$19,396
<b>Loan Fees</b>		96	96	96	96
<b>Room/Board</b>		5,422	7,320	2,566	5,422
<b>Books</b>		1,600	1,600	1,600	1,600
<b>Travel</b>		1,552	2,388	2,388	1,552
<b>Miscellaneous</b>		1,840	1,840	1,840	1,840
<b>TOTAL</b>		<b>\$21,578</b>	<b>\$24,312</b>	<b>\$19,558</b>	<b>\$29,906</b>
<b>Without Loan Fees</b>		<b>\$21,482</b>	<b>\$24,216</b>	<b>\$19,462</b>	<b>\$29,810</b>

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

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



**UNDERGRADUATE STUDENT**

Full-time (Comprehensive) Resident	Alabama **Resident**	Non-Alabama
<b>12-18 Credit Hours</b>	<b>\$4,164.00</b>	<b>\$8,328.00</b>
<b>Over 18 Credit Hours, Per Credit Hour</b>	<b>\$167.00</b>	<b>\$334.00</b>
Part-time		
<b>Per Credit Hour</b>	<b>\$347.00</b>	<b>\$694.00</b>
<b>General University</b>		
Fee: Full-time		
<b>6 or more Credit Hours</b>	<b>\$1,370.00</b>	<b>\$1,370.00</b>
Part-time		
<b>Less Than 6 Hours</b>	<b>\$685.00</b>	<b>\$685.00</b>

<b>GRADUATE STUDENT</b> per Credit Hour	<b>\$412.00</b>	<b>\$824.00</b>
General University Fee:		
Full-time		
<b>6 or more Credit Hours</b>	<b>\$1,370.00</b>	<b>\$1,370.00</b>
Part-time		
<b>1-5 Credit Hours</b>	<b>\$685.00</b>	<b>\$685.00</b>

**SPECIAL FEES**

<b>Admission Application (non-refundable)</b>	<b>\$25.00</b>
<b>Applied Music, per semester</b>	<b>\$60.00</b>
<b>Audit Course without credit, per course</b>	<b>\$50.00</b>
<b>Late Registration:</b>	
<b>Beginning with the first day of classes</b>	<b>\$15.00</b>
<b>Deferred payment – on authorized Installment Plan*</b>	<b>\$10.00</b>
<b>Change in schedule (per form)</b>	<b>\$5.00</b>
<b>Community Services/Continuing Education</b>	
<b>Noncredit courses</b>	<b>as advertised</b>
<b>Degree Program Application for Graduate School</b>	<b>\$25.00</b>
<b>Graduation Fees (includes cap and gown rental):</b>	
<b>Bachelor’s Degree</b>	<b>\$100.00</b>
<b>Graduate Degree</b>	<b>\$100.00</b>
<b>In absentia, per degree, additional charge</b>	<b>\$7.00</b>
<b>Replacement meal card***</b>	<b>\$25.00</b>
<b>Residual ACT**</b>	<b>\$35.00</b>



<b>Miller Analogies Test (MAT) **</b>	<b>\$70.00</b>
<b>Transcript of record (National Clearing Housing online)</b>	<b>\$9.25</b>
<b>Replacement ID card***</b>	<b>25.00</b>
<b>Special course fee (article retained by student)</b>	<b>at cost</b>
<b>Health Service medications</b>	<b>at cost</b>
<b>Library fine</b>	<b>as assessed or at replacement cost</b>
<b>Student Teaching Program, per semester</b>	<b>\$22.50</b>
<b>Cooperative Education Program, per semester</b>	<b>\$37.50</b>

\*Cost subject to change due to change in carrier.

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

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

Campus Parking Fee:

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

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

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

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

### **RESIDENCY REQUIREMENTS**

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

- Is a full-time permanent employee of the university or is the dependent of such an employee.
- Can verify full-time permanent employment within the state of Alabama or is the dependent of such an employee and said employment will commence within 90 days of registration with the institution.
- Is a member or the dependent of a member of the United States military on full-time





active duty stationed in Alabama under orders for duties other than attending school?

- Is employed as a graduate assistant or fellow by the university.
- Is an accredited member of or the dependent of a consular staff assigned to duties in Alabama (U.S. citizenship not required).
- Residence in the state by parents, spouse or others who provide more than 50 percent of the student's financial support.

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

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

Burden of proof for changing residency status rests with the student. If you do not understand the form or want assistance in completing it, do not hesitate to contact the Office of Admissions and Recruitment. Decisions regarding change of residency made by the following dates: Aug. 1 - Fall semester, Dec. 1 - spring semester and May 1 - summer term. Students who wish to change their residency status must submit all required materials to the Office of Admissions and Recruitment 10 days prior to the dates listed.

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



## **POLICY ON PAYMENT OF ROOM, BOARD AND TUITION**

All charges (room, board, tuition and fees) are payable in full upon registration. The following kinds of funds may be used for payment:

- Students are authorized to complete payments of tuition to the university using either their own personal funds, financial aid funds or both.
- Personal funds may be paid to the university in the form of cash, personal checks, cashier's checks, certified checks, money orders, Western Union Quick Collect or any credit card recognized by the university. A service charge of \$30.00 will be assessed for ALL returned checks. All payments may be made at the cashier's window located in Student Center. All payments made through the U.S. Postal Service or any parcel service should be addressed as follows:

**Office of the Comptroller  
Alabama State University  
P.O. Box 271  
Montgomery, AL 36101-0271**

- Financial aid funds may be paid to the university from one or more financial aid programs. These include, but are not limited to, loan programs (Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan), grant programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Alabama State Assistance Grant), work program (Federal Work-Study Program), scholarship programs and benefit programs available from the Veterans Administration for the dependents of deceased or disabled veterans.

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

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

Students who fail to redeem (pay) their promissory notes by the fourth week of classes will be administratively withdrawn (dis-enrolled) from the university during the fifth week. Reinstatement is prohibited unless disenrollment occurred as the result of an administrative error. Students are not permitted to remain in class (es) or to continue credit-generating work after their registration has been cancelled. Dis-enrolled students are ineligible to live in the residence halls. In case of default, and your account is submitted to a collection agency for collection the student is responsible for the full balance due plus all legal fees and collection costs associated with the collection of this debt.

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

For those students who withdraw from school or who are withdrawn by the university,



charges and refunds of tuition are governed by the following policy:

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

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

**Refunds will be processed through BankMobile.** Refunds are subject to deduction for any amount owed to Alabama State University by the student.

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

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

### **WITHDRAWAL CHARGES AND REFUNDS FOR TUITION DURING SUMMER SESSION**

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

- Cancellation/withdrawal before classes begin; no tuition will be charged;
- Cancellation/withdrawal during the first week of classes; 20 percent will be charged/80 percent adjustment;
- Cancellation/withdrawal during the second week of classes; 40 percent will be charged/60 percent adjustment;
- Cancellation/withdrawal during the third or fourth week of classes; 60 percent will be charged/40 percent adjustment;
- Cancellation/withdrawal during or after the fifth week of classes; 100 percent will be charged/no adjustment.

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



error.

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

### **VETERANS' EXPENSES**

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

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

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

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

The following individuals shall be charged the in-state/in-district rate, or otherwise considered a resident, for tuition purposes, effective July 2005:

A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post 9/11 G.I. Bill), of title 38, United States Code, who lives in the State of Alabama while attending a school located in the State of Alabama (regardless of his/her formal State of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.

Anyone using transferred Post – 9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in the State of Alabama while attending a school located in the State of Alabama (regardless of his/her formal State of residence) and enrolls in the school within three years of the transferor's discharge from a period of active duty service of 90 days or more.

A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311 (b) (9)) who lives in the State of Alabama while attending a school located in the State of Alabama (regardless of his/her formal State of residence) and enrolls in the school within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more.

Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three-year period following discharge or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.



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

### **DELINQUENT ACCOUNTS**

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

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

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

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

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

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

### **ROOM AND BOARD**

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

Charges for room and board are payable in advance. All campus residence students are required to take meals in the commons (exception: Willetta McGinty Apartments) and to pay the board charge per semester, including sales taxes. Because of the low charge for board, no adjustments will be made for meals not taken. Additional charges will be made for special dietary needs beyond the regular menu and special food services when provided. A



student who has lost his or her meal card will be assessed a \$25 cash fee for replacement.

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

<b>For Women</b>	
<b>Bessie W. Benson Hall</b>	<b>\$2,200.00</b>
<b>Bessie S. Estell Hall</b>	<b>2,300.00</b>
<b>Bibb Graves Hall</b>	<b>2,200.00</b>
<b>Girard Apartments</b>	<b>2,075.00</b>
<b>Martin L. King Jr. Hall</b>	<b>2,300.00</b>
<b>Willease R. Simpson Hall</b>	<b>2,200.00</b>
<b>C.J. Dunn Tower</b>	<b>2,400.00</b>
<b>For Men</b>	
<b>John W. Abercrombie Hall</b>	<b>\$2,200.00</b>
<b>William H. Benson Hall</b>	<b>2,200.00</b>
<b>George N. Card Hall</b>	<b>2,200.00</b>
<b>Girard Apartments</b>	<b>2,075.00</b>
<b>For Honor Graduate Students</b>	
<b>Willetta McGinty Apartments</b>	<b>\$1,315.00</b>
<b>Peyton-Finley Dormitories</b>	<b>2,300.00</b>

**ROOM AND BOARD REFUNDS**

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

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

**STUDENT GROUP INSURANCE**

A supplemental, student health and accident insurance is provided for all registered students of Alabama State University. Details of coverage may be obtained from the Office of Student Affairs, located in the John H. Garrick Student Center, Suite C119.



## FINANCIAL AID

### POLICY ON FINANCIAL AID APPLICATIONS

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

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

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

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

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

### GRANTS

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

- **FEDERAL PELL GRANT PROGRAM.** This is a grant available to undergraduate students who demonstrate financial need based on the Federal Methodology Formula. Undergraduate students may receive a Pell Grant award up to \$6095 per year.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (FSEOG).** This is a grant available to undergraduate students who demonstrate exceptional financial need. The award ranges from \$100 to \$4000 per academic year. Only a limited amount of FSEOG can be awarded each year due to funding constraints.
- **TEACH GRANT.** The TEACH grant is a federally funded program created by the College Cost reduction and Access Act (CCRAA), and became effective 2008-2009 award year. The TEACH grant provides up to \$4,000 a year in grant assistance to students who plan on becoming a teacher and meet certain specified requirements. If a student who receives a TEACH grant does not complete the required teaching, the grant must be repaid as a direct unsubsidized loan under the William D. Ford Federal Direct Loan Program. Please visit [www.teachgrant.ed.gov](http://www.teachgrant.ed.gov) to learn more about the program.

### STATE GRANTS

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



## SCHOLARSHIPS

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

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

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

**AIR FORCE ROTC SCHOLARSHIPS.** These scholarships are offered by the Air Force. Information on these programs can be obtained by contacting the Alabama State University's Air Force ROTC Department at (334) 229-4305. The office is located on campus at 1235 Carter Hill Road.

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

## EMPLOYMENT

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

## LOANS

**FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN.** This is a need-based loan available to undergraduate and graduate students. The student may borrow up to \$5,500 for the first year of undergraduate study; \$4,500 for the sophomore year; \$5,500 for subsequent undergraduate study; the federal government will guarantee the loan and subsidize the interest for applicants while they are in school and qualify. For loans disbursed between July 1, 2018 through July 1, 2019 the interest rate will be 5.05 % for undergraduate loans and loan and 6.6% for graduate loans. Repayment will begin six months after the student's enrollment level drops below half-time.

**FEDERAL DIRECT PLUS LOANS.** This is a non-need based loan available to dependent students' parents to help with the direct and indirect costs of attending a university. For direct plus loans disbursed on or after July 1, 2018, and before July 1, 2019, the interest rate is 7.6%.

**FEDERAL DIRECT GRAD PLUS LOANS.** This is a non-need based loan available to graduate and professional students to help with the direct and indirect costs of





attending a university. For grad plus loans disbursed on or after July 1, 2018, and before July 1, 2019, the interest rate is 7.6%.

**FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN.** This is a non-need based loan available to undergraduate and graduate students. The student may borrow up to \$5,500 for the first and second year of undergraduate study and \$6,500 for the third and fourth year of undergraduate study; and \$20,500 for graduate study.

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

**ANNUAL LOAN LIMITS**

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

Dependent Students (Except Students Whose Parents Cannot Borrow PLUS)	Base Amount	Additional unsubsidized loan amount	
Freshman	\$3,500	0	0
Sophomore	\$4,500	0	0
Junior or senior	\$5,500	0	0

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

**FINANCIAL AID APPLICATION PROCEDURES**

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

- Complete the Free Application for Federal Student Aid (FAFSA) by mailing it in or on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- Be sure to input Alabama State University’s school code on your FAFSA. The school code is 001005.
- Entering students are encouraged to complete an application for admissions at the earliest possible date. No student will be considered for assistance until he or she has been officially admitted to the university.
- Complete additional data necessary to clarify or verify the financial information submitted by you and/or your parents. Requests for additional data will be sent to you by the Office of Financial Aid.

The above application procedures apply to both in-state and out-of-state students.



The priority date for financial aid applications is April 1.

## GENERAL TYPES AND CRITERIA

### Academic Scholarships

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

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

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

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

### Presidential Scholarship

**FRESHMEN:** High school applicants must have a grade point average of 3.76 or above in academic subjects on a 4.0 scale, and an ACT score of 26 or above (comparable SAT score of 1170-1200 in critical reading and math).

**COLLEGE TRANSFER STUDENTS:** College transfer applicants must have a grade point average of 3.76 or above on a 4.0 scale after completion of 24 semester hours (36 quarter hours) of credit. Applicants must transfer from an accredited college.

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

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

### Academic Excellence Scholarship

**FRESHMEN:** High school applicants must have a grade point average of 3.51-3.75 in academic subjects on a 4.0 scale, and an ACT score of 22 or above (comparable SAT score of 1090-1120 in critical reading and math).



**COLLEGE TRANSFER STUDENTS:** College transfer applicants must have a grade point average of 3.51-3.75 on a 4.0 scale after completion of 24 semester hours (36 quarter hours) of credit. Applicants must transfer from an accredited college.

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

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

### **Incentive Scholarship**

**FRESHMEN:** High school applicants must have a grade point average of 3.0-3.5 in academic subjects on a 4.0 scale, and an ACT score of 20 (comparable SAT score of 940-970 in critical reading and math).

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

Incentive Scholarships pay full tuition for a maximum of eight semesters for freshmen and a maximum of six semesters for college transfer students. Scholarships are renewable annually based on completion of 24 semester hours (36 cumulative quarter hours) with a minimum cumulative grade point average of 2.70.

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

### **Black and Gold Scholarship**

**FRESHMEN:** High school applicants must have a minimum academic grade point average 2.75 or above on a 4.0 scale in academic subjects and an ACT score of 18/SAT 940-970 (EBR/W and Math)

**COLLEGE TRANSFER STUDENTS:** College transfer applicants must have a grade point average of 2.75 on a 4.0 scale after completion of 24 semester hours (36 quarter hours) of credit. Applicants must transfer from an accredited college.

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

All scholarship recipients must complete an application for financial aid.

### **RETURN OF TITLE IV AID**



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

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

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Perkins Loan
- Federal Direct PLUS Loan (Graduate Student)
- Federal Direct PLUS Loan (Parent)
- Federal Pell Grant
- Academic Competitiveness Grant
- National SMART Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Teach Grant

Students must withdraw from the University by submitting a “Withdrawal Form” to the Registrar’s Office or submit a written statement including their name, Social Security number, date of withdrawal and the last date of attendance. Calculation of refunds or tuition adjustments shall be based on the last date of attendance.

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

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

All students at Alabama State University (ASU) who receive federal financial aid must make satisfactory academic progress toward the completion of their degrees at a pace of progression to ensure completion within the maximum time frame. The University’s SAP policy is in accordance with regulations issued by the U.S. Department of Education. Satisfactory Academic Progress status will be determined at least once each year, generally at the end of the spring semester. Students who meet or exceed SAP requirements will not be notified.

Students who do not meet or exceed SAP requirements will be notified once the SAP review is completed.

#### **General Rules:s**

- A student must earn a minimum number of credit hours each semester to complete



- requirements for graduation.
- The following shall be considered as credits completed: “A through D” grades
  - The following shall not be considered as credit completed:
    - a. “F”
    - b. “W” – Withdrawal
    - c. “I” or “P” – Incomplete (may be counted after the “I” or “P” is changed to another letter grade).
    - d. Audit – No Credit
  - Students with withdrawals, incompletes, failing grades, repeated classes, and classes not accepted for transfer credit will count toward the number of hours attempted. Failure to meet the requirements of satisfactory progress and academic good standing will result in the suspension or termination of financial aid eligibility.
  - A student seeking a second undergraduate degree will be allowed additional semesters, based on the prorated hours accepted from the prior degree.
  - A transfer student’s pace of progress will be prorated according to the credit hours accepted.
  - All credit hours applicable to the current degree pursuit attempted through National Student Exchange Program (NSE), Study Abroad, and through Consortium Agreements with other institutions are counted in both attempted and earned hour calculations.
  - Remedial classes are counted in both attempted and earned hours calculations, although credits may not apply toward completion of degree requirements. They may also impact GPA calculations.
  - A student who changes his/her major is still responsible for completing his/her degree or certification at a pace of progress within the maximum time frame.

**Former ASU Students Returning to Complete Their Degree:**

- Former ASU students who were not enrolled at ASU for the most recent regular semesters (fall or spring) will re-enter at the SAP status earned at the end of their last ASU semester.
- Complete academic transcripts for work attempted at other institutions since their last ASU enrollment are expected to be submitted to ASU’s Registrar’s Office.

**Maximum Time Frame Requirement:**

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

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



**Qualitative and Quantitative Measures:**

Incremental Evaluation	% of credit hours to be completed	Cumulative GPA
Period		
1 <sup>st</sup> year/FR	67%	1.6
2 <sup>nd</sup> year /SO	67%	1.8
3 <sup>rd</sup> year and beyond/JR/SR	67%	2.0
Graduate	67%	3.0

**PROBATION PERIOD:**

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

Students who are placed on Financial Aid probation will be referred to the Academic Center for Educational Success (A.C.E.S.) and assigned to an ACES advisor. Additionally, probationary students will have a Retention/ACES hold on their Hornet's Web account and must adhere to prescribed services as determined by their ACES advisor. Students who fail to meet all of the above-mentioned conditions will not be considered for reinstatement of their Financial Aid funds.

**APPEAL OF FINANCIAL AID SUSPENSION:**

- A student who desires to appeal the termination of their financial aid eligibility must appeal in writing to the Office of Financial Aid by the date indicated in the suspension letter. The letter should be hand-delivered or mailed to the following address:
- Alabama State University
- Financial Aid Appeals Committee
- Office of Financial Aid
- P.O. Box 271
- Montgomery, Alabama 36101-0271
- The letter should include the following:
  - a. reasons why the student did not meet the minimum academic requirements;
  - b. reasons why the student's aid should not be terminated;
  - c. what has changed that will allow you, the student, to make SAP at the next evaluation; and
  - d. Present an academic plan and successfully follow it until completion.
  - e. The Financial Aid Appeals Committee, appointed by the Director of Financial Aid, shall have a membership that consists of one representative



from the faculty; Records and Registration; Financial Aid; the Office of Retention and the Office of Admissions, respectively. This Committee will review the petition and determine if the student's federal aid should be reinstated. The committee normally reviews on the written record and does not conduct hearings unless unusual circumstances warrant. A student is encouraged to submit third party written documentation, if necessary, to support their appeal. The student shall be notified in writing of the Committee's decision.

The student may appeal the Financial Aid Committee's decision to the Assistant Vice President of Student Affairs within five working days. The Assistant Vice President of Student Affairs has five working days to render a decision and respond to the student in writing. The decision of the Assistant Vice President is final.

**CONDITIONS FOR REINSTATEMENT:**

In order to be reinstated, students who raise their cumulative standards to equal or exceed the minimum requirements of SAP should contact their financial aid counselor to be reinstated.



### III. ADMISSIONS

#### UNDERGRADUATE ADMISSIONS

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

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

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

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

#### Admission Standards

##### BEGINNING FRESHMEN

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

Applicants who have earned a diploma from an accredited high school with a 2.2 cumulative grade point average (or GED certificate) who demonstrate that they can benefit from and contribute to the university's educational program and goals will be admitted unconditionally. **Alabama State University believes that the broadest academic experience in high school is the best preparation for admission to the university. In considering the academic record of an applicant, attention is given to the subjects studied and the grades received in those subjects. The applicant's high school record should include at least four units of English and ten units in the following fields: mathematics, natural sciences, social sciences and foreign languages. However, allowances in this unit distribution may be made to permit the student to pursue special areas of academic interest.**

Alabama State University uses a sliding scale to consider applicants for admission. In regards to SAT scores, we evaluate the Math and Evidence-based Reading and Writing scores. Generally, applicants with higher GPAs and ACT test scores may be accepted with lower ACT/SAT scores, while applicants with lower GPAs may be accepted with higher ACT/SAT scores. To be considered for admission, you must earn a diploma from an accredited high school and meet the following criteria according to the sliding scale:





<b>GPA</b>	<b>ACT / SAT</b>
<b>2.00 - 2.49</b>	<b>18 or higher / 950 or higher</b>
<b>2.50 - 2.99</b>	<b>17 / 910 - 949</b>
<b>3.00 - 3.49</b>	<b>16 / 870 - 909</b>
<b>3.50 or higher</b>	<b>15 / 830 - 869</b>

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

Applicants to Alabama State University with high school diplomas from unaccredited high schools may be admitted as beginning freshmen if they have achieved a minimum ACT score of 20 or above (or equal value SAT score) and have earned a 2.2 cumulative grade point average in their high school academic work. Applicants who have earned the GED certificate and have either a cumulative high school grade point average of 2.2 that reflects completion of at least the 10th grade or have earned a composite score of 16 or higher on the ACT (750 on the SAT-critical reading and math) will be admitted to the university unconditionally. An applicant who has earned the GED certificate and is also 22 years of age or older will be admitted to the university unconditionally.

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

**Admission Procedures**

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

Each freshman applicant should indicate his or her selection of an intended major on the application form. This information will be of assistance in the academic advising of the student. University College is the initial college of enrollment for all freshmen entering the university. (See the University College section in this catalog for an explanation of the role



of University College.) It should be noted that selection of a major while enrolled in University College does not guarantee admission to a degree-granting college or school. For specific information on a particular college or school, see admissions requirements for that college or school in Section V of this catalog.

## ADVANCED PLACEMENT

### Admission Standards and Advanced Placement Credit Policy

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

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

### Transfer Student Admission

Persons who have attended another institution are welcome to apply for admission to Alabama State University as transfer students. The eligibility and acceptance of transfer applicants are determined through careful consideration of their previous academic record and proposed program of study at Alabama State University. Transfer applicants must be eligible for readmission to the institution last attended. They must have at least a "C" (2.0) cumulative grade point average and at least 15 semester hours of college-level credit in the combined work attempted at all other colleges attended to be admitted unconditionally. The high school grade point average will be used as the admission criterion for transfer students with less than 15 semester hours of college-level credit. Students wishing to enroll in a particular college or school of the university should consult Section V of this catalog.

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

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



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

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

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

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

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

### **Admission Procedures**

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

### **Admission Standards**

#### **TRANSIENT STUDENTS**

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

#### **Admission Procedure**

- Submit, along with \$25.00 non-refundable application fee, application to the Office of Admissions and Recruitment.
- Secure written approval from appropriate registrar of the college or university of primary enrollment indicating which course(s) are approved for transient study and have a copy of the approval forwarded to the Office of Admissions and Recruitment.
- If a transient student wishes to attend Alabama State University for more than



one semester, he/she must submit transient forms for each semester he/she plans to attend ASU.

## DUAL ENROLLMENT

Dual Enrollment is a program that allows high school juniors and seniors to take college courses at Alabama State University (ASU) while still in high school. Students meeting ASU's admissions criteria may enroll in three to six credit hours per semester and up to twenty-four credit hours over a two year or four semester period. Alabama State University's dual enrollment courses may count towards satisfying high school courses and are transferable to another post-secondary institution.

Juniors who apply to participate in the dual enrollment program at Alabama State University must meet the following criteria: 1. The student must have a cumulative grade point average of 3.0. 2. The student must either have earned a 21 on the ACT, 1060 on the SAT, or agree to take one of the standardized tests by the end of the semester in which they are enrolling. 3. The student must earn the required test score to remain in the program for the subsequent semester. Seniors who apply to participate in the Dual Enrollment Program at Alabama State University- must have a cumulative grade point average of a 3.0 and have earned a 21 on the ACT or 1060 on the SAT.

### Admission Procedure

- A completed application (front and back)
- A signed endorsement clause to be completed by a core teacher
- An official high school transcript
- An official test score report (ACT and/or SAT)/ may be listed on transcript
- A Counselor and/or Principal Recommendation

**EARLY ADMISSION**

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

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

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

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

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

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

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



## Special Students

### Admission Standards

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

Special students may not be enrolled for more than two consecutive semesters. To continue enrollment at Alabama State University, students must meet beginning freshman or transfer requirements.

### Admission Procedure

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



**INTERNATIONAL STUDENTS**

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

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

**Lisano International**, P.O. Box 407, Auburn, AL 36381-0407; Phone and Fax (334) 745-0425; E-mail: [LisanoINTL@aol.com](mailto:LisanoINTL@aol.com); Web: [www.lisano-intl.com](http://www.lisano-intl.com).

OR

**World Education Services, Inc. (WES)**, P.O. Box 5087/Bowling Green Station, New York, NY 10274-5087; Phone and Fax (334) 745-0425 ; Web: [www.wes.org/apply](http://www.wes.org/apply)

- ❖ **Official copy of the Test of English as a Foreign Language (TOEFL)** results is required if your native language is not English. A minimum acceptable score of 500-paper-based, 173-computer-based, or 61-Internet-based exam. Also, the English language requirement will be met upon completion of Level 112 at a Language Center.
- ❖ **Confidential Financial Statement**, properly notarized, affirming your ability to fully meet the expected expenses of attending Alabama State University for the first year of study (U.S. dollars). International students pay out-of-state tuition. International Students are not eligible for undergraduate academic scholarships or financial aid.
- ❖ **Health Center Evaluation Form**. Can be downloaded by visiting ASU website: clicking on Administration, then Student Affairs, then Health Center, then Health Center Evaluation Form.

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



**ADMISSION TO GRADUATE STUDY**

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

**CREDIT FROM NONTRADITIONAL SOURCES**

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

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

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

**ADVANCED PRE-COLLEGE EXPERIENCE PROGRAM****Admission Standards**

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

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

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

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

**Admission Procedures**



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

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

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

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

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

After acceptance into APEX, students are required to meet with the dean of University College. The student is then assigned an adviser from the Academic Advisement Center.



## ACADEMIC REGULATIONS

### SCHEDULING PROGRAMS

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

### CHANGES IN APPROVED CLASS SCHEDULE (DROP AND ADD)

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

### INDEPENDENT STUDY COURSES

A request for independent study must be submitted by the faculty and student in writing for approval by the department chair, college/school dean and the vice president for academic affairs. The request must explain the need to use this independent format and the rubrics to be used in evaluating required assignments. Faculty must maintain documentation of weekly contact with the student and submit progress reports to the department chair, dean and vice president for academic affairs during the week of midterm and final exams.

This does not apply to university approved practicums and internships.

### TRANSFER WITHIN THE UNIVERSITY

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

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

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

### COURSE CANCELLATION

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



### **PAYMENT OF FEES**

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

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

### **UNIVERSITY ATTENDANCE POLICY**

Each student is expected to attend all lectures, seminars, laboratories and field work for each registered class, including the first class session, in order to verify registration with instructors and to complete all work assigned for the course. Failure to observe this policy may seriously jeopardize a student's academic standing.

If a student does not attend class during the first week (first five instructional days) of the semester and does not give prior notification to the instructor of reasons for absence and intent to attend the class, the student will be dropped from the course.

A student is permitted one (1) unexcused absence for each credit hour generated by the class. For example, two (2) absences are allowed in a two-hour class. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F."

At the beginning of the class, the instructor is responsible for having listed on his or her syllabus the University Attendance Policy. The student will be held responsible for adhering to the University Attendance Policy. Instructors of courses are not obligated to provide makeup opportunities for students who are absent, unless the absences have been officially approved. An officially approved absence, however, merely gives the individual who missed the class an opportunity to make up the work and in no way excuses him or her from the work required. Official excuses are granted by the Office of Student Affairs for authorized university activities, verified personal illness or illness or death in the immediate family.

Absences will count from the first day of registration for each course. Students receiving veterans' benefits are required to attend classes according to the regulations of the Veterans Administration, in addition to those regulations set by the university for all students. It is the responsibility of the instructor to keep an accurate attendance record of all students enrolled. Students should understand that absences may jeopardize their grades. It is the responsibility of the student to withdraw from the university or drop a course.



**REGISTRATION**

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

**STUDENT LOAD**

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

Normal Load – 12 to 18 semester hours of credit.

Maximum Load (for dean's list students or others with special permission from their dean) – 21 semester hours of credit.

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

**AUDITING A COURSE**

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

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

**WITHDRAWAL FROM A COURSE**

A student who chooses to withdraw from a course after the last day of the drop/add period may do so without the approval of the course instructor or the dean. This action will result in the student receiving a "W" for the course. A "W" denotes an official withdrawal from the course and is not calculated into the cumulative grade point average (GPA). A student may withdraw from a course up through the week of midterm exams. The deadline date for withdrawing from a course (usually the Tuesday after midterm week) is stipulated in the academic calendar. All official withdrawals must be made through the Office of Records and Registration.

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



If a student registers and stops attending a course; the course must be officially dropped through the Office of Records and Registration or a grade of “WF” will be recorded by the instructor.

If a student registers and never attends any class sessions for a particular course, a grade of “X” will be recorded for the course; unless the student officially withdraws through the Office of Records and Registration. A grade of “X” may result in the reduction of a student’s aid award and/or the creation of a financial balance on the student’s account.

If the student improperly adds a course and does not process a schedule change form through the Office of Records and Registration, no credit will be allowed and he or she will not receive a grade for the course.

**POLICY ON WITHDRAWAL FROM THE UNIVERSITY**

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

- Completion of the official “Withdrawal from the University” form in the Office of Records and Registration.
- Submission of a letter to the Office of Records and Registration indicating the request to be withdrawn, via mail or fax.

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

**COURSE SUBSTITUTIONS**

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

**EXAMINATIONS, GRADES AND GRADE POINTS**

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

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



The following symbols are substitutes for grades, but are not grades themselves. None of the symbols listed below are counted in the GPA:

W	No grade Points	Withdrawal in good standing
IP	No grade points	in progress (see below) AU
	No grade points	Audit
X	No grade points	Non-Attendance

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

Students receiving veterans’ benefits are required to adhere to the regulations of the Veterans Administration in addition to those requirements set by the university for all students. An “IP” (in progress) grade is assigned in instances in which the academic term has ended and all academic work has not been completed for the course or a final grade has not been assigned or received. This grade is only used for cross-enrolled courses and/or courses resulting in the completion of a thesis, dissertation or extensive coursework. This grade is not to be assigned in the place of an “I” (incomplete) grade. Students receiving veterans’ benefits are required to adhere to the regulations of the Veterans Administration in addition to those requirements set by the university for all students.

**GRADE POINT AVERAGE**

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

**CLASSIFICATION**

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

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

- Freshman** – Fewer than 32 semester hours
- Sophomore** – 32 semester hours
- Junior** – 63 semester hours
- Senior** – 93 semester hours



**UNIVERSITY READING POLICY**

**Currently, this policy is suspended until further notice.**

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

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

**ENGLISH PROFICIENCY EXAMINATION**

**Currently, this policy is suspended until further notice.**

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

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

**BACCALAUREATE WRITING COMPETENCY TEST**

**Currently, this policy is suspended until further notice.**

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



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

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

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

Although policies related to the **Nelson Denny Reading Test**, the **English Proficiency Test** and the **Baccalaureate Writing Competency Test** are currently suspended, students are required to demonstrate proficiency in areas measured by the tests provided in the various courses in the departments of Advancement Studies and the Department of Language and Literature.

### **DOUBLE MAJOR**

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

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

### **SECOND DEGREE**

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

- earn a minimum of 30 semester hours at Alabama State University,
- have been a full-time Alabama State University student for two semesters, and
- Have met all academic requirements for the degree sought as stipulated in the





undergraduate catalog at the time of enrollment in the second degree program.

### **RELEASE OF DIPLOMAS**

The university will release a diploma to a candidate who has satisfied all requirements of the university for graduation for the semester in which the graduation application was submitted. The deadline date for clearing any academic deficiencies is five days prior to commencement. A graduation fee is payable to the cashier's office during the graduation application period. If a student is in default on any payment due the university, his or her diploma and academic record will not be issued until the matter is cleared.

### **FAILURES**

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

### **WHAT CONSTITUTES AN ACADEMIC RECORD**

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

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

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



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

### REPORTING OF GRADES

Final grades will no longer be mailed to students at the completion of the semester. Final grades must be viewed via **Hornet's Web** at [www.alasu.edu](http://www.alasu.edu).

### CHANGE OF GRADE

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

### COURSES REPEATED FOR CREDIT

A student may repeat a course in which a grade of D or F is received. The first D or F grade will be excluded or "forgiven," from the cumulative grade point average (GPA) calculation. The **highest** grade received will be the grade used in computing the cumulative grade point average on the first repetition attempt. If a course is repeated more than once, all subsequent grades received in the repeated course will be calculated in the cumulative grade point average, including a D or F grade.

A student may repeat a course in which a grade of C is received with the approval of the dean of the college involved. A student may not repeat a course after graduation in order to alter the cumulative grade point average after the degree has been conferred.

The repetition policy may be applied only one time per course. No course can be used more than once toward degree requirements, unless the course is specifically designated



by the department as a repeatable credit.

**ACCURATE ADDRESS INFORMATION**

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

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

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

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

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

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

**RETENTION**

Academic eligibility requirements for continuation in residence are calculated on Alabama State University course work. Academic probation is a scholastic warning, indicating that the student is in danger of being suspended. A student on probation can continue his or her enrollment without interruption.

Academic suspension is a status that bars a student from continued enrollment at the university for one regular semester. For example, students placed on academic suspension at the end of the spring semester are not eligible for re-enrollment for any term, including the summer term, until the next spring semester.

**SATISFACTORY ACADEMIC STANDING**

A student who maintains the minimum cumulative GPA requirement for their respective classification will be considered to be in “satisfactory academic standing.”

**ACADEMIC PROBATION**

A student’s (including a freshman) academic progress will be evaluated at the end of their first academic year. If the student fails to meet the satisfactory academic progress requirements after the first year, they will be placed on academic probation for the third semester and be subsequently reevaluated at the end of the third term -- not to include the summer. The student will be suspended for one semester (Fall/Spring) if they fail to make satisfactory academic progress after the third semester. Once the student has earned more than 31 hours, they will be placed on academic probation after one semester whenever their cumulative grade point average at Alabama State University is less than the grade point averages identified below for the applicable level of cumulative graded hours:

Cumulative	
Graded Hours <sup>1</sup>	ASU GPA <sup>2</sup>
<b>0 - 31</b>	<b>1.6</b>
<b>32 - 62</b>	<b>1.8</b>



<b>63 - 92</b>	<b>2.0</b>
<b>More than 92</b>	<b>2.0</b>

- Cumulative graded hours include hours attempted at ASU and hours transferred from any other institution(s).
- Only the cumulative GPA earned at ASU will be used to determine the probation and suspension status (regardless of what the overall GPA may be for transfer students).

**CLEARING PROBATION**

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

Students who are placed on academic probation will be referred to the Academic Center for Educational Success (A.C.E.S.) and assigned to an ACES advisor. Additionally, probationary students will have a Retention/ACES hold on their HornetsWeb account and must adhere to prescribed services as determined by their ACES advisor. Students who fail to meet all of the above-mentioned conditions will not be considered for continued enrollment.

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

**ACADEMIC SUSPENSION**

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

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

**ACADEMIC DISMISSAL**

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

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



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

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

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

### **Reinstatement after Academic Suspension or Dismissal**

- A student who desires to appeal their academic suspension must appeal in writing to the Office of Records and Registration Aid by the date indicated in the suspension letter. The letter should be hand-delivered to the Office of Records and Registration or mailed to the following address:  
 Alabama State University  
 Academic Standards Committee  
 Office of Records and Registration  
 P.O. Box 271  
 Montgomery, Alabama 36101-0271
- The letter should include the following:
  - a. reasons why the student did not meet the minimum academic requirements;
  - b. reasons why the student's suspension should be lifted;
  - c. has changed that will allow you, the student, to not only meet, but exceed the minimum academic requirements; and
  - d. present an academic plan and successfully follow it until completion.
- The Academic Standing Committee, appointed by the University Registrar, shall have a membership that consists of two representatives from the faculty; one representative from Records and Registration; one representative from Financial Aid; and one representative from the Office of Retention, respectively. This Committee will review the petition and determine if the student should have his or her suspension lifted and be subsequently allowed to re-enroll. The committee normally reviews on the written record and does not conduct hearings unless unusual circumstances warrant. A student is encouraged to submit third party written documentation, if necessary, to support their appeal. The student shall be notified in writing of the Committee's decision.
- The student may appeal the Academic Standards Committee's decision to the Assistant Vice President of Student Affairs within five working days. The Assistant Vice President of Student Affairs has five working days to render a decision and respond to the student in writing. The decision of the Assistant Vice President is final.



**ACADEMIC HONORS**

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

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

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

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

**THE HONORS PROGRAM**

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

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

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

**DEAN’S LIST (Semester Honor Roll)**

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

**ACADEMIC AND SOCIAL SUSPENSIONS AND DISMISSALS**

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

**TRANSIENT CREDIT FROM ANOTHER INSTITUTION**

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



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

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

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

Transient credit forms are available in the Office of Records and Registration in the Student Services Center.

#### **WITHDRAWAL FROM THE UNIVERSITY**

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

#### **ACCESS TO AND RELEASE OF STUDENT RECORDS**

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

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

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day Alabama State University (ASU) receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The ASU official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the ASU official to whom the request was submitted, that official shall advise the student of the correct official to whom the



request should be addressed.

- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask ASU to amend a record should write the ASU official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If ASU decides not to amend the record as requested, ASU will notify the student in writing of the decision and the student's 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.
- The right to provide written consent before ASU discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. ASU discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by ASU 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 ASU has contracted as its agent to provide a service instead of using ASU's employees or officials (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 responsibilities for ASU. Upon request, ASU also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. FERPA requires an institution to make a reasonable attempt to notify each student of these disclosures unless the institution states in its annual notification that it intends to forward records on request.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by ASU 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  
400 Maryland Avenue, SW  
Washington, DC 20202-5901**





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

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

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

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

## **VETERANS’ SERVICES**

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

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

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

## **EXTENSION AND CORRESPONDENCE COURSES**

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

- Credit for extension and correspondence courses is given only for undergraduate courses and only when it is possible to establish fair equivalency.
- Not more than nine credits may be earned through extension courses in any one year.
- Not more than one-fourth of the credits necessary for a degree may be secured through successful completion of extension or correspondence courses. Under special conditions, exceptions may be made for students in the Servicemen’s Opportunity College Program.
- Not more than one-fourth of the credits required by any department may be



- satisfied through extension or correspondence courses.
- Students who are regularly enrolled at the university may not obtain credit through extension or correspondence courses.
  - Students who are under academic or disciplinary probation or suspension may not obtain credit through completion of extension or correspondence courses.
  - Credit may not be earned in summer months through extension or correspondence courses.
  - Since it is necessary for students who expect to earn a degree to be in residence during their final term, no extension or correspondence credits may be earned during this term.
  - Requirements for courses which may have been failed at the university or at other institutions may not be satisfied through extension or correspondence courses.
  - No partial credit is given for participation in an extension or correspondence course program.

### CENTRAL REQUIREMENTS FOR DEGREES

A candidate for the bachelor's degree must:

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

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

### CATALOG REQUIREMENTS AND TIME LIMITS

Degree requirements and other university regulations are established by the catalog current at the time of initial enrollment, and the student is entitled to complete requirements under



the catalog within an eight-year period. The student may elect to satisfy requirements under the latest catalog, provided all requirements of the current catalog elected are satisfied within an eight-year period. Students who fail to complete requirements under one catalog within the eight-year period must fulfill requirements of the current catalog. Students whose eight-year catalog entitlement expires as a result of discontinued enrollment are subject to the requirements of the catalog current at the time of re-enrollment.

Students who transfer to another institution lose entitlement under the catalog of initial entry and, upon readmission, are governed by the catalog current at that time. The institution reserves the right to correct, alter, amend or modify any item contained in the catalog. Any such changes will be shown in the schedule book of classes or in the correction sheet to the schedule book and on the student's individual program of study (graduation checklist).

**\*Candidates for graduate degrees must:**

- Complete all requirements set forth by the faculty of the college or school which offers the degree.
- Complete all work within a time limitation of eight years.
- Make application for graduation through the Office of the Registrar.
- Fulfill all financial obligations to the university.

**\* See graduate catalog.**

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

**ENROLLMENT IN GRADUATE COURSES BY SENIOR UNDERGRADUATES**

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

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

The student may qualify for this privilege by securing the required signatures on the Senior Privilege form (available from the Graduate School), and returning it with a properly signed



and approved Schedule Request form to the Graduate School for the dean to initial and copy prior to registering. The total undergraduate and graduate load for a student shall not exceed 12 hours per semester.

### **DEADLINE CLEARANCE FOR GRADUATION**

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

### **ACADEMIC ADVISEMENT**

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

### **STUDENT RESPONSIBILITY**

While Alabama State University will endeavor to provide timely, helpful and accurate advisement, it is the responsibility of the student to know and to satisfy the degree requirements of his or her academic program.



## IV. OFFICE OF STUDENT AFFAIRS

*DR. DAVIDA L. HAYWOOD, VICE PRESIDENT*

### COUNSELING SERVICES

The ultimate objective of all counseling services is to provide students with opportunities for increasing their life skills to complement their academic development. The Counseling Center is a student-centered nurturing unit that assists students in developing positive coping skills that will enable them to effectively solve problems, resolve conflicts, and make informed decisions that will enhance their emotional and social well-being as they prepare to become members of a diverse global society.

The Counseling Center, a unit of the Division of Student Affairs, offers the following services:

- A. **Individual (Personal) Counseling:** provides access to confidential counseling sessions for students to discuss difficulties, thoughts, feelings or concerns with a professional counseling staff that will assist them with learning to solve or cope with personal problems.
- B. **Group Counseling:** provides access to opportunities for students to participate with peers and professionals in exploring and redirecting feelings, behaviors and other life challenges in a supportive environment to gain clarification, feedback and to plan appropriate behavioral changes.
- C. **24-Hour On-Call Crisis Counseling: provides access to on-call crisis counseling services to students after regular office hours and on weekends.** Extreme psychological problems requiring medication or hospitalization are referred by appropriate Public Safety, medical and or mental health professionals.
- D. **Consultation and Outreach Services:** provide programs and forums for students in the following areas; communication skills, test anxiety, grief, stress management, self-esteem, test-taking skills, study skills, time management, sexual assault, relationships, domestic violence, roommate challenges, HIV/AIDS, Alcohol and Drug Awareness.
- E. **Internship and Leadership Training:** provide supervised practicum/internship training for graduate students pursuing a degree in counseling.
- F. **Special Programs and Services:** are designed to meet the needs of our sub-group student populations, such as commuter and nontraditional with community resources such as housing, transportation, childcare, and food stamp applications for those who meet the financial and housing requirements.
- G. **Special Groups:** Anger Management, Alcohol/Drug Intervention Programs are provided for students mandated to participate as one alternate for disciplinary violations.
- H. **Counselor Is In:** This program provides direct in-residence counseling services to students who reside in the freshman and sophomore residence halls. The counselors are in the designated halls three evenings a week throughout the semester.



## DISABILITY SERVICES

Alabama State University is firmly committed to the principle of providing equal educational opportunities for individuals with disabilities in compliance with **Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990**. Our policies, programs and activities are designed to ensure that all facilities are available to students with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent disabled students from enjoying any rights and privileges, advantages, or opportunities enjoyed by nondisabled persons. Questions that may arise regarding university compliance and/or requests for reasonable accommodations should be directed to Disability Services, **Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271; (334) 229-4241 or (334) 229-5127**.

Instructions and information are provided during the New Student Orientation period that takes place at the beginning of each semester. Included is an introduction to services available to students with disabilities and the process to obtain reasonable accommodations. Students must self-identify each semester in order to receive accommodations and are encouraged to do so at the beginning of each semester.

Reasonable accommodations will be provided for individuals qualifying under the Americans with Disabilities Act and other state and federal laws and regulations based on presenting appropriate documentation of disability from by a professional, depending on the type of disability. The service is dependent upon verifiable student needs. Examples of services provided or coordinated include note-takers, scribes, print enlargers, provision of keys to elevators, special housing accommodations, etc. Students with **documented** special needs who intend to enroll in Alabama State University should contact the Office of Disability Services. In the event a student with a disability finds that an academic program is located in an inaccessible facility, the student should report it to Disability Services, which will work with the appropriate campus official to effect reasonable accommodations.

## CAREER SERVICES

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



- **Career Resources.** Among the resources available in the Career Library are books and articles on career planning, current information on career opportunities, graduate school catalogs, job search directories, and employer literature on hundreds of companies and videotapes on career-related subjects.
- **Career Programs and Workshops.** The staff conducts a variety of seminars and workshops in collaboration with academic departments, interested campus organizations and professional organizations. Workshops are focused on resume writing, interviewing techniques, job-search strategies, business and table etiquette.
- **Individual Consultation.** Students are encouraged to meet with career counselors to discuss their career options and goals, individual job-search strategies, effective interviewing skills and related interests.
- **On-campus Interviewing.** Staff members work with organizations from education, business, industry, and governmental agencies that come to campus to recruit seniors and graduate students for permanent employment.
- **Special Events Include the Following:** Fall & Spring Opportunity/Career Fair, Networking Receptions, Professional Dining Etiquette Seminars & Dinners, Fashion Shows, Professional Empowerment Brunches, Trailblazer Award Dinners, Federal Employers Panel Discussion as well as the Student Spotlight Program.

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

### COOPERATIVE EDUCATION PROGRAM

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

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

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



tuition, a co-op fee is also required for each co-op course enrollment.

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

### **DIVERSITY AND INTERNATIONAL AFFAIRS**

The mission of the Office of Diversity and International Affairs (DIA) is to provide quality programs, educational services for all students and scholars with diverse cultures. The office serves as the chief advocate for these groups and play a key role in efforts to encourage a global perspective for all in our campus community. Likewise, the office works to offer cross-cultural programming and information to enhance the global mission of the University. Students, scholars, faculty and staff continue to be involved in a variety of inclusive programming and intercultural dialogue with affiliated student organizations and the broader community.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

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

A student who requires a hard copy or more accessible form of *THE PILOT*, should make an inquiry to the Office of Student Affairs, located in the John Garrick Hardy Student Center, Suite C119.

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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

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

The university will not release information contained in a student's educational record except upon written consent of the student, signed and dated, and stating the specifications of the records to be released and the names of the parties to whom the records are released, except to parents who claim the student for income tax purposes. Without such





consent, the university shall not release educational records or personally identifiable information to any party other than university officials who have been determined to have a legitimate interest, lawfully authorized parties or appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of other persons.

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

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

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

For further information, contact the Office of Records and Registration in the John Garrick Hardy Student Center.

### **FEDERAL WORK STUDY STUDENTS WITH ACCESS TO STUDENT RECORDS**

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

### **STUDENT HOUSING**

#### **NOTICE CONCERNING CAMPUS HOUSING**

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

Space in the residence halls is limited and is assigned after admission/deposit requirements have been met. Deposits received before admission has been granted will receive no



special consideration for an assignment. Deposits will not be accepted after the limited number of spaces is exhausted.

The Application for Housing and the \$200 reservation deposit are to be submitted to the Director of Housing and Residential Life. (Note: Be sure to include your Social Security number with all payments to the university.) Cash by mail is not accepted. For additional information, please contact the Director of Housing and Residential Life, Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271; (334) 229-4860.

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

## DEPOSITS

### Reservation Deposit: \$200

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

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

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

### Property Fee Deposit:

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

### Room Key Deposit:

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

## RESIDENCE HALL CONTRACTS

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

The Department of Housing and Residential Life is committed to the development of the



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

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

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

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

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

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

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

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

**The university does not provide temporary meal cards.**

### **MOTOR VEHICLE REGULATIONS**

While the university does not assume the responsibility to provide parking space for the large number of faculty-, staff-, and student-operated vehicles, a number of controls and



regulations have been established. The traffic and parking regulations are available in the Traffic and Parking Office, located in the Hardy Center.

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

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

### **VOLUNTARY RELIGIOUS ACTIVITIES**

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

### **UNIVERSITY BOOKSTORE**

The University Bookstore is located in the John Garrick Hardy Student Center and offers for sale all required textbooks and reference books, a wide variety of school and art supplies, office supplies, greeting cards, souvenirs, imprinted clothing, and toiletries. All major credit cards are honored for charge sales.

### **FOOD SERVICE**

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

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

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

### **HEALTH SERVICES**

Health Services supports the university in academia, healthy lifestyles, professional competence and citizenship that steers individual and organizational well-being. The staff is committed to provide high-quality care that is cost-effective and meets the needs of the student. Educational programs are presented to promote wellness, prevent illness and maintain health. Health Services provide services such as allergy shots, diagnostic tests, educational programs, individual counseling, insurance information, limited dental services,



psychiatric/emotional care, TB skin tests and readings, treatment of injuries, treatment of sickness, and individual support.

In order to be seen by the certified registered nurse practitioner or the nurse, a Student ID is required for each visit. Walk-ins are welcomed for maximum student convenience. We operate in compliance with the Health Insurance Portability and Accountability Act (HIPAA), which means, all patient medical information is confidential and cannot be shared with anyone without the patient's authorization.

### HOURS OF OPERATION

**Monday and Friday 8:00 a.m. – 5:00 p.m.**  
**Tuesday, Wednesday, Thursday 8:00 a.m. – 7:00 p.m.**

### SUMMER SEMESTER

**Monday through Friday 8:00 a.m. – 5:00 p.m.**

**\*The charges for medicines and supplies are billed to the student's account.**

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

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

**Insurance:** All enrolled students are covered by the supplemental Accident and Sickness Insurance Plan (included in tuition). This policy will cover some inpatient and outpatient medical/surgical services. The insurance also, carries a life insurance policy on each student.

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

**Pregnancy Policy:** For health and safety reasons, a student who is pregnant should notify the Director of Health Services of her condition as soon as the pregnancy is confirmed. To avoid any possible damage to the patient or unborn child, we do not provide Health Care Services to students who are pregnant. The student who is expecting should consult with a prenatal provider concerning pregnancy, illness, medication, etc. Referral information is available to all pregnant students; therefore, we request you talk with the physician or a nurse for additional information. Pregnant students (as with any student) who reside in



residence halls should be emotionally and physically able to carry on all routine in-residence hall activities – i.e., using dining hall facilities, going to class, performing hygiene chores, activities of daily living without unusual assistance during and after pregnancy.

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

## STUDENT ACTIVITIES

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

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

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

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

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

## STUDENT GOVERNMENT

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



students, general welfare and student concerns at ASU.

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

### **CLUBS AND OTHER ORGANIZATIONS FRATERNITIES AND SORORITIES**

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

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

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

### **HONOR SOCIETIES AND PROFESSIONAL AND DEPARTMENTAL ORGANIZATIONS**

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

- Alpha Kappa Delta, sociology society*
- Alpha Kappa Mu, general scholarship society*
- Alpha Kappa Psi, professional business fraternity*
- Arnold Air Society, honorary service organization advocating support of aerospace power*
- Beta Kappa Chi, science and mathematics society*
- Delta Mu Delta, national honor society for business administration majors*
- Delta Omicron, professional music sorority*
- Epsilon Tau Sigma National Honor Society of the National Society of Allied Health*
- Kappa Delta Pi, education honor society*
- Kappa Kappa Psi, professional fraternity for band members*
- Phi Alpha, National Social Work Honor Society*
- Phi Delta Kappa, professional education fraternity*
- Phi Mu Alpha Sinfonia, professional music fraternity*
- Phi Eta Sigma, freshman honor society*
- Pi Gamma Mu, professional social science society*
- Phi Mu Epsilon, honorary mathematics fraternity*
- Sigma Alpha Iota, professional music fraternity for women*
- Tau Beta Sigma, music organization*
- Tau Sigma Delta, English honor society*
- Collegiate Secretaries International, organization for secretaries*
- Society for the Advancement of Management, professional organization for business majors.*

### **ACADEMIC DEPARTMENTAL ORGANIZATIONS**

Many clubs and organizations are academic, departmental, or major oriented. Some of



these groups are: Library Education, French, Accounting, Criminal Justice, Phi Sigma Rho Mathematics Club, Collegiate Secretaries International, Art Club, Alpha Phi Omega Dramatics Guild, Myles A. Paige Social Science Club, Joseph M. Brittain History and Political Science Club, the American Marketing Association Student Club, Air University Angel Flight, Arnold Air Society Pi Sigma Alpha Political Science Honor Society, National Association of Black Social Workers, and the Whitney Young Social Work Club.

### **THE UNIVERSITY LIBRARY AND LEARNING RESOURCES CENTER**

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

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

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

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

The facilities and services of the library are available to all students, faculty, staff, and, on a selective basis, to all members of the community. The library holds memberships in the American Library Association, the Southeastern Library Network (SOLINET), the





Montgomery Higher Education Consortium, the Network of Alabama Academic Libraries (NAAL), and the HBCU Library Alliance. As part of the NAAL and SOLINET consortium, the ASU library has a priority cooperative agreement for interlibrary loan services with other colleges and universities throughout the state and is a participant in resource sharing internationally.



## V. COLLEGES AND PROGRAMS

### *ORGANIZATION FOR INSTRUCTION*

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

#### **University College**

Department of Advancement Studies  
Interdisciplinary Studies  
W.E.B. Honors Program  
Trio Programs

#### **College of Liberal Arts and Social Sciences**

Department of Communications  
Department of History and Political Science Department of Languages and Literatures  
Department of Social Work  
Department of Criminal Justice and Social Sciences

#### **College of Science, Technology, Engineering and Mathematics**

Department of Biological Science  
Department of Mathematics and Computer Science  
Department of Physical Sciences and Forensic Sciences

#### **College of Education**

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

#### **College of Health Sciences**

Department of Health Information Management  
Department of Occupational Therapy  
Department of Physical Therapy  
Department of Prosthetics and Orthotics  
Department of Rehabilitation Studies

#### **Percy J. Vaughn, Jr. College of Business Administration**

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

#### **College of Visual and Performing Arts**

Department of Visual Arts  
Department of Theatre Arts  
Department of Music

#### **Harold Murphy Graduate School**

**Division of Aerospace Studies**  
Four-Year Program

#### **Department of Military Science (AUM)**

Basic Program  
Advanced Program



## GENERAL STUDIES

<b>COMPOSITION (AGSC Area I)</b>	
*Required Courses	6
ENG 131 English Composition	3
ENG 132 English Composition	3
Or	
ENG 140 English Composition (Honors)	3
ENG 141 English Composition (Honors)	3
<b>HUMANITIES and FINE ARTS (AGSC Area II)</b>	
*Required Courses	12
HUM 103 the Humanities through the African-American Experience*	3
And	
ENG 209 Introduction to Literature I **	3
ENG 210 Introduction to Literature II **	3

<b>Choose one of the following:</b>	
ART 131 Art Appreciation	3
MUS 121 Music Appreciation	3
THE 111 Introduction to Theater Arts	3
MUS 122 Introduction to the Study of Music (Music majors only)	3
Humanities Electives: (Choose one of the following) **	
HUM 101 Interdisciplinary Humanities	3
HUM 102 Interdisciplinary Humanities	3
CMS 200 Voice and Diction	3
CMS 205 Public Speaking	3
PHL 201 Logical Reasoning	3

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

<b>NATURAL SCIENCES AND MATHEMATICS (AGSC Area III) NATURAL SCIENCES</b>	
*Required Courses: (8 Hours)	8
<i>Choose two of the following:</i>	
BIO 127 and 128 General Biology (Including one hour lab course)	3(1), 3(1)
Or	
PSC 231 and PSC 232 Physical Science Survey	4, 4
or	
CHE 141 and CHE 142 General Chemistry	4, 4
or	
PHY 206 and PHY 207 College Physics	4, 4
or	
PHY 210 and PHY 211 General Physics	4, 4



## GENERAL UNDERGRADUATE CATALOG

<b>MATHEMATICS</b>	
Required Courses: (3 Hours)	3
<i>Choose one of the following:</i>	
MAT 136 Finite Mathematics (Non-science majors and EDU majors)	3
or	
MAT 137 Precalculus Algebra (Biology Majors/Business and EDU Majors)	3
MAT 165 Precalculus Trigonometry (BIO Majors)	5***
MAT 265 Calculus and Analytic Geometry I (PHY and CHE Majors)	3***
***As specified by major area of study.	

<b>HISTORY, SOCIAL AND BEHAVIORAL SCIENCES (AGSC Area IV)</b>	
Required Courses:	<b>12</b>
GEO 206 World Geography*	3
and	
HIS 131 World History**	3
HIS 132 World History**	3
History, Social and Behavioral Sciences:	
<i>Choose two of the following**</i>	
ANT 113 Societies Around the World	3
ECO 251 Principles of Economics I	3
ECO 254 Introduction to Economics	3
POS 207 American Government	3
PSY 251 General Psychology	3
SOC 110 Introduction to Sociology	3

\*Students originating at ASU requirement.

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

<b>ORIENTATION (Required of ALL Undergraduates)</b>	<b>1</b>
ORI 100 Freshman Orientation	1

<b>TOTAL GENERAL STUDIES HOURS</b>	<b>42</b>
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*Exempt students are eligible for exit following the first semester of enrollment by earning a GPA of at least 2.0 during that semester (see section on Academic Placement for Entering Freshmen for details on exempt criteria).*

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



## UNIVERSITY COLLEGE

*Dr. Evelyn Hodge, Dean*

University College (UC) prepares new students for the degree-granting colleges and it assists them with reaching certain academic milestones. Additionally, University College houses the Office of Interdisciplinary Studies which offers the Bachelors of Interdisciplinary Studies. Therefore UC, through sound pedagogy and best practices, not only helps students transition from high school to college; but, it also provides services for students beyond the freshman level to help them have a successful outcome at Alabama State University.

Resources and services in University College include: the Department of Advancement Studies, with the Orientation Program, W.E.B. Dubois Honors Program, College Reading Program, TRIO Programs, and University College Tutorial Support Learning Centers. University College works to create successful paths for lifelong learning for graduates of the university who become future ambassadors. Any ASU student needing instructional support can seek services from academic support units in the college. Therefore, University College's theme is: **Creating Successful Pathways for Lifelong Learning.**

**Office of Interdisciplinary Studies  
Dr. Parichart Thornton, Director**

### OBJECTIVES

The Office of Interdisciplinary Studies offers the Bachelor of Interdisciplinary Studies (BIS) degree to meet the following objectives:

- Students will obtain an understanding of interdisciplinary theory and application.
- Students will attain a clear understanding of the potential careers for the individualized degree program they propose.
- Students will communicate and accomplish their individual academic goals.

The BIS degree is intended for students whose academic interest might not be satisfied with existing majors. The BIS degree creates a specialized degree to prepare students for a future in a world which bridges academic disciplines for a variety of career options. Students who graduate with this degree find employment in government, business and many unique fields. The Bachelor of Interdisciplinary Studies program allows students to combine coursework in concentration areas based on personal interest, the desire for self-improvement, career advancement, or preparation for study in a professional graduate program. Additionally, students with a variety of courses from other colleges and universities who do not have adequate credits for a traditional degree may find the Bachelor of Interdisciplinary Studies program allows them to use many of their previously earned credits.

The degree seeking students have their own professional BIS Advisor for their Area of Study throughout the duration of the program at Alabama State University.

The BIS degree is supervised by the Interdisciplinary Studies Director, the Interdisciplinary Studies Advisory Committee comprised of the dean of the college, and faculty and staff



members who have academic and professional expertise in many fields.

(See Pages 71-72)

**Bachelor of Interdisciplinary Studies (BIS)**

Flexible degree-completion	
Individualized program of study	
Use credit already earned	
Prepare for a career, a professional program, or graduate school	
Work closely with a faculty advisor to develop your own career path	
<b>INTERDISCIPLINARY STUDIES CURRICULUM</b>	
(Leading to the Bachelor of Science Degree or Bachelor of Arts Degree in Interdisciplinary Studies)	
Degree Requirements	
General Studies	42
Required Bachelor of Interdisciplinary Studies courses: 9 hours	
ENG 135 Elements of Writing: A Seminar for Developing Writing	3
BIS 300 Interdisciplinary Cornerstone Experience	3
BIS 400 Interdisciplinary Capstone Experience	3
Pre-professional/Concentration Courses	18-26
BIS Concentration Advisor Approved Courses	43-51
<b>Minimum Number of Required Hours</b>	<b>120</b>

**DEPARTMENT OF ADVANCEMENT STUDY**

**Dr. Parichart G. Thornton, Interim Chair**

**Ms. Thomasina Austin, Ms. Beverly Bassett, Ms. Jamicia Croskery, Dr. Cynthia Curtis-Steele, Mr. Calvin Gatson, Ms. Lynda Humphrey, Mr. Clinton Maryland, Ms. Lorena Morris, Mr. Corie Muhammad, Mr. Trevor Muhammad, Ms. Sondra Obas, Mr. Bernard Sewell, Dr. Shafonda Spain, Ms. Margie Thomas, Ms. Doris Youngblood**

The Department of Advancement Studies offers developmental courses in math, reading and English. The main goal of this unit is to provide skills and strategies to prepare academically vulnerable students for college level work. Placement is determined by performance on the college entrance examination.

Additionally, The Freshman Experience Orientation Program housed in the Department of Advancement Studies is an academic program designed to integrate new students into the academic and cultural community of the University. The Freshman Experience Orientation Program prepares new students for college success and includes test-taking, study skills and life skills. Activities related to life skills such as financial management and setting goals are the focus of this program.

**Alabama State University Reading Center**

**Ms. Lynda Humphrey, Director**

The ASU Reading Center is able to provide diagnostic assessment for students who are enrolled in the College Reading Program courses (REA 130 and REA 132) as well as those



students (or classes) who are referred by instructors in the degree-granting colleges. The center offers workshops on reading strategies, test-taking strategies, study skills, and critical thinking. One-on-one tutoring and small group instruction are also provided, with feedback available to instructors, if requested. The center is dedicated to enriching and enlightening the students on social issues and in cultural arenas; we provide poetry, literary excerpts, essays, editorials and periodicals as well as a variety of biographies that students may borrow from the center.

### **Alabama State University Writing Center**

#### **Dr. Felicia Taylor, Director**

The central mission of the Writing Center is to encourage, guide, and assist student writers as they work through the writing process to better express or promote individual ideas and thoughts in written form while demonstrating sentence skills, grammatical and mechanical proficiency, and style. One primary goal of the Center is to help students become self-directed, independent, confident writers who are able to understand and use standard American English effectively. Largely, Center instructors and tutors accomplish this feat by actively engaging students in the writing process through a series of measures including skills review, guided practice, online interactive computer quizzes, computer assisted tutorial packages, and independent practice with essay writing assignments.

### **Student Success Programs**

At ASU, we want every student to succeed. That's why we offer programs and services aimed at helping all students enter college, get the degree of their choice and graduate to a successful future. Our student success programs include our Honors Program, Academic Support Centers, Living and Learning Community, University College High Achievers and TRIO Programs.

### **W.E.B DuBois Honors Program**

#### **Dr. Cynthia Harris, Director**

The W.E. B. DuBois Honors Program is designed to challenge talented, academically strong students through providing opportunities for outstanding and independent academic achievement and educational experiences beyond the standard curriculum. It also encourages accelerated students to develop and reach their maximum potential and engage in a lifelong commitment to service.

### **Trio Programs**

#### **Ms. Acquanetta Pinkard, Director**

Trio Program at Alabama State University consists of Upward Bound, Educational Talent Search (Pre-college programs) and Student Support Services (Collegiate). The Trio's pre-College programs are responsible for recruiting approximately 796 participant collectively each year. This program provides academic counseling, tutorial services, and college preparatory courses and information dissemination. Many of the students recruited through these programs often enrolled at ASU as a result of the early contact or influence of the University's staff and resources. Those who enroll at ASU are referred to Student Support Services to provide a continuum of the academic support services with a focus on those students entering graduate programs and beyond. Therefore, it is believed or evident that TRIO programs have a great impact on the recruitment and retention at the university. Most



of the programs in TRIO have a bridge program component to University College.

**ACADEMIC PLACEMENT FOR ENTERING FRESHMEN**

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

The ACT/SAT scores determine students’ placement in (English, mathematics, reading and writing) courses. Students may be required to complete developmental courses in English, mathematics and reading, based on ACT and SAT sub-scores.

Students with Presidential Scholarships are **required** to enroll in an honors curriculum. Students with Academic Scholarships are **invited** to enroll in an honors curriculum if they meet the criteria. Transfer students with at least **27 credits** are exempted from all developmental courses.

**GENERAL STUDIES**

Students, regardless of major, must complete 42 credit hours in General Studies, earning at least a grade of “**C**” in each core course required for the degree.

**THE DEVELOPMENTAL STUDIES PROGRAM**

Students may be required to complete developmental courses in English, mathematics and **reading**, based on ACT and SAT sub-scores.

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

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

**UNIVERSITY COLLEGE  
CURRICULUM PLACEMENT GUIDE  
SEMESTER I**

COURSE	HOURS	ACT SCORE
ENG 130 BASIC COLLEGE ENGLISH I	3	15 & BELOW





MAT 130 INTERMEDIATE ALGEBRA I	3	15 & BELOW
REA 130 COLLEGE READING ENHANCEMENT II	3	15 & BELOW

**SEMESTER II**

COURSE	HOURS	ACT SCORE
ENG 131 BASIC COLLEGE ENGLISH II	3	16 & ABOVE
MAT 131 INTERMEDIATE ALGEBRA II	3	16
REA 132 COLLEGE READING ENHANCEMENT III	3	16-17

**University College Policy for the Department of Advancement Studies**

If students are placed in MAT 130 and/or REA 130, they will be **required to enroll** in MAT 131 and/or REA 132.

Students enrolled in developmental courses must be registered for 12 to 16 credit hours during a semester.

**College Reading Program**

The College Reading Program addresses the diverse reading interests and needs of the students enrolled in courses offered. Special strategies are provided for reading enhancement, and critical thinking. Students are enrolled in reading courses based on their performance on the ACT/SAT college entrance examinations. Entering students whose ACT reading sub-scores are 15 and below or SAT verbal sub-scores are below 409 are required to enroll in Reading 130; entering students whose reading verbal sub-scores are 16-17 or SAT verbal sub-scores are 410-449 are required to enroll in Reading 132. Students must re-enroll in the designated course each subsequent semester until the two required courses have been completed.

**Academic Assistance (Tutorial) Centers and Services**

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

**Federal TRIO Programs**

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



**program serves approximately 67 students each year.**

The Talent Search Program works with secondary schools and with students in the River Region Public Schools systems to prevent school dropouts, provide assistance to students seeking to return to school, and to encourage students to pursue post-secondary education programs. **The program serves approximately 729 students each year.**

The Student Support Services Program provides opportunities for academic development for low-income, first generation students as well as students with disabilities evidenced in an academic need while enrolled at Alabama State University. The program strives to increase college retention and graduation rates of its participants; and facilitates the process of transition from one level of higher education to the next level. The services include, but are not limited to, tutoring, cultural exposure, individual counseling, group counseling, support groups, graduate school exposure and assistance with completing applications, as well as assistance with financial (grants, scholarships, federal aid) applications. **The program serves approximately 160 students each year.**

Interested must complete an application process and meet the eligibility criteria as outline by the Department of Education.

### **Academic Assistance (Tutorial) Centers and Services**

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

### **THE UNIVERSITY HONORS PROGRAM**

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

### **TRANSFER STUDENTS**

#### **The University Reading Policy and the English Examination**

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

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



**THE ACADEMIC ADVISEMENT CENTER (AAC)**

The mission of the Academic Advisement Center is to address student retention at the freshman level, appropriately and accurately advise students, monitor students' academic progress and ensure that ASU students remain in college, graduate and move successfully into desirable careers. The AAC is staffed with professional and experienced Academic Advisors who assist and guide students as they begin their academic career at ASU. The AAC is a centralized and student oriented system designed for new students during their first year of enrollment at the University. The vision of the Academic Advisement Center is to promote academic excellence and enhance student success.

Academic Advisors are a student's primary resource regarding academic support services, academic issues, campus resources and other opportunities for student success. Academic Advisors also monitor and maintain accurate records of student's academic progress. All students receive ongoing academic support and services empowering them to accomplish their personal, educational and career goals. First year students and Undecided Majors are required to meet with their Academic Advisor monthly and prior to Registration each semester for guidance in selecting courses that comply with their specific program/major requirements. Academic Advisors want students to be successful and are always available to assist students with their academic needs. **\*\*For Undecided Majors, University College is your Major College until a major is declared.**

The Academic Advisement Center is in the Division of Student Affairs/Enrollment Management and University College.

**ACADEMIC SUPPORT SERVICES:**

Academic Advising (*selecting courses*)  
 Academic Counseling (*monitoring academic progress, dropping /adding courses, changing majors, etc.*)  
 Assistance with Hornetsweb Registration  
 Transitional Support and Guidance  
 Academic Success Strategies  
 Understanding Advisement Report (*degree audit*)  
 Understanding University Policies & Procedures  
 Exiting University College to Major College  
 Awareness of Campus Academic Resources (*Writing labs/Math labs/Computer labs*)  
 Career Counseling and Other Campus Referrals  
 Awareness of Student Organizations and Activities



## **COLLEGE OF EDUCATION**

*Dr. Alethea Hampton, Dean*

*Dr. LaWanda Edwards, Dr. Sonja Webb, Associate Deans*

### **VISION OF THE COLLEGE OF EDUCATION**

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

As an integral part of the total university, the COE is committed to serving the communities in Alabama through assistance to their educational programs and related activities. As the COE works to carry out its' mission, it is careful to ensure that initial and advance programs for the preparation of teachers and other professional education personnel are aligned with the expectations of national, state, professional, and institutional standards.

### **MISSION**

In keeping with the College of Education's vision, the mission is to offer undergraduate and graduate programs of instruction and promote research and public service. Through these programs, the college aims "to produce highly qualified graduates who will become leading professionals in their respective fields of teaching, administration, counseling, instructional supervision, and library education media programs."

### **GOALS**

- Prepare prospective teachers for meeting the educational needs of all children, youth, and adults
- Prepare support personnel for meeting the educational needs of the schools
- Assist schools with the improvement of instructional programs
- Conduct research to expand, enhance, and evaluate instructional programs and personnel
- Offer professional preparation in areas other than teaching that combine theoretical studies and practical experiences to prepare graduates for both immediate employment and advanced study
- Give all possible service to the communities of Alabama through assistance to their educational programs and related activities.

### **CONCEPTUAL FRAMEWORK EDUCATOR AS DECISION MAKER**

#### **Description of the Conceptual Model**

##### **Purpose:**

The conceptual framework grows out of and advances the unit's mission which is consistent and compatible with the university's mission and goals. The conceptual framework expresses the shared vision and provides coherence for both the initial and advanced programs for the preparation of teachers and other professional school personnel. The Conceptual Framework unites the efforts of all members of the professional community in



achieving the mission, goals, and purposes of the unit and, therefore, of the university. The members of the professional community include all faculty and personnel responsible for the education of teacher candidates and other professional educators. They are tenured and non-tenured faculty from other academic units within the university as well as from the COE, part-time faculty, clinical faculty who are university supervisors, clinical faculty who are cooperating teachers, and administrators and staff in the P-12 schools where teacher candidates do their field experiences and internships. These professionals and other community stakeholders are represented in the ongoing development and revision of the conceptual framework.

### **Brief Description of COE's Conceptual Framework**

The conceptual framework for the College of Education (COE) focuses on the theme: "Educator as Decision Maker," the unit seeks to prepare professional educators who will be capable of applying knowledge and skills, reflecting on and refining practices, and identifying and solving problems in an increasingly diverse, complex, and dynamic technological society. The "Educator as Decision Maker" must be a reflective practitioner, a change agent, and a lifelong learner. This organizing theme reflects the assumption that effective educators must make reasonable judgments, careful and conscientious decisions and choices with the intent of optimizing student learning outcomes; it emphasizes the view of decision making as an ongoing, interactive, and empowering process.

The conceptual framework model provides a graphic illustration of the relationships among these multiple dimensions of the college's program for the preparation of teachers and other professional educators at both the initial and advanced levels. Further, it offers a visual explanation of what the unit seeks to do in regard to candidate learning and its effect on student learning. It thus clarifies the unit's commitments to knowledge, teaching competence, and student learning.

The model consists of four interdependent, interrelated, and interacting components which the college faculty views as essential contexts for the shaping of informed, skilled, and responsible decision makers dedicated to making a positive impact on P-12 student learning. The first component, the outer circle, represents the assumption that prospective candidates bring to the university a prior context consisting of their own values and vision, knowledge and skills, cultural and societal influences.

The second component of the model, the large inner circle, represents the setting in which the college provides the education and training of prospective teachers and other professional educators at both the initial and advanced levels. This setting is the interactive context. What the candidates bring to the university and what exists at the university are useful in providing the context for interaction. This context encompasses the general areas in which the development of competence is necessary for informed and effective decision making. These areas are knowledge and ability, application through experience, and professional values and dispositions.

The third component of the conceptual framework model, indicated by the rotating arrows within the large inner circle, represents the decision-making context which, in simplified terms, embraces a continuous cycle of planning, predicting, implementing, reflecting,



evaluating, and revising within the above described interactive context.

The fourth component of the model, the center circle, represents the outcomes context. All of the other components of the model lead to the achievement of this one goal--the development of the educator who is an informed and responsible decision maker. This decision maker is characterized as a reflective practitioner, a change agent, and a lifelong learner.

### **PURPOSE AND OBJECTIVES FOR THE COLLEGE OF EDUCATION**

The College of Education has as its primary objective the preparation of teachers and instructional support personnel for all levels of education from early childhood through high school. The college presents ideal preparation for positions of responsibility and leadership in the education profession.

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

The College of Education seeks to ensure the academic and fiscal integrity of the unit and continually responds to internal and external constituents. As an integral part of the total university, the College of Education strives to give all possible services to the communities of Alabama through assistance to their educational programs and related activities.

### **DEGREES OFFERED: CERTIFICATION**

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

#### **Certification Fields**

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

### **ADMISSION REQUIREMENTS FOR TEACHER CERTIFICATION PROGRAMS**

Undergraduate admission to the Education Program is different from admission to the institution. Applicants will be notified in writing whether their applications for admission to a specific teacher education program have been accepted. To be eligible to apply, the following requirements must be met:



**Requirements:**

- A minimum grade point average (GPA) of 2.75 overall in accordance with ASU policy, 2.75 in professional studies listed on the ALSDE approved checklist for the program, and 2.75 in the teaching field listed on the ALSDE approved checklist for the program.
- Remedial courses may not be used to meet approved program requirements.
- No grade below a “C” in any of the coursework completed on the ALSDE approved checklist;
- Passing score on all three portions of the Alabama Educators Certification Test Part I (ACT WorkKeys AECAP—Part I) Praxis Core (Basic Skills Test) (If taken and passed prior to 8/31/2017, APTT scores will be accepted until 8/31/2022 for certification by the ALSDE)
  - Reading
  - Writing
  - Mathematics
- Completion of EDU 100, EDU 300, and the additional professional studies courses that may be taken prior to being admitted to the EPP;
- Successful performance in the pre-professional field experiences (EDU 300 and any of the additional professional studies courses that may be taken prior to admission to EPP);
- The completion of a satisfactory interview by department faculty to determine the student’s personal qualities, dispositions, and potential for teaching;
- The receipt of three (3) recommendation letters with at least one (1) from an ASU professor that has taught the student; and
- ABI/FBI Background Clearance.

**Steps for Unconditional Admission to the EPP:**

Step 1: The **student** completes the application to the Educator Preparation Program.

Step 2: The **advisor** verifies that all criteria have been met and submits the following documentation with the application to the Teacher Certification Department by the approved deadline date published in the Educator Preparation Handbook:

- GPAs calculations (overall, professional studies, and teaching field);
- AECAP—Part I scores;
- The completion of the appropriate coursework according to the ALSDE approved checklist;
- Satisfactory interview ratings;
- Appropriate dispositions; and
- ABI/FBI Background Clearance

Step 3: The application is submitted to the certification office with all appropriate signatures.

Step 4: The **Certification Director** presents the application and accompanying documentation to the Educator Preparation Assessment and Intervention Committee (EPAIC). The **EPAIC** will vote and make an admission decision for each of these students. Each student that has been voted on favorably by the EPAIC will receive an EPP card indicating that he/she is formally admitted to the EPP from the **Certification Director**.



Students that are denied admission will receive a letter explaining the reason for denial of admission to the TEP from the **Director of the EPAIC** and their application packet will be returned to the academic advisor.

**NOTE: ANY COURSEWORK TAKEN PRIOR TO ADMISSION THAT IS RESTRICTED TO CANDIDATES ADMITTED TO THE EDUCATOR PREPARATION PROGRAM WILL JEOPARDIZE STUDENT'S ABILITY TO BE ADMITTED TO THE PROGRAM.**

**NOTE: ADMISSION TO AN EPP IS COMPETITIVE AND MEETING STANDARD CRITERIA DOES NOT GUARANTEE ADMISSION. THOSE WHO MEET STANDARD CRITERIA ARE GUARANTEED CONSIDERATION FOR ADMISSION TO AN EDUCATOR PREPARATION PROGRAM. ADMISSION WILL BE BASED ON EVALUATIONS OF THE APPLICATIONS TO IDENTIFY THOSE APPLICANTS WHO ARE BEST QUALIFIED AND WHO SHOW STRONG LIKELIHOOD OF SUCCESS IN THEIR CHOSEN AREAS.**

Admission, retention and completion requirements for teacher education programs are governed by policies and procedures of accrediting/approval agencies (CAEP, SACSCOC, ALSDE, etc.) and ASU. Accordingly, the requirements and procedures indicated here are subject to change at any time. Candidates must consult with their COE advisers to ensure meeting the most recent requirements and procedures.

Candidates are responsible for obtaining the most current set of requirements from the COE academic adviser. Although governed by the academic catalog under which an individual enters ASU, candidates are subject to any and all changes by the Alabama State Department of Education (ALSDE). This may result in additional requirements for certification.

### **TRANSFER CREDITS**

All transfer courses must be completed at a regionally accredited institution, any courses not completed at a regionally accredited institution must be repeated for credit.

### **RETENTION IN TEACHER CERTIFICATION PROGRAMS**

In order to be retained in the EPP, candidates must maintain a grade point average of at least **2.75 overall**, in their professional studies, and teaching field(s).

Candidates who fail to maintain a minimum grade point average of 2.75 while pursuing studies in the College of Education but are eligible to continue their studies at the university will be referred to their advisor. The advisor will assist the candidate in developing an appropriate class schedule that shall not include additional professional studies courses. If after two semesters, the candidate has not achieved the required 2.75 GPA (overall, professional studies, and teaching field); the candidate will be recommended for remediation.

### **PROFESSIONAL INTERNSHIP IN TEACHER CERTIFICATION PROGRAMS**

The Professional internship (student teaching) is required during the senior year in all professional certification baccalaureate programs of the College of Education. It is needed in order to meet the degree requirements of the college, the certification requirements of the





state of Alabama and the standards of the Council for the Accreditation of Educator Preparation (CAEP).

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

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

Transfer candidates from other colleges who must complete all professional studies coursework at Alabama State University are required to complete all coursework before registering for the Professional Internship.

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

The following criteria must be met prior to the beginning of a professional internship (12 semester hours—undergraduate).

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

- Complete the internship application by the deadline date posted in the Field and Clinical Experiences Handbook.
- Have senior standing.
- Meet admission requirements to the Educator Preparation Program and any additional requirements of the COE.
- Have a grade of “C” or better in all professional education and teaching field(s) courses; a 2.75 GPA in the teaching field, a 2.75 GPA in professional studies coursework, and a 2.75 GPA overall. Candidates also must have satisfactorily completed the required early field experiences in schools.
- Show evidence of securing a minimum of personal liability insurance commensurate with that available through membership in SAEA.
- Have recommendations from major advisor and appropriate department faculty regarding competencies.
- Pass the Praxis subject area assessment as required by the ALSDE (if appropriate).
- Clear the ABI/FBI background check.

Under normal circumstances, no courses may be taken while completing the internship. In special circumstances courses may be taken concurrently with the internship if prior written permission has been given by the Dean of the College of Education.



If a candidate has any coursework remaining on the ALSDE approved checklist, he/she may take the internship before completing the coursework only under extenuating circumstances with the prior written permission given by the Dean of the College of Education.

**NOTE: ALL CANDIDATES MUST APPLY FOR CERTIFICATION PRIOR TO THE COMPLETION OF THE PROFESSIONAL INTERNSHIP.**

Candidates enrolled in professional internship are required to:

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

**GRADUATION REQUIREMENTS FOR TEACHER CERTIFICATION PROGRAMS**

A 2.75 cumulative grade point average is required, 2.75 in the teaching specialty, and 2.75 in professional studies is required as well. Candidates must also have a grade of “C” or better in all courses. Candidates must meet all requirements of a state-approved program for certification. Each candidate must satisfactorily complete the Professional Internship (student teaching), the ASU Philosophy Exit Exam, and be recommended for certification by the College of Education before becoming eligible for an Alabama Professional Teacher’s Certificate. Applications for certification must be submitted by candidates during the semester that the professional internship is being completed. It is the candidates’ responsibility to become familiar with both certification and degree requirements and the sequence of courses and plan their program in consultation with their adviser. Supplementary information about specific degree programs may be obtained from the appropriate department.

**PURPOSES AND OBJECTIVES FOR NON-CERTIFICATION DEGREE PROGRAMS**

The College of Education provides baccalaureate degree programs other than those leading to licensure and educator certification. Majors are offered in Early Childhood Education, Elementary Education, Special Education, Coaching, and Recreation. A minor is provided in Health Education (See concentrations in Physical Education). The programs are flexible and allow students to pursue coursework aligned to their professional interest.

The college aims to give candidates in each of these programs the competencies and understandings in their particular academic areas needed for success and leadership for careers in civic, social non-profit organizations or community service. Theoretical studies and practical experiences are combined in the various programs to prepare the graduates for both immediate employment and advanced study.



The College of Education maintains a close working relationship with selected social, business, industrial and governmental organizations and institutions in order to provide curricula and experiences that are relevant for the graduates of these programs.

**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

**Dr. Joyce Coleman Johnson, Chair**

**Dr. Moon Chang, Dr. Drusilla Caudle, Dr. Huey-Ling Lin,  
Dr. Calvin McTier, Dr. Melvin Robinson, III, Dr. Danjuma Saulawa**

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

Candidates desiring to become educators in one of the above areas will enroll in the College of Education and select a program in Early Childhood Education, Elementary Education, Special Education or Secondary Education, and will follow the curriculum as listed on the ALSDE approved checklist.

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

**EARLY CHILDHOOD EDUCATION**

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

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

Studies include emphasis on development and learning including the influential role of parents, appreciation of fine arts, the necessity of expanded language skills and advocacy for families and children. Teacher candidate programs emphasize quality in academic preparation and proficiency in demonstrating teacher's knowledge, skills and dispositions as required by National Association for the Education of Young Children (NAEYC) and Council for the Accreditation of Educator Preparation (CAEP). The curriculum provides theory and practice in working with children in preschool through grade three.

**ELEMENTARY EDUCATION**

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



both the primary and intermediate levels of the elementary school.

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

Professional competence is enhanced and facilitated through direct contact with children in diversified settings where behavior and learning processes are observed and directed. Opportunity is provided for candidate options and decisions, based upon individual needs, abilities and interests.

## **SECONDARY EDUCATION**

It is assumed that a candidate for the Bachelor of Science degree has made a commitment to the scholarly study of education and to teaching as a career.

Secondary education programs include courses in professional education, the teaching fields, and general education. Upon acceptance to a program, an adviser in secondary education will be assigned to assist the candidate in fulfilling the requirements for the degree chosen. The adviser in the College of Education will coordinate the advisement process with the adviser in the teaching fields.

Completion of the program in Secondary Education qualifies the candidate for the Bachelor of Science degree and the Alabama Class "B" Secondary Professional Certificate with endorsements in the teaching field(s) for which qualifications have been met. Areas for study include: Mathematics, Biology, General Science, History, Social Studies, English Language Arts, and Chemistry.

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

## **PRESCHOOL THROUGH GRADE 12 CERTIFICATION**

Special programs for educator candidates who are seeking certification in Music (Instrumental and Vocal/Choral) are available in the College of Education, Departments of Curriculum and Instruction. These programs lead to the Bachelor of Music Education degree and Class "B" Alabama certification.

## **SPECIAL EDUCATION/COLLABORATIVE TEACHER**

The Special Education/Collaborative Teacher program leads to a Bachelor of Science degree and Alabama Class "B", K-6 and/or 6-12 certification. The goal of the Collaborative Teacher Program is to prepare candidates to provide instruction and support for students with disabilities. The program is designed to prepare educator candidates to be collaborative teachers who teach and work with students with disabilities in inclusive classrooms and special settings. They acquire the skills needed to handle and cope with behavioral problems and how to collaborate with other professionals. Field experiences provide candidates with opportunities to work with children with disabilities in public school classrooms, special schools, and residential settings at all levels from preschool through secondary settings. Additional opportunities are provided through field trips and involvement



in community programs through tutoring and volunteer services.

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

This program is designed to foster the personal, occupational and teaching profession of those candidates who serve in the secondary classroom as teachers of business students. This program is consistent with the missions of ASU, the College of Education, and the Curriculum and Instruction Department. Offerings are designed in accordance with the State Department of Education (ALSDE) requirements needed for certification for business and vocational education.

**THE ZELIA STEPHENS EARLY CHILDHOOD CENTER**

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

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

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

**PROFESSIONAL STUDIES FOR THE PROGRAMS IN THE CURRICULUM AND INSTRUCTION DEPARTMENT**

<b>EDU 100 Preparation for Admission to Teacher Education</b>	<b>1</b>
<b>EDU 300 Foundations of Education</b>	<b>3</b>
<b>EDU 321 Instructional Technology for Educators</b>	<b>3</b>
<b>EDU 400 Psychology of Learning</b>	<b>3</b>
<b>SED 170 Diverse Students in Inclusive Schools</b>	<b>3</b>
<b>EDU 301 Measurement and Evaluation in Education</b>	<b>3*</b>
<b>(Collaborative Education Majors are not required to take EDU 301)</b>	
Business/Marketing Education	
<b>BUS 385 Materials and Methods of Teaching</b>	<b>3</b>
<b>EDU 486 Classroom Management in the Secondary School Setting</b>	<b>3</b>
<b>REA 478 Reading in the Content Area</b>	<b>3</b>
Elementary Education, K-6 <b>(12 semester hours required)</b>	
<b>EDU 376 Classroom Management</b>	<b>3</b>



## GENERAL UNDERGRADUATE CATALOG

Secondary Education, 6-12

<b>EDU 486 Classroom Management in Secondary School</b>	<b>3</b>
<b>REA 478 Teaching Reading in Content Areas</b>	<b>3</b>

**Candidate must select the discipline specific method course appropriate for the program.**

<b>EDU 487 Methods of Teaching, English Language Arts/Secondary</b>	<b>3</b>
<b>EDU 488 Methods of Teaching Mathematics/Secondary</b>	<b>3</b>
<b>EDU 489 Methods of Teaching Social Science/Secondary</b>	<b>3</b>
<b>EDU 490 Methods of Teaching Science/Secondary</b>	<b>3</b>

P-K Through Grade 12: Music

<b>MUE 388 Elementary School Music Methods</b>	<b>3</b>
<b>MUE 389 Secondary School Music Methods</b>	<b>3</b>
<b>REA 478 Reading in the Content Areas</b>	<b>3</b>

Special Education: Collaborative Teacher

<b>EDU 376 Classroom Management</b>	<b>3</b>
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Internship (**12 semester hours required**) Early Childhood Education, P-3

<b>EDU 462 Professional Internship in ECE</b>	<b>12</b>
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Business/Marketing Education

<b>EDU 482 Professional Internship in Secondary Education</b>	<b>12</b>
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Elementary Education, K-6

<b>EDU 472 Professional Internship in Elementary Education</b>	<b>12</b>
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Secondary (6-12)

<b>EDU 482 Professional Internship in the Secondary School</b>	<b>12</b>
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P-12

<b>EDU 495 Professional Internship in N-12</b>	<b>12</b>
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Special Education/Collaborative Teacher

<b>SED 470 Student Teaching in Inclusive Setting, K-6</b>	<b>12</b>
<b>SED 475 Student Teaching in Inclusive Setting, 6-12</b>	<b>12</b>
<b>SED 480 Student Teaching in Inclusive Setting K-12</b>	<b>12</b>

**TOTAL SEMESTER HOURS REQUIREMENT**

<b>Business Marketing Education</b>	<b>34</b>
<b>Collaborative Education</b>	<b>28</b>
<b>Early Childhood Education</b>	<b>28</b>
<b>Elementary Education</b>	<b>31</b>



**Secondary Education** **37**

**Teacher Certification Specializations In the Curriculum and Instruction Department**

**EARLY CHILDHOOD EDUCATION (P-3)**

**General Studies** **42**  
*(See pages 71-72)*

Other Prescribed Courses **17**  
 Choose **four (4)** hours of science courses from the following. (Note: It must be 4 additional hours to what is required for the General Studies Curriculum)

- BIO 127, BIOL 127
- General Biology I BIO 128,
- BIOL 128 General Biology II
- CHE 141 General Chemistry I
- CHE 142 General Chemistry II
- PHY 206 College Physics I
- PHY 207 College Physics II
- PSC 231 Physical Science Survey I
- PSC 232 Physical Science Survey II

Choose three (3) hours of mathematics courses from the following. (Note: It must be 3 additional hours to what is required for the General Studies Curriculum. Developmental courses may not be used.)

- MAT 136 Finite Mathematics
- MAT 137 Pre-Calculus Algebra
- MAT 165 Pre-Calculus Trigonometry
- MAT 265 Calculus and Analytic Geometry I

**Additional Requirements**

- MAT 320 Fundamentals of Math for Elementary Teachers I
- MAT 321 Fundamentals of Math for Elementary Teachers II
- PED Activity (This is a 100 level 1 hour PED course)
- HEA 100 Personal Health
- EDU 385 Methods of Teaching in the Area of Specialization

**Professional Studies** **28**  
*(See pages 87-89)*

**Teaching Field** **39**

EDU 360 Foundations of Early Childhood Education (ECE)	3
EDU 361 Creative Learning in Early Childhood Education (ECE)	3
EDU 369 Teaching Language Arts in Early Childhood Education (ECE)	3



EDU 370 Teaching Mathematics and Science in Early Childhood Education	3
EDU 371 Teaching Social Studies in Early Childhood Education (ECE)	3
EDU 423 Practicum in Early Childhood Education (ECE)	3
ECU 424 Managing Developmentally Appropriate Classrooms	3
EDU 428 Child Growth and Development	3
EDU 461 Children’s Literature	3
EDU 494 Home, School, Community	3
PED 339 Methods and Materials for Elementary School Health Education and Physical Education	3
REA 373 the Teaching of Reading	3
REA 374 Reading and Language Development	3

**ELEMENTARY EDUCATION (K-6) TEACHING FIELD**

**General Studies** **42**  
*(See pages 71-72)*

Other Prescribed Courses **17**

Choose **four (4)** hours of science courses from the following. (Note: It must be 4 additional hours. To what is required for the General Studies Curriculum)

- BIO 127, BIOL 127 General Biology I
- BIO 128, BIOL 128 General Biology II
- CHE 141 General Chemistry I
- CHE 142 General Chemistry II
- PHY 206 College Physics I
- PHY 207 College Physics II
- PSC 231 Physical Science Survey I
- PSC 232 Physical Science Survey II

Choose three (3) hours of mathematics courses from the following. (Note: It must be 3 hours additional to what is required for the General Studies Curriculum. Developmental courses may not be used.)

- MAT 136 Finite Mathematics
- MAT 137 Pre-Calculus Algebra
- MAT 165 Pre-Calculus Trigonometry
- MAT 265 Calculus and Analytic Geometry I

**Additional Requirements**

- MAT 320 Fundamentals of Math for Elementary Teachers I
- MAT 321 Fundamentals of Math for Elementary Teachers II
- PED Activity (This is a 100 level 1 hour PED course)
- HEA 100 Personal Health
- EDU 385 Methods of Teaching in the Area of Specialization





**Professional Studies** 33  
*(See pages 87-88)*

**Elementary Education Teaching Field** 31

**Teaching Field** 34  
*(List all courses required for the teaching field.)*

<b>ART 363 Methods of Teaching Art N-6</b>	<b>3</b>
<b>MUE 361 Music Methods for N-6 Teachers</b>	<b>3</b>
<b>EDU 304 Curriculum Development in Elementary Schools</b>	<b>1</b>
<b>EDU 374 The Teaching of Soc. Stud/Elem</b>	<b>3</b>
<b>EDU 375 Teaching Math in the Elem School</b>	<b>3</b>
<b>EDU 377 Teaching Science/Elem School</b>	<b>3</b>
<b>EDU 405 Teaching Language Arts/ Elem School</b>	<b>3</b>
<b>EDU 461 Children’s Literature</b>	<b>3</b>
<b>REA 373 The Teaching of Reading</b>	<b>3</b>
<b>REA 374 Reading and Language Development</b>	<b>3</b>
<b>PED 339 Methods and Materials for Elementary School Health and Physical Education</b>	<b>3</b>
<b>Advisor Approved Elective</b>	<b>3</b>

**SECONDARY EDUCATION (GRADES 6-12)**  
**BIOLOGY and SECONDARY EDUCATION Teaching Field (56)**

**General Studies** 46  
*(Professional Biology Majors must choose BIO 137 or 147, BIO 138 or 148, and MAT 165)*  
*(See pages 71-72)*

<b>Other Prescribed Courses</b>	<b>5</b>
<b>EDU 385 Methods of Teaching in the Area of Specialization</b>	<b>1</b>
<b>PED Activity (This is a 100 level 1 hour PED course)</b>	<b>1</b>
<b>HEA 100 Personal Health</b>	<b>2</b>
<b>ORI 100 Orientation</b>	<b>1</b>

**Professional Studies** 37  
*(See pages 87-88)*

**Teaching Field** 56\* (48)  
*Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.*  
*(List all courses required for the teaching field)*

<b>BIO 240 General Zoology</b>	<b>4</b>
<b>BIO 241 Botany</b>	<b>4</b>
<b>BIO 305 Population Biology and Evolution</b>	<b>3</b>
<b>BIO 310 Introductory Ecology</b>	<b>4</b>



## GENERAL UNDERGRADUATE CATALOG

<b>BIO 320 Human Physiology</b>	<b>4</b>
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>BIO 350 Bio Tech and Instrumentation</b>	<b>4</b>
<b>BIO 420 Molecular biology and Genetics</b>	<b>4</b>
<b>BIO 450 Seminar in Biology</b>	<b>1</b>

Required Support Courses for Teaching Field 16

<b>CHE 141-142 General College Chemistry I and II</b>	<b>8</b>
<b>CSC 210 Intro to Computer Science</b>	
<b>or</b>	
<b>CIS 205 Intro to Computer Information Systems</b>	<b>3</b>
<b>MAT 165 Pre-Calculus Trigonometry</b>	<b>5</b>

\*The numbers with the asterisks in the Biology courses that are counted in the hours for the General Studies.

**BUSINESS/MARKETING EDUCATION Teaching Field (36)**  
**General Studies** 42  
*(See pages 71-72)*

Other Prescribed Courses	10
<b>BUS 200 Keyboarding</b>	<b>3</b>
<b>BUS 210 Business Mathematics</b>	<b>3</b>
<b>EDU 385 Methods of Teaching in the Area of Specialization</b>	<b>1</b>
<b>PED Activity (This is a 100 level 1 hour PED course)</b>	<b>1</b>
<b>HEA 100 Personal Health</b>	<b>2</b>

**Professional Studies** 34  
*(See pages 87-88)*

**Teaching Field** 36  
 Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.  
 (List all courses required for the teaching field.)

<b>BUS 203 Advanced Document Preparation</b>	<b>3</b>
<b>BUS 204 Business Communication</b>	<b>3</b>
<b>BUS 408 Business Use of Microcomputers</b>	<b>3</b>
<b>BUS 430 Internship in Business</b>	<b>3</b>
<b>BUS 482 Foundations of Vocational Education</b>	<b>3</b>
<b>BUS 483 Coordination of Vocational Programs</b>	<b>3</b>
<b>BUS 484 Occupational Analysis</b>	<b>3</b>
<b>Advisor Approved Upper Electives in ACT, MKT, MGT, and FIN</b>	<b>15</b>

**CHEMISTRY AND SECONDARY EDUCATION Teaching Field (55)**



**General Studies** **46**  
 (See pages 71-72)

**Other Prescribed Courses** **5**  
**EDU 385 Methods of Teaching in the Area of Specialization** **1**  
**PED Activity (This is a 100 level 1 hour PED course)** **1**  
**HEA 100 Personal Health** **2**  
**ORI 100 Orientation** **1**

**Professional Studies** **37**  
 (See pages 87-88)

**Teaching Field** **55\* (45)**  
 Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

**CHE 211 Organic Chemistry I** **5**  
**CHE 212 Organic Chemistry II** **5**  
**CHE 321 Physical Chemistry I** **4**  
**CHE 322 Physical Chemistry II** **4**  
**CHE 342 Quantitative Analysis** **4**  
**CHE 343 Instrumental Analysis** **4**  
**CHE 418 Chemistry Seminar** **2**  
**CHE 421 Biochemistry I** **4**  
**CHE 431 Introduction to Research** **2**

Required Support Courses for Teaching Field 15  
**CSC 210 Introduction to Computer Science** **3**  
**MAT 265 Calculus and Analytic Geometry I** **4**  
**MAT 266 Calculus and Analytic Geometry II** **4**  
**PHY 210 General Physics I** **4**

**MATHEMATICS AND SECONDARY EDUCATION Teaching Field (52)**

**General Studies** **46**  
 (See pages 71-72)

**Other Prescribed Courses** **5**  
**EDU 385 Methods of Teaching in the Area of Specialization** **1**  
**PED Activity (This is a 100 level 1 hour PED course)** **1**  
**HEA 100 Personal Health** **2**  
**ORI 100 Orientation** **1**



**Professional Studies** 37  
 (See pages 87-88)

Teaching Field 54  
 Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

<b>MAT 165 Pre-Calculus Trigonometry</b>	<b>5</b>
<b>MAT 225 Intro to Statistics</b>	<b>3</b>
<b>MAT 251 Linear Algebra</b>	<b>3</b>
<b>MAT 256 Discrete Mathematics</b>	<b>3</b>
<b>MAT 265 Calculus I</b>	<b>4</b>
<b>MAT 266 Calculus II</b>	<b>4</b>
<b>MAT 267 Calculus III</b>	<b>4</b>
<b>MAT 373 Intro to Modern Algebra I</b>	<b>3</b>
<b>MAT 375 Differential Equations</b>	<b>3</b>
<b>MAT 401 Advanced Calculus</b>	<b>3</b>
<b>MAT 472 Probability and Statistics I</b>	<b>3</b>
<b>MAT 473 Probability and Statistics II</b>	<b>3</b>
<b>MAT 486 Intro to Real Analysis</b>	<b>3</b>
<b>MAT 487 Senior Seminar</b>	<b>3</b>

Required Support Courses for Teaching Field 7

<b>CSC 210 Intro to Computer Science</b>	<b>3</b>
<b>CSC 211 Programming Concepts, Standards and Methods</b>	<b>4</b>

**HISTORY AND SECONDARY EDUCATION Teaching Field 60\* (54)**

**General Studies** 46  
 (See pages 71-72)

<b>Other Prescribed Courses</b>	<b>5</b>
<b>EDU 385 Methods of Teaching in the Area of Specialization</b>	<b>1</b>
<b>PED Activity (This is a 100 level 1 hour PED course)</b>	<b>1</b>
<b>HEA 100 Personal Health</b>	<b>2</b>
<b>ORI 100 Orientation</b>	<b>1</b>

**Professional Studies** 37  
 (See page 87-88)

**Teaching Field** 48\* (42)  
 Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.



**GENERAL UNDERGRADUATE CATALOG**

HIS 251 History of the U.S. I	3
HIS 252 History of the U.S. II	3
HIS 350 African American History to 1877	3
HIS 400 Historiography	3
Advisor Approved 300-400 level History Courses	21
<b>Required Support Courses for Teaching Field</b>	
	9
POS 207 American Government	3
CSC 210 Intro to Computer Science	
or	
CIS 205 Intro to Computer Information Systems	3
ENG 303 Advanced Grammar	
or	
ENG 318 Advanced Composition	3
<b>ENGLISH LANGUAGE ARTS AND SECONDARY EDUCATION Teaching Field 54*(42)</b>	
<b>General Studies</b>	42
<i>(See pages 71-72)</i>	
<b>Other Prescribed Courses</b>	5
EDU 385 Methods of Teaching in the Area of Specialization	1
PED Activity (This is a 100 level 1 hour PED course)	1
HEA 100 Personal Health	2
ORI 100 Orientation	1
<b>Professional Studies</b>	37
<i>(See page 87-88)</i>	
<b>Teaching Field</b>	54*(42)
<b>Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.</b>	
ENG 215 Intermediate Composition	3
ENG 219 Intro to Research Methods	3
ENG 220 Linguistics	3
ENG 240 Introduction to Literary Theory	3
ENG 303 Advanced Grammar	3
ENG 321 Early British Literature	3
ENG 322 Modern British Literature	3
ENG 331 Colonial & Early National American Literature	3
ENG 332 19 <sup>TH</sup> Century American Literature	3
ENG 423 Shakespeare	3
THE 426 Drama in the Secondary School	3
THE 427 Children's Theatre	



or

<b>THE 450 Fundamentals of Play</b>	<b>3</b>
<b>CMM 212 Beginning Newswriting</b>	<b>3</b>
<b>ENG advisor approved elective</b>	<b>3</b>

**GENERAL SOCIAL STUDIES AND SECONDARY EDUCATION Teaching Field (42)**

**General Studies** 46  
(See pages 71-72)

<b>Other Prescribed Courses</b>	<b>5</b>
<b>EDU 385 Methods of Teaching in the Area of Specialization</b>	<b>1</b>
<b>PED Activity (This is a 100 level 1 hour PED course)</b>	<b>1</b>
<b>HEA 100 Personal Health</b>	<b>2</b>
<b>ORI 100 Orientation</b>	<b>1</b>

**Professional Studies** 37  
(See page 87-88)

**Teaching Field** 54\*(48)

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

<b>HIS 251 History of the U.S. I</b>	<b>3</b>
<b>HIS 252 History of the U.S. II</b>	<b>3</b>
<b>HIS 350 African American History to 1877</b>	<b>3</b>
<b>HIS 400 Historiography</b>	<b>3</b>
<b>Advisor approved 300-400 level History Courses</b>	<b>21</b>
<b>POS 207 American Government</b>	<b>3</b>
<b>Advisor approved Political Science Elective</b>	<b>3</b>
<b>Advisor approved GEO Electives</b>	<b>6</b>
<b>Economic 254 Principles of Economics</b>	<b>3</b>

**Required Support Courses for Teaching Field** 6

<b>CSC 210 Intro to Computer Science</b>	
<b>Or</b>	
<b>CIS 205 Intro to Computer Information Systems</b>	<b>3</b>
<b>ENG 303 Advanced Grammar</b>	
<b>Or</b>	
<b>ENG 318 Advanced Composition</b>	<b>3</b>

\*The total hours include the hours from the general studies

**SPECIAL EDUCATION/COLLABORATIVE TEACHER K-6 Teaching Field (42)**

**General Studies** 46  
(See pages 71-72)



**Other Prescribed Courses** 17

Choose **four (4)** hours of science courses from the following. (Note: It must be 4 additional hours. To what is required for the General Studies Curriculum)

- BIO 127, BIOL 127 General Biology I**
- BIO 128, BIOL 128 General Biology II**
- CHE 141 General Chemistry I**
- CHE 142 General Chemistry II**
- PHY 206 College Physics I**
- PHY 207 College Physics II**
- PSC 231 Physical Science Survey I**
- PSC 232 Physical Science Survey II**

Choose three (3) hours of mathematics courses from the following. (Note: It must be 3 hours additional to what is required for the General Studies Curriculum. Developmental courses may not be used.)

MAT 136 Finite Mathematics

- MAT 137 Pre-Calculus Algebra**
- MAT 165 Pre-Calculus Trigonometry**
- MAT 265 Calculus and Analytic Geometry I**

Additional Requirements

- MAT 320 Fundamentals of Math for Elementary Teachers I**
- MAT 321 Fundamentals of Math for Elementary Teachers II**
- PED Activity (This is a 100 level 1 hour PED course)**
- HEA 100 Personal Health**
- EDU 385 Methods of Teaching in the Area of Specialization**

**Professional Studies** 28

*(See pages 87-88)*

**Teaching Field** (42)

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

*(List all courses required for the teaching field.)*

<b>SED 210 Legal Issues and Global Society</b>	<b>3</b>
<b>SED 220 Special Healthcare Needs</b>	<b>3</b>
<b>SED 270 Assessment and Instructional Strategies</b>	<b>3</b>
<b>SED 280 Students with Disturbing Behaviors</b>	<b>3</b>
<b>SED 320 Mild Cognitive Disabilities</b>	<b>3</b>
<b>SED 370 Collaboration and Teaming</b>	<b>3</b>
<b>SED 403 Elementary Special Education Curriculum</b>	<b>3</b>
<b>SED 410 Sensory and Communication Disorders</b>	<b>3</b>
<b>SED 435 The IEP Process</b>	<b>3</b>
<b>EDU 374 Teaching of Social Studies</b>	<b>3</b>
<b>EDU 375 Teaching of Mathematics</b>	<b>3</b>



<b>EDU 377 Teaching of Science</b>	<b>3</b>
<b>EDU 405 Teaching of Language Arts</b>	<b>3</b>
<b>REA 373 The Teaching of Reading</b>	<b>3</b>

**SPECIAL EDUCATION/COLLABORATIVE TEACHER 6-12  
Teaching Field (42)**

**General Studies** **42**  
(See pages 71-72)

Other Prescribed Courses **17**

Choose **four (4)** hours of science courses from the following. (Note: It must be 4 additional hours to what is required for the General Studies Curriculum)

- BIO 127, BIOL 127 General Biology I**
- BIO 128, BIOL 128 General Biology II**
- CHE 141 General Chemistry I**
- CHE 142 General Chemistry II**
- PHY 206 College Physics I**
- PHY 207 College Physics II**
- PSC 231 Physical Science Survey I**
- PSC 232 Physical Science Survey II**

Choose three (3) hours of mathematics courses from the following. (Note: It must be 3 hours additional to what is required for the General Studies Curriculum. Developmental courses may not be used.)

- MAT 136 Finite Mathematics**
- MAT 137 Pre-Calculus Algebra**
- MAT 165 Pre-Calculus Trigonometry**
- MAT 265 Calculus and Analytic Geometry I**

Additional Requirements

- MAT 320 Fundamentals of Math for Elementary Teachers I**
- MAT 321 Fundamentals of Math for Elementary Teachers II**
- PED Activity (This is a 100 level 1 hour PED course)**
- HEA 100 Personal Health**
- EDU 385 Methods of Teaching in the Area of Specialization**

**Professional Studies** **28**  
(See pages 87-88)

**Teaching Field** **(42)**

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

(List all courses required for the teaching field.)

<b>SED 210 Legal Issues and Global Society</b>	<b>3</b>
<b>SED 220 Special Healthcare Needs</b>	<b>3</b>





<b>SED 270 Assessment and Instructional Strategies</b>	<b>3</b>
<b>SED 280 Students with Disturbing Behaviors</b>	<b>3</b>
<b>SED 320 Mild Cognitive Disabilities</b>	<b>3</b>
<b>SED 350 Transition and Career Tech</b>	<b>3</b>
<b>SED 370 Collaboration and Teaming</b>	<b>3</b>
<b>SED 404 Secondary Special Education Curriculum</b>	<b>3</b>
<b>SED 435 The IEP Process</b>	<b>3</b>
<b>EDU 374 Teaching of Social Studies</b>	<b>3</b>
<b>EDU 375 Teaching of Mathematics</b>	<b>3</b>
<b>EDU 377 Teaching of Science</b>	<b>3</b>
<b>EDU 405 Teaching of Language Arts</b>	<b>3</b>
<b>REA 373 The Teaching of Reading</b>	
or	
<b>REA 478 Reading in the Content Areas</b>	<b>3</b>

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

**MUSIC: VOCAL/CHORAL AND INSTRUMENTAL**

**General Studies** **42**  
*(See pages 84-86)*

**Professional Studies** **37**  
*(See pages 87-88)*

**MUSIC: INSTRUMENTAL Teaching Field** **53+**  
 Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

*(List all courses required for the teaching field.)*

<b>Music Core</b>	<b>32</b>
<b>MUS 131-132 Music Theory I and II</b>	<b>6</b>
<b>MUS 134-135 Keyboard I and II</b>	<b>2</b>
<b>MUS 137-138 Aural Skills I and II</b>	<b>2</b>
<b>MUS 231-232 Music Theory III and IV</b>	<b>6</b>
<b>MUS 237-238 Aural Skills III and IV</b>	<b>2</b>
<b>MUS 320-321 Music History</b>	<b>6</b>
<b>MUE 310 Intro to Music Technology</b>	<b>3</b>
<b>MUS 431 Form and Analysis</b>	<b>3</b>
<b>MUS 474 Conducting</b>	<b>1</b>
<b>MUS 475 Advanced Conducting</b>	<b>1</b>

Music Major Instrumental Emphasis 7



**GENERAL UNDERGRADUATE CATALOG**

<b>MUE 223 Voice Class</b>	<b>1</b>
<b>MUE 395 String Class</b>	<b>1</b>
<b>MUE 396 Woodwind Class</b>	<b>1</b>
<b>MUE 397 Brasswind Class</b>	<b>1</b>
<b>MUE 398 Percussion Class</b>	<b>1</b>
<b>MUE 476 Marching Band Techniques I</b>	<b>1</b>
<b>MUE 477 Band Arranging</b>	<b>1</b>
<b>MUP 490 Recital BME</b>	<b>0</b>

Applied Music

	14+
<b>100, 200, 300 Level - two (2) semester minimum each</b>	<b>6</b>
<b>400 Level - one (1) semester minimum</b>	<b>1</b>
<b>MUP 071, 072, 073, 074 or 081</b>	<b>7+</b>

**Performance Class** (Each semester/Duration of residence)

MUP 099 Performance Class	0
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**MUSIC: VOCAL AND CHORAL Teaching Field** **50+**

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

*(List all courses required for the teaching field.)*

Music Core

	30+
<b>MUS 131-132 Music Theory I and II</b>	<b>6</b>
<b>MUS 134-135 Keyboard I and II</b>	<b>2</b>
<b>MUS 137-138 Aural Skills I and II</b>	<b>2</b>
<b>MUS 231-232 Music Theory III and IV</b>	<b>6</b>
<b>MUS 237-238 Aural Skills III and IV</b>	<b>2</b>
<b>MUS 320-321 Music History</b>	<b>6</b>
<b>MUE 310 Intro to Music Technology</b>	<b>3</b>
<b>MUS 431 Form and Analysis</b>	<b>3</b>
<b>MUS 474 Conducting</b>	<b>2</b>
<b>MUS 475 Advanced Conducting</b>	<b>1</b>

Music Major/Choral Emphasis

	6
<b>MUE 223 Voice Class</b>	<b>1</b>
<b>MUE 470 Choral Methods</b>	<b>1</b>
<b>MUP 478 Choral Arranging</b>	<b>1</b>
<b>MUE 348 or 354 Pedagogy</b>	<b>1</b>
<b>MUE 314-315 Diction (Voice Majors)</b>	<b>2</b>
<b>MUS 323/ MUS 471 (Keyboard Majors)</b>	<b>2</b>
<b>MUP 490 Recital BME</b>	<b>1</b>



<b>Applied Music</b>	14+
<b>100, 200, 300 Level - two (2) semester minimum each</b>	<b>6</b>
<b>400 Level - one (1) semester minimum</b>	<b>1</b>
<b>MUP 071, 072, 073, or 074</b>	<b>7+</b>

<b>Performance Class</b> (Each semester/Duration of residence)	
MUP 099 Performance Class	0

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION**

**Dr. Charlie Gibbons, Interim Chair**

**Ms. Connie O. Dacus, Ms. Octavia Ellison, Dr. T.J. Exford,**

**Dr. Kathy Neely, Dr. Ted Phillips, Dr. Doris P. Screws, Ms. Barbara Williams**

**PHILOSOPHY AND OBJECTIVES**

The department of health, physical education and recreation offers majors in the areas of health education, physical education (teacher certification) physical education (coaching, non-certification), recreation (recreation management and recreational therapy) and a minor in health education.

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

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

**PROFESSIONAL PREPARATION**

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

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

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



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

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

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

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

- Contribute to the promotion of behavior change that will enhance and maintain an optimal level of wellness for individuals and their families.
- Demonstrate a broad-based knowledge in the content areas of alcohol and drugs, communicable and chronic diseases, emotional health, nutrition, consumer health, and human sexuality.
- Promote and support the Coordinated School Health Program (CSHP).
- Assess individual and community needs for health education.
- Plan, implement, and evaluate health education programs.
- Communicate health and health education needs, concerns, and resources.
- Apply appropriate research principles and methods in health education.
- Act as a resource for health education and advance the profession of health Education.

**PROFESSIONAL STUDIES FOR HEALTH AND PHYSICAL EDUCATION**

<b>EDU 100 Preparation for Admission to Teacher Education</b>	<b>1</b>
<b>EDU 300 Foundations of Education</b>	<b>3</b>
<b>EDU 321 Instructional Technology for Educators</b>	<b>3</b>
<b>EDU 400 Psychology of Learning</b>	<b>3</b>
<b>SED 170 Diverse Students in Inclusive Schools</b>	<b>3</b>

**HEALTH EDUCATION**

<b>HEA 443 Methods/Materials in Middle, Jr. High, High School</b>	<b>3</b>
<b>PED 445 Tests, Measurement in Evaluation in Health &amp; PED</b>	<b>3</b>
<b>REA 478 Reading in the Content Areas</b>	<b>3</b>
<b>EDU 482 Professional Internship in the Secondary School</b>	<b>12</b>

**PHYSICAL EDUCATION**

<b>PED 337 Methods, Materials for Elementary School Physical Education</b>	<b>3</b>
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**GENERAL UNDERGRADUATE CATALOG**

<b>PED 443 Methods and Materials in Jr. High/High School Physical Education</b>	<b>3</b>
<b>PED 445 Tests, Measurement in Evaluation in Health &amp; PED</b>	<b>3</b>
<b>REA 478 Reading in the Content Areas</b>	<b>3</b>
<b>EDU 495 Professional Internship in P-12 Settings</b>	<b>3</b>
<b>HEALTH EDUCATION (6-12)</b>	
Teaching Field	42
<b>General Studies</b> (See pages 71-72)	42
Other Prescribed Courses	9
<b>HEA 100 Personal Health</b>	<b>2</b>
<b>PED Activity (This is a 100 level course)</b>	<b>1</b>
<b>HIM 210 Medical Terminology</b>	<b>3</b>
<b>HEA 343 Methods for Elementary Health</b>	<b>3</b>
<b>Professional Studies</b> (See pages 102)	<b>34</b>
<b>Teaching Field</b>	<b>37</b>
Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division. (List all courses required for the teaching field.)	
<b>HEA 200 Introduction to Health Education</b>	<b>3</b>
<b>HEA 250 School and Community Health Services</b>	<b>3</b>
<b>HEA 258 Health and Nutrition</b>	<b>3</b>
<b>HEA 300 Alcohol and Drug Studies</b>	<b>3</b>
<b>HEA 301 Human Sexuality</b>	<b>3</b>
<b>HEA 352 (252) Consumer Health</b>	<b>3</b>
<b>HEA 360 Communicable and Chronic Diseases</b>	<b>3</b>
<b>HEA 443 Meth/Mats for Middle, Jr., &amp; HS HEA</b>	<b>3</b>
<b>HEA 460 Special Topics in Health Education</b>	<b>3</b>
<b>PED 250 Applied Anatomy and Physiology</b>	<b>4</b>
<b>PED 253 First Aid, CPR, and Care of Athletic Injuries</b>	<b>3</b>
<b>PED 445 Tests, Measurement &amp; Eval in HEA &amp; PED</b>	<b>3</b>
<b>SOC 427 Marriage and the Family</b>	<b>3</b>
<b>SOC 470 Sociology of Health and Illness</b>	<b>3</b>
<b>Health Minor</b>	
<b>Prerequisites for the minor:</b>	
<b>HEA 100 Personal Health</b>	<b>2</b>
<b>HEA/PED 253 First Aid, Safety, CPR and Care of Athletic Injuries</b>	<b>3</b>
<b>Required Courses</b>	
<b>HEA 200 Introduction to Health Education</b>	<b>3</b>



<b>HEA 258 Health and Nutrition</b>	<b>3</b>
<b>HEA 300 Alcohol and Drug Studies</b>	<b>3</b>
<b>HEA 301 Human Sexuality</b>	<b>3</b>
<b>HEA 352 Consumer Health OR</b>	<b>3</b>
<b>HEA 360 Communicable and Chronic Diseases*</b>	<b>3</b>
<b>HEA 443 Methods and Materials in Health Education for Middle, Junior High, and High School</b>	
<b>*recommended</b>	
<b>TOTAL REQUIRED SEMESTER HOURS</b>	<b>18</b>

**PHYSICAL EDUCATION (Teacher Certification Grades P-12)  
(Bachelor of Science)**

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

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

**General Studies** **42**  
*(See page 71-72)*

Other Prescribed Courses 2  
Health 100 Personal Health 2

**Professional Studies** **45**  
*(See page 102)*

**Physical Education** **54**  
Required Courses:

<b>PED 200 Physical Fitness and Wellness</b>	<b>3</b>
<b>PED 221 Intermediate Swimming</b>	<b>1</b>
<b>PED 230 Soccer, Touch Football, Field Hockey, Track and Field</b>	<b>1</b>
<b>PED 232 Basketball, Volleyball, Softball, Wrestling</b>	<b>1</b>
<b>PED 233 Tennis, Badminton, Racquetball, Weight Training</b>	<b>1</b>



<b>PED 234 Archery, Bowling, Golf, Recreational Game</b>	<b>1</b>
<b>PED 237 Dance and Gymnastics</b>	<b>1</b>
<b>PED 250 Applied Anatomy and Physiology</b>	<b>4</b>
<b>PED 253 First Aid, CPR and Care of Athletic Injuries</b>	<b>3</b>
<b>PED 303 Adapted Physical Education</b>	<b>3</b>
<b>PED 325 Theory and Techniques of Coaching and Officiating</b>	<b>3</b>
<b>PED 337 Methods/Materials for Elem. School PED</b>	<b>3</b>
<b>PED 347 History and Principles of Physical Education</b>	<b>3</b>
<b>PED 350 Physiology of Exercise</b>	<b>3</b>
<b>PED 351 Kinesiology</b>	<b>3</b>
<b>PED 355 Physical Activities for the Aging</b>	<b>3</b>
<b>PED 443 Meth/Mat. in Jr. High/High School PED</b>	<b>3</b>
<b>PED 445 Tests, Measurement &amp; Eval. In HEA &amp; PED</b>	<b>3</b>
<b>PED 447 Administration of Athletic and Physical Education Programs</b>	<b>3</b>
<b>PED 451 Psychosocial Aspects of Sports and Physical Activity</b>	<b>3</b>
<b>PED 456 Motor Learning and Development</b>	<b>3</b>
<b>PED 460 Professional Preparation in Physical Education</b>	<b>2</b>

**PHYSICAL EDUCATION COACHING, NON-CERTIFICATION**

**Teaching Field** **54**

**Required Courses:**

<b>PED 200 Physical Fitness and Wellness</b>	<b>3</b>
<b>PED 221 Intermediate Swimming</b>	<b>1</b>
<b>PED 230 Soccer, Touch Football, Field Hockey, Track and Field</b>	<b>1</b>
<b>PED 232 Basketball, Volleyball, Softball, Wrestling</b>	<b>1</b>
<b>PED 233 Tennis, Badminton, Racquetball, Weight Training</b>	<b>1</b>
<b>PED234 Archery, Bowling, Golf, Recreational Game</b>	<b>1</b>
<b>PED 237 Dance and Gymnastics</b>	<b>1</b>
<b>PED 250 Applied Anatomy and Physiology</b>	<b>4</b>
<b>PED 253 First Aid, CPR and Care of Athletic Injuries</b>	<b>3</b>
<b>PED 303 Adapted Physical Education</b>	<b>3</b>
<b>PED 325 Theory and Techniques of Coaching and Officiating</b>	<b>3</b>
<b>PED 337 Methods/Materials for Elem. School PED</b>	<b>3</b>
<b>PED 347 History and Principles of Physical Education</b>	<b>3</b>
<b>PED 350 Physiology of Exercise</b>	<b>3</b>
<b>PED 351 Kinesiology</b>	<b>3</b>
<b>PED 445 Tests, Measurement &amp; Eval. In HEA &amp; PED</b>	<b>3</b>
<b>PED 447 Administration of Athletic and Physical Education Programs</b>	<b>3</b>
<b>PED 451 Psychosocial Aspects of Sports and Physical Activity</b>	<b>3</b>



<b>PED 456 Motor Learning and Development</b>	3
<b>PED 460 Professional Preparation in Physical Education</b>	2

**COACHING REQUIREMENTS: 41**

Coaching Emphasis:	21
Professional Studies:	8

Internship:	12
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**RECREATION MANAGEMENT**

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

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

**RECREATIONAL THERAPY**

Recreational therapists employ a comprehensive, holistic approach to preventative and rehabilitation services. Recreational Therapist are healthcare providers who use recreational therapy interventions for improved functioning of individuals with illness or disabling conditions (ATRA 2013) Graduates are qualified to deliver healthcare services to people with disabilities and other health conditions. As recreational therapists, graduates work to eliminate barriers to wellness, improve client functioning and independence, and increase access to recreation resources, including adaptive devices and technology. While working as members of cross-disciplinary health care teams, graduates focus specifically on (1) conducting client assessments and (2) developing, implementing, documenting and evaluating individualized intervention/treatment plans.

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

**Career Opportunities:** Recreational therapy graduates are prepared for employment in a broad array of clinical, residential and community-based health and recreation settings, including rehabilitation hospitals, psychiatric facilities, Veterans Administration Hospitals, youth federal prisons, alcohol and drug recovery centers, treatment programs for children, forensic, correctional facilities and other settings.

**RECREATION MAJOR (Bachelor of Science)**

The undergraduate major in recreation is designed to promote the personal and professional growth of students pursuing a degree by preparing them for management careers in community, civic, social, public and private agencies that provide recreation





services. Students are prepared for supervisory and administrative positions in a variety of recreation and park agencies, as well as health and allied health agencies. The major offers two options: recreational therapy and recreation management.

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

Students majoring in recreation management must complete the university General Studies in addition to the following courses:

**General Studies** **42**  
(see pages 71-72)

**Professional Recreation Course Requirements** **33**

<b>REC 300 Professional Foundations of Recreational Therapy</b>	<b>3</b>
<b>REC 347 Group Leadership/Recreation Leadership</b>	<b>3</b>
<b>REC 345 Introduction to Recreation and Leisure</b>	<b>3</b>
<b>REC 336 Program Planning for Leisure Services</b>	<b>3</b>
<b>REC 447 Management of Recreational Therapy Services</b>	<b>3</b>
<b>REC 448 Recreational Therapy for Implications of Disabling Conditions</b>	<b>3</b>
<b>REC 201 Field Study in Recreation Management I</b>	<b>1</b>
<b>REC 302 Field Study in Recreation Management II</b>	<b>1</b>
<b>REC 448 Implications Disabling Conditions for Recreational Therapy</b>	<b>3</b>
<b>REC 451 Professional Internship in Recreation Management</b>	<b>10</b>
<b>REC 453 Trends in Recreation Management</b>	<b>3</b>

**Business Management, Accounting and Marketing Requirements**

Required Support Courses	15
<b>MGT 204 Business Communications</b>	<b>3</b>
<b>ACT 214 Principles of Financial Accounting</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>MKT 333 Consumer Behavior</b>	<b>3</b>
<b>MGT 421 Personnel Management</b>	<b>3</b>

Required Electives 11

<b>PED 250 Applied Anatomy and Physiology</b>	<b>11</b>
or	
<b>*BIO 319 Human Anatomy</b>	<b>4</b>
<b>PED 253 First Aid, CPR and Care of Athletic Injuries</b>	<b>3</b>
<b>PED 100-PED 237 Four Sports Skill Courses</b>	<b>4</b>

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



Free Electives	21
<b>TOTAL SEMESTER HOUR REQUIREMENTS MINIMUM</b>	<b>123</b>

**RECREATIONAL THERAPY (CONCENTRATION)**

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

**RECREATIONAL THERAPY**

Professional Recreation Course Requirements	12
<b>REC 345 Introduction to Recreation and Leisure</b>	<b>3</b>
<b>REC 336 Program Planning for Leisure Services</b>	<b>3</b>
<b>REC 347 Group Leadership/Recreation Leadership</b>	<b>3</b>

Professional Recreational Therapy Course Requirements	26
<b>REC 300 Professional Foundations of Recreational Therapy</b>	<b>3</b>
<b>REC 301 Program Design and Techniques in Recreational Therapy</b>	<b>3</b>
<b>REC 447 Management of Recreational Therapy Services</b>	<b>3</b>
<b>REC 448 Recreational Therapy for Implications of Disabling Conditions</b>	<b>3</b>
<b>REC 401 Clinical Issues and Trends in Recreational Therapy</b>	<b>3</b>
<b>REC 303 Clinical Practicum in Recreational Therapy I</b>	<b>1</b>
<b>REC 304 Clinical Practicum in Recreational Therapy II</b>	<b>1</b>
<b>REC 452 Clinical Field Placement in Recreational Therapy</b>	<b>12</b>

Exercise Science and Biological Science Course Requirements	7
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**PED 250 Applied Anatomy and Physiology**

Or

<b>*BIO 221 Human Anatomy</b>	<b>4</b>
<b>PED 351 Kinesiology</b>	<b>3</b>

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

Sport Skill Course Requirements	4
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**PED 221 Intermediate Swimming**

or

<b>PED 121 Swimming for Non-swimmers</b>	<b>1</b>
<b>PED 100-PED 237 Three (3) Additional Sport Skill Courses</b>	<b>3</b>

Required Supportive Course Requirements	9
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*The nine (9) hours of required supportive courses maybe taken in any of the following areas:*

- Adapted Physical Education
- Related Biological Sciences
- Human Services



Psychology  
 Sociology  
 Special Education

Required Elective Courses 12

<b>PSY 360 Developmental Psychology</b>	<b>3</b>
<b>PED 253 First Aid, CPR and Care of Athletic Injuries</b>	<b>3</b>
<b>PSY 353 Abnormal Psychology</b>	<b>3</b>
<b>PED 200 Physical Fitness and Wellness</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENT MINIMUM</b>	<b>123</b>

**FOUNDATIONS**

**Dr. Esenc Balam, Dr. Shirley Barnes,  
 Dr. Dyann Bayan, Dr. Vivian W. DeShields**

Foundations of Education Division provides the undergraduate and graduate courses that underpin teacher education programs. The subject matter includes diversity, philosophy, history, human development, educational psychology, learning, motivation, assessment, research, statistics, technology, and information literacy. The Office of Professional Laboratory Experiences, directed by Dr. Vivian DeShields, provides the appropriate applied experiences for candidates.



## **COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

**DR. ANTHONY T. ADAMS, DEAN**

**DR. KATHALEEN AMENDE, ASSOCIATE DEAN**

The College of Liberal Arts and Social Sciences (CLASS), formerly part of the College of Arts and Sciences, was authorized by the Board of Trustees in 2008 and formally established in January 2010. Students complete degrees offered by the six academic departments, including Communications (B.A., Communications), Criminal Justice and Social Sciences (B.S., Criminal Justice), History and Political Science (B.A., History and Political Sciences), Languages and Literatures (B.A., English), Psychology, and Social Work (B.S.W.). The College also offers two master's degree programs: the Master of Arts in History and the Master of Social Work (M.S.W.). The MSW program commenced July 2016 and is sanctioned by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Alabama Commission on Higher Education (ACHE), and the Council on Social Work Education (CSWE). CLASS majors receive a liberal arts education focusing on critical thinking and problem-solving, quantitative literacy, writing and civic engagement. Baccalaureate-level students are prepared to attend graduate and/or professional schools or join the labor force upon the completion of their degrees. By content of offerings, the College of Liberal Arts and Social Sciences would be considered the second oldest college at Alabama State University.

### **PURPOSE AND OBJECTIVES**

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

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

### **DEPARTMENT OF COMMUNICATIONS**

**Dr. L. Simone Byrd, Chair**

**Dr. Ivon Alcime, Dr. William Ashbourne, Dr. Kimberly Baker,  
Mr. Michael Bean, Dr. Burt Buchanan, Dr. Richard Emanuel, Mr. Jonathan Himsel, Mr.  
Emery Kidd, Dr. Carlos Morrison and Ms. Mary Williams**

### **OBJECTIVES**

The mission of the Department of Communications is to provide high-quality, pre-



professional education in the concentration areas of Journalism, Public Relations, Radio/Television, Communication Studies, Recording Industry and Recording Technology, using state of the art technologies, effective teaching methods, and communication scholarship. This program seeks to build on and contribute to a broad liberal arts curriculum in an environment that promotes faculty and student academic excellence, in addition to professional discovery and preparation of students for industry careers and/or advanced educational opportunities.

### **MAJORS AND MINORS**

The department offers programs of study leading to the Bachelor of Arts degree in Communications. Students majoring in communications may concentrate in print journalism, public relations, radio and television, or communication studies, recording industry (Business) and recording industry technology. Minor programs are offered in print journalism, public relations, radio and television, and speech communication.

### **THE COMMUNICATIONS PROGRAM**

Students who chose to concentrate in print journalism, public relations, radio and television, recording industry (business) and recording industry technology are required to meet the following requirements:

- Students admitted into the program must earn a grade of “C” in all major and minor courses.
- Students must maintain a GPA of 2.0 or above throughout their tenure in the program. A student whose GPA falls below 2.0 will be advised to pursue another major
- Students must complete a senior comprehensive performance evaluation throughout the internship program.

Additionally, students majoring in communications must demonstrate mastery of a set of general degree competencies and area of concentration competencies. These competencies are as follows:

#### **General Degree Competencies**

- Demonstrate both a basic understanding of the impact of mass media (i.e., television, radio, newspapers and magazines) on individuals and society and an advanced understanding of the social, political, economic and cultural spheres that affect mass communication processes.
- Demonstrate a general knowledge and understanding of mass media law and how statutes and regulations governing the press affect the specific media of radio, television and print.
- Develop professional skills relative to specific area of concentration through participation in practicum and internship in related media agencies and sites both on and off campus.
- Approach the task of communicating in their personal and professional lives with confidence and competence in critical thinking, listening and analysis, group discussion, oral interpretation, speechmaking, speech writing and speech coaching.



- Develop basic competencies in the recording/entertainment fields.

**Print Journalism Students Must Be Able To:**

1. Report, write and edit news stories for publication in newspapers
2. Operate a 35mm camera
3. Process, print and finish black and white photographs
4. Prepare copy for publication and package copy in proper design and layout
5. Write effective and persuasive editorials based on research, logic and reasoning
6. Research and write creative feature articles for newspapers and magazines
7. Report on city and county government affairs
8. Develop proficiency in the use of the internet in journalism practice
9. Use multi-platform approaches to reaching target audiences
10. Proficient in methods of entrepreneurship in the communication

industry

**Public Relations Students Must Be Able To:**

1. Report, write and edit news stories for publication in newspapers
2. Operate a 35mm camera
3. Process, print and finish black and white photographs
4. Prepare copy for publication and package copy in proper design and layout
5. Understand theories, principles, practices and fundamentals of public relations
6. Develop and distribute news releases, newsletters and other in-house publications
7. Develop marketing, survey and research techniques as part of the public relations campaign
8. Develop approaches and strategies for solving public relations problems
9. Develop proficiency in the use of the internet in public relations practice
10. Use multi-platform approaches to reaching target audiences
11. Proficient in methods of entrepreneurship in the communication industry

**Radio and Television Students Must Be Able To:**

1. Report, write and produce packages and newscasts for radio and television
2. Demonstrate familiarity with current news events and issues
3. Demonstrate effective announcing skills for radio and television
4. Operate studio and field equipment
5. Script produce and direct programs for radio and television
6. Develop problem-solving strategies for programming, scheduling and audience research for effective broadcast management and station operation
7. Develop proficiency in the use of the internet in broadcast journalism practice
8. Use multi-platform approaches to reaching target audiences
9. Proficient in methods of entrepreneurship in the communication industry

**Communication Studies Students Must Be Able To:**

- Understand the application of speech-making as a political and intellectual force in American history
- Apply the principles of discussion methods, group leaderships, and argumentation



and debate when making informed decisions

- Analyze various genres of communication, using appropriate models and theories of rhetorical criticism
- Analyze and orally interpret poetry, drama and other genre of literature in order to communicate both text and context to a specific audience
- Encounter interpersonal situations with knowledge, equanimity and communication competence.
- Write, deliver, interpret and critically analyze text in various communication genres
- Apply effective communication methods and techniques in research, critical thinking and listening, and evaluation of rhetorical acts

#### **Recording Industry Students Must Be Able To:**

- Plan and cost out a concert tour for a major and/or independent musical entity
- Interpret the essential provisions of the commonly used contractual agreements used within the recording industry in order to advise clients
- Demonstrate competence in all operations of a digital audio workstation (DAW), digital plug-ins and virtual instruments
- Operate professional-format pop-concert sound reinforcement equipment
- Compose, arrange, record and produce pop music; and
- Develop career strategies to successfully compete in either the recording or live sound sector of the music industry

#### **Recording Technology Students Must Be Able To:**

- Perform and sequence synthetic audio (MIDI) – in various pop music genres – on a Piano Keyboard Controller
- Demonstrate competence in the standard operations of professional format analog recording equipment
- Demonstrate competence in all operations of a Digital Audio Workstation (DAW), Digital Plug-ins and Virtual Instruments
- Operate professional-format pop-concert sound reinforcement equipment
- Compose, arrange, record and produce pop music; and
- Develop career strategies to successfully compete in either the recording or live sound sector of the music industry

### **WVAS: EDUCATIONAL RADIO STATION**

#### **90.7 FM**

The university's radio station, WVAS, serves as a professional laboratory for students majoring in Communications Media with a specialization in radio and television. The campus newspaper, The Hornet Tribune, is a laboratory for print media students.

### **COMMUNICATIONS CURRICULUM**

#### **(Leading to the Bachelor of Arts Degree in Communications)**

**General Studies**  
(See Pages 71-72)

**42**



**Pre-professional, Major and Elective Courses 22**

<b>CMM 210 Pre-Professional Development</b>	<b>1</b>
<b>CMM 211 Introduction to Communication Media Studies</b>	<b>3</b>
<b>CMM 212 Introduction to Multimedia Newswriting</b>	<b>3</b>
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>or</b>	
<b>CIS 210 Introduction to Computer Systems</b>	<b>3</b>
<b>CMS 200 Voice and Diction</b>	<b>3</b>
<b>Restricted Electives</b>	<b>9</b>

*\*Restricted electives must be chosen in consultation with major adviser.*

**Major Field Requirements 33-36**

*Select one area of concentration from the following:*

**Print Journalism 33**

<b>CMM 213 Introduction to Photojournalism</b>	<b>3</b>
<b>CMM 313 Multimedia Editing</b>	<b>3</b>
<b>CMM 327 Features and Specialized Formats</b>	<b>3</b>
<b>CMM 330 Ethical Issues in Mass Media</b>	<b>3</b>
<b>CMM 344 Opinion Writing and News Blogs</b>	<b>3</b>
<b>CMM 402 Law of Communication</b>	<b>3</b>
<b>CMM 404 Mass Media and Society</b>	<b>3</b>
<b>CMM 418 Beat Reporting across Media</b>	<b>3</b>
<b>CMM 423 Practicum</b>	<b>1</b>
<b>CMM 424 Internship</b>	<b>2-6</b>
<b>Elective Courses (Choose two upper-division CMM courses)</b>	<b>6</b>

**Public Relations 33**

<b>CMM 213 Introduction to Photojournalism</b>	<b>3</b>
<b>CMM 310 Introduction to Public Relations</b>	<b>3</b>
<b>CMM 313 Multimedia Editing</b>	<b>3</b>
<b>CMM 320 Multimedia Writing for Public Relations</b>	<b>3</b>
<b>CMM 321 Multimedia Advertising and Design</b>	<b>3</b>
<b>CMM 330 Ethical Issues in Mass Media</b>	<b>3</b>
<b>CMM 400 Public Relations Campaigns</b>	<b>3</b>
<b>CMM 402 Law of Communication</b>	<b>3</b>
<b>CMM 404 Mass Media and Society</b>	<b>3</b>
<b>CMM 420 Case Studies in Public Relations</b>	<b>3</b>
<b>CMM 423 Practicum</b>	<b>1</b>
<b>CMM 424 Internship</b>	<b>2</b>

**Communication Studies 33**

<b>CMS 208 Introduction to Human Communication</b>	<b>3</b>
<b>CMS 210 Interpersonal Communication</b>	<b>3</b>
<b>CMS 325 Small Group Communication</b>	<b>3</b>
<b>CMS 340 Theories of Persuasion</b>	<b>3</b>





**GENERAL UNDERGRADUATE CATALOG**

<b>CMS 425 Rhetorical Theory and Criticism</b>	<b>3</b>
<b>CMS 490 Communication Studies Internship</b>	<b>3</b>
<b>CMM 330 Ethical Issues in Mass Media</b>	<b>3</b>
<b>CMM 402 Law of Communication</b>	<b>3</b>
<b>CMM 404 Mass Media and Society</b>	<b>3</b>
<b>CMM 420 Case Studies in Public Relations</b>	<b>3</b>
<b>CMM 423 Practicum</b>	<b>1</b>
<b>CMM 424 Internship</b>	<b>2-6</b>

Radio/Television	36
<b>CMM 215 Television Production Skills</b>	<b>3</b>
<b>CMM 244 Radio and Television Newswriting</b>	<b>3</b>
<b>CMM 323 Radio and Television Announcing</b>	<b>3</b>
<b>CMM 324 Radio Programming and Production</b>	<b>3</b>
<b>CMM 330 Ethical Issues in Mass Media</b>	<b>3</b>
<b>CMM 402 Law of Communication</b>	<b>3</b>
<b>CMM 404 Mass Media and Society</b>	<b>3</b>
<b>CMM 408 Electronic Newsgathering</b>	<b>3</b>
<b>CMM 414 Advanced Broadcast News Reporting and Production</b>	<b>3</b>
<b>CMM 415 Broadcast Station Management</b>	<b>3</b>
<b>CMM 423 Practicum</b>	<b>1</b>
<b>CMM 424 Internship</b>	<b>2-6</b>
<b>CMM 425 Advanced Television Production</b>	<b>3</b>
<b>Communication Studies Elective</b>	<b>6</b>

Recording Industry	30
<b>CRT 310 Survey of American Popular Music</b>	<b>3</b>
<b>CRI 241 Survey of the Recording Industry</b>	<b>3</b>
<b>CRI 350 Artist Representation</b>	<b>3</b>
<b>CRI 360 Marketing and Branch Sales in the Recording Industry</b>	<b>3</b>
<b>CRI 361 Public Relations in the Recording Industry</b>	<b>3</b>
<b>CRI 370 Legal Aspects of the Recording Industry</b>	<b>3</b>
<b>CRI 371 Copyright Law</b>	<b>3</b>
<b>CRI 396 Talent Agency and Concert Promotion</b>	<b>3</b>
<b>CRI 450 Entrepreneurship for Recording Industry</b>	<b>3</b>
<b>CRI 497 Senior Seminar in Recording Industry</b>	<b>3</b>

Recording Technology	33
<b>CRI 241 Survey of the Recording Industry</b>	<b>3</b>
<b>CRT 223 Musicianship for Audio Engineers</b>	<b>3</b>
<b>CRT 244 Basic Recording for Audio Engineers</b>	<b>3</b>
<b>CRT 245 Advanced Recording for Audio Engineers</b>	<b>3</b>
<b>CRT 324 Advanced Musicianship for Audio Engineers</b>	<b>3</b>
<b>CRT 325 Musicianship III</b>	<b>3</b>
<b>CRT 338 Digital Audio Workstation (DAW) Theory and Applications</b>	<b>3</b>
<b>CRT 342 Songwriting</b>	<b>3</b>



## GENERAL UNDERGRADUATE CATALOG

<b>CRT 343 Arranging</b>	<b>3</b>
<b>CRT 397 Sound Reinforcement</b>	<b>2</b>
<b>CRT 499 Senior CD Project</b>	<b>1</b>
<b>CRT 339 Audio Production</b>	<b>3</b>

Minor Elective Courses 18

**CRI students will take CMM 330, CMM 404, CMM 423 and CMM 424 and CRI 496 as part of this requirement; CRT students will take CMM 402, CMM 404, CMM 330, CMM 423, CMM 424, CRT 242, CRT 310, CRT 415 and CRT 416 as part of this requirement. CMM students can also select CMM 405, CMM 412, CMM 300 and CMM 440, 450 and other Concentrations.**

Foreign Language 6

**Choose one language, either French or Spanish.**

TOTAL SEMESTER HOUR REQUIREMENTS 120-123

### PRINT JOURNALISM MINOR

***Eighteen hours are required for a minor in Print Journalism.***

Required Courses 18

**CMM 211 Introduction to Communication Media Studies** **3**

**CMM 212 Multimedia Newswriting** **3**

**CMM 313 Multimedia Editing** **3**

**CMM 327 Features and Specialized Formats** **3**

**CMM 418 Beat Reporting Across Media** **3**

**CMM 430 Introduction to Communications Research Methods** **3**

TOTAL SEMESTER HOUR REQUIREMENTS 18

### PUBLIC RELATIONS MINOR

***Twenty-one hours are required for a minor in Public Relations.***

Required Courses 21

**CMM 211 Introduction to Communication Media Studies** **3**

**CMM 212 Multimedia Newswriting** **3**

**CMM 310 Introduction to Public Relations** **3**

**CMM 313 Multimedia Editing** **3**

**CMM 320 Multimedia Writing for Public Relations** **3**

**CMM 321 Multimedia Advertising & Design** **3**

**CMM 430 Introduction to Communications Research Methods** **3**

TOTAL SEMESTER HOUR REQUIREMENTS 21

### RADIO/TELEVISION MINOR

***Eighteen hours are required for a minor in Radio/Television.***

Required Courses 18

**CMM 211 Introduction to Communication Media Studies** **3**

**CMM 212 Multimedia Newswriting** **3**

**CMM 244 Radio and Television Newswriting** **3**



<b>CMM 215 Television Production Skills</b>	<b>3</b>
<b>Or</b>	
<b>CMM 324 Radio Programming and Production</b>	<b>3</b>
<b>CMM 323 Radio and Television Announcing</b>	<b>3</b>
<b>CMM 408 Electronic Newsgathering</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

**COMMUNICATION STUDIES MINOR**

*Eighteen hours are required for a minor in speech communication. Twelve hours must come from the required major courses and six hours must come from the major course electives.*

<b>Required Courses</b>	<b>18</b>
<b>Major Courses</b>	<b>12</b>
<b>Major Course Electives</b>	<b>6</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

**RECORDING INDUSTRY MINOR**

*Eighteen hours are required for a minor in Recording Industry.*

Required Courses	18
<b>CMM 211 Introduction to Communication Media Studies</b>	<b>3</b>
<b>CRI 241 Recording Industry Survey</b>	<b>3</b>
<b>CRI 350 Artist Representation</b>	<b>3</b>
<b>CRI 370 Legal Aspects of the Recording Industry</b>	<b>3</b>
<b>CRI 371 Copyright Law</b>	<b>3</b>
<b>CRI 396 Talent Agency and Concert Promotion</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

**RECORDING TECHNOLOGY MINOR**

*Eighteen hours are required for a minor in Recording Technology.*

Required Courses	18
<b>CMM 211 Introduction to Communication Media Studies</b>	<b>3</b>
<b>CRT 223 Musicianship for Audio Engineers</b>	<b>3</b>
<b>CRT 244 Basic Recording for Audio Engineers</b>	<b>3</b>
<b>CRT 245 Advanced Recording for Audio Engineers</b>	<b>3</b>
<b>CRT 324 Advanced Musicianship for Audio Engineers</b>	<b>3</b>
<b>CRT 338 DAW Theory and Applications</b>	<b>3</b>
<b>CRT 339 Audio Production</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>



**DEPARTMENT OF HISTORY AND POLITICAL SCIENCE**

**Dr. Derryn Moten, Chair**

**Dr. Sabella Abidde, Dr. Carol Ann B. Dennis, Dr. Bertis English,  
Dr. Mehdi Estakhr, Dr. Joseph Freedman, Dr. David Harmon,  
Dr. Alecia D. Hoffman, Dr. Aaron Horton, Dr. Michael Markus,  
Dr. William Taylor, Dr. Regina Moorer**

**OBJECTIVES**

The department of history and political science provides curricula designed to prepare students to achieve their academic, professional and career goals.

Students gain an appreciation and understanding of civilizations from the study of history, geography, and political behavior, processes, structures and institutions. Student-centered, the department’s interactive instruction is complemented by research and community service. The department provides supportive, high-quality courses for the university’s general studies, teacher education and other academic programs.

**MAJORS AND MINORS**

The department offers Bachelor of Arts degrees in history and political science. Minor programs are offered in African-American studies, history, legal studies, political science and public administration. The department cooperates with the College of Education to offer programs of study leading to the Bachelor of Science degree with teacher certification in history and social science.

**HISTORY PROGRAM**

The history program is designed to provide students with an understanding of the major historical periods, events and personalities, and the methodological approaches and techniques used by historians to discover, organize, synthesize, interpret and present historical facts. The bachelor’s degree in history prepares students for graduate study in history and related disciplines and for careers in teaching and public service. All majors are required to take the Senior Comprehensive Examination in history before they can be recommended for graduation.

**HISTORY CURRICULUM**

**(Leading to the Bachelor of Arts Degree)**

**General Studies** **42**  
(See Pages 71-72)

*History majors must take the World History course sequence (HIS131-132).*

Pre-professional, Major and Elective Courses	21
<b>CMS 205 Public Speaking</b>	<b>3</b>
<b>POS 207 American Government</b>	<b>3</b>
<b>CIS 205 Computer Information Systems</b>	<b>3</b>



**GENERAL UNDERGRADUATE CATALOG**

or

**CSC 210 Introduction to Computer Science 3**

**HIS 251 History of the United States I 3**

**HIS 252 History of the United States II 3**

**ENG 303 Advanced Grammar 3**

or

**ENG 318 Advanced Composition 3**

**Geography Elective 3**

Required Major Courses 6

**HIS 350 African-American History to 1877 3**

**HIS 400 Historiography 3**

Major Course Electives 18

**Select 18 hours from the courses listed below.**

**HIS 303 Ancient History 3**

**HIS 319 African History: Ancient History to 1945 3**

**HIS 321 History of England I 3**

**HIS 322 History of England II 3**

**HIS 330 History of Latin America 3**

**HIS 360 Medieval History 3**

**HIS 402 Slavery and the Abolitionist Movement 3**

**HIS 404 The Civil Rights Movement and the Black Power Revolt 3**

**HIS 415 Renaissance and Reformation 3**

**HIS 419 Europe Since 1815 3**

**HIS 425 Russian History: 1917 to 1991 3**

**HIS 450 African-American Search for Identity 3**

**HIS 452 The Colonial Period in American History 3**

**HIS 460 Civil War and Reconstruction 3**

**HIS 470 Twentieth Century United States History to 1945 3**

**HIS 471 Twentieth Century United States History after 1945 3**

**HIS 480 Economic History of the United States 3**

**HIS 485 History Internship 1-3**

**HIS 490 History of Alabama and the South 3**

Minor Courses 18

**In lieu of this requirement, History and Secondary Education majors must choose advisor approved education courses.**

Foreign Language 12

**Majors are required to complete 12 hours of a single foreign language.**

**In lieu of this requirement, History and Secondary Education majors must choose advisor approved education courses.**

General Electives 3

**TOTAL SEMESTER HOUR REQUIREMENTS 120**

**HISTORY MINOR**

**Eighteen hours are required for a minor in History.**



## GENERAL UNDERGRADUATE CATALOG

Required Courses	12
<b>HIS 251 History of the United States I</b>	<b>3</b>
<b>HIS 252 History of the United States II</b>	<b>3</b>
<b>HIS 350 African-American History to 1877</b>	<b>3</b>
or	
<b>HIS 450 African-American Search for Identity</b>	<b>3</b>
<b>HIS 415 Renaissance and Reformation</b>	<b>3</b>
or	
<b>HIS 419 Europe Since 1815</b>	<b>3</b>
 Elective	 6
<b>Select six hours from the courses listed below.</b>	
<b>HIS 303 Ancient History</b>	<b>3</b>
<b>HIS 319 African History: Ancient History to 1945</b>	<b>3</b>
<b>HIS 321 History of England I</b>	<b>3</b>
<b>HIS 322 History of England II</b>	<b>3</b>
<b>HIS 330 History of Latin American</b>	<b>3</b>
<b>HIS 360 Medieval History</b>	<b>3</b>
<b>HIS 400 Historiography</b>	<b>3</b>
<b>HIS 402 Slavery and the Abolitionist Movement</b>	<b>3</b>
<b>HIS 404 The Civil Rights Movement and the Black Power Revolt</b>	<b>3</b>
<b>HIS 425 Russian History: 1917 to 1991</b>	<b>3</b>
<b>HIS 460 Civil War and Reconstruction</b>	<b>3</b>
<b>HIS 470 Twentieth Century United States History to 1945</b>	<b>3</b>
<b>HIS 471 Twentieth Century United States History after 1945</b>	<b>3</b>
<b>HIS 480 Economic History of the United States</b>	<b>3</b>
<b>HIS 485 History Internship</b>	<b>1-3</b>
<b>HIS 490 History of Alabama and the South</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

<b>HIS 404 The Civil Rights Movement and the Black Power Revolt</b>	<b>3</b>
<b>MUS 445 African-American Musicology</b>	<b>2</b>
<b>REL 426 Religion and the Black Experience in America</b>	<b>3</b>
<b>SOC 430 Race and Ethnic Relations</b>	<b>3</b>
<b>CMM 422 Seminar: Minorities in the Media</b>	<b>3</b>
<b>CMM 404 Mass Media and Society</b>	<b>3</b>
<b>THE 428 African American Drama</b>	<b>3</b>

### AFRICAN-AMERICAN STUDIES MINOR

*Eighteen hours are required a minor in African-American Studies.*

Required Courses	9
<b>HIS 350 African-American History to 1877</b>	<b>3</b>
<b>HIS 450 African-American Search for Identity</b>	<b>3</b>
<b>POS 312 Blacks in the American Political System</b>	<b>3</b>



Electives	9
<i>Select 9 hours from the courses listed below.</i>	
<b>ART 309 Introduction to African-American Art</b>	<b>3</b>
<b>ENG 307 Black Literature</b>	<b>3</b>
<b>HIS 319 African History: Ancient History to 1945</b>	<b>3</b>
<b>HIS 402 Slavery and the Abolitionist Movement</b>	<b>3</b>
Required Courses	9
<b>HIS 350 African-American History to 1877</b>	<b>3</b>
<b>HIS 450 African-American Search for Identity</b>	<b>3</b>
<b>POS 312 Blacks in the American Political System 3</b>	
Electives	9
<b>ART 309 Introduction to African-American Art</b>	<b>3</b>
<b>ENG 307 Black Literature</b>	<b>3</b>
<b>HIS 319 African History: Ancient History to 1945</b>	<b>3</b>
<b>HIS 402 Slavery and the Abolitionist Movement</b>	<b>3</b>
<b>HIS 404 The Civil Rights Movement and the Black Power Revolt</b>	<b>3</b>
<b>MUS 445 African-American Musicology</b>	<b>2</b>
<b>REL 426 Religion and the Black Experience in America</b>	<b>3</b>
<b>SOC 430 Race and Ethnic Relations</b>	<b>3</b>
<b>CMM 422 Seminar: Minorities in the Media</b>	<b>3</b>
<b>CMM 404 Mass Media and Society</b>	<b>3</b>
<b>THE 428 African American Drama</b>	<b>3</b>

**TOTAL SEMESTER HOUR REQUIREMENTS** **18**

**POLITICAL SCIENCE PROGRAM**

The program of study in political science concentrates on institutions, behavior, processes and doctrines in governmental and authoritative settings. It provides students with an understanding of governmental institutions and processes. The bachelor's degree in Political Science prepares students for graduate study in political science and public administration. The program also prepares students for law school and careers in law. Political Science is an excellent field of study for students interested in career opportunities in public service, teaching, law, law enforcement, and foreign service. All majors are required to complete the Senior Comprehensive Examination in political science before they can be recommended for graduation.

**POLITICAL SCIENCE CURRICULUM (Leading to the Bachelor of Arts Degree)**

**General Studies** **42**  
 (See Pages 71-72)



## GENERAL UNDERGRADUATE CATALOG

Pre-professional, Major and Elective Courses	21
<b>SOC 110 Introduction to Sociology</b>	<b>3</b>
<b>POS 207 American Government</b>	<b>3</b>
<b>POS 218 State and Local Government</b>	<b>3</b>
<b>ENG 218 Intermediate Composition</b>	<b>3</b>
<b>PSY 251 General Psychology</b>	<b>3</b>
<b>HIS 251 History of the United States I</b>	<b>3</b>
<b>HIS 252 History of the United States II</b>	<b>3</b>

Required Support Courses	6
<b>SOC 222 Computer Applications in the Social Sciences</b>	<b>3</b>
<b>CMS 205 Public Speaking</b>	<b>3</b>

Required Major Courses	21
<b>POS 300 Statistics for Political Science</b>	<b>3</b>
<b>POS 308 Comparative Political Systems</b>	<b>3</b>
<b>POS 309 Scope and Methods in Political Science</b>	<b>3</b>
<b>POS 311 American Foreign Policy</b>	<b>3</b>
<b>POS 401 Ancient and Medieval Political Thought</b>	<b>3</b>
or	
<b>POS 402 Early Modern Political Thought</b>	<b>3</b>
or	
<b>POS 403 Contemporary Political Ideologies</b>	<b>3</b>
<b>POS 407 American Constitutional Law I</b>	<b>3</b>
or	
<b>POS 408 American Constitutional Law II</b>	<b>3</b>
<b>POS 430 Seminar in Political Science</b>	<b>3</b>

Major Course Electives	9
<i>Select 9 hours from the courses listed below.</i>	
<b>POS 220 American Political Parties</b>	<b>3</b>
<b>POS 310 Politics in Developing Nations</b>	<b>3</b>
<b>POS 312 Blacks in the American Political System</b>	<b>3</b>
<b>POS 313 African Political Systems</b>	<b>3</b>
<b>POS 314 International Relations</b>	<b>3</b>
<b>POS 320 Introduction to Public Administration</b>	<b>3</b>
<b>POS 321 Principles of Public Administration</b>	<b>3</b>
<b>POS 322 Introduction to Public Policy</b>	<b>3</b>
<b>POS 323 Introduction to Planning</b>	<b>3</b>
<b>POS 324 Public Personnel Administration</b>	<b>3</b>
<b>POS 325 Public Law</b>	<b>3</b>
<b>POS 326 Public Budgeting and Management</b>	<b>3</b>
<b>POS 404 The American Legal System</b>	<b>3</b>
<b>POS 410 Urban Politics and Administration</b>	<b>3</b>
<b>POS 420 International Law</b>	<b>3</b>
<b>POS 430 Seminar in Political Science</b>	<b>3</b>
<b>POS 480 Political Science Internship</b>	<b>3</b>





## GENERAL UNDERGRADUATE CATALOG

Minor Courses	18
Foreign Language	6
<i>Majors are required to complete 6 hours of a single foreign language.</i>	
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>123</b>

### POLITICAL SCIENCE MINOR

*Eighteen hours are required for a minor in political science.*

#### Required Courses

	<b>9</b>
<b>POS 207 American Government</b>	<b>3</b>
<b>POS 218 State and Local Government</b>	<b>3</b>
<b>POS 309 Scope and Methods in Political Science</b>	<b>3</b>
Electives	9
<b>TOTAL SEMESTER HOUR REQUIREMENT</b>	<b>18</b>

### PUBLIC ADMINISTRATION MINOR

*Eighteen hours are required for a minor in Public Administration.*

#### Required Courses

	9
<b>POS 320 Introduction to Public Administration</b>	<b>3</b>
<b>POS 321 Principles of Public Administration</b>	<b>3</b>
<b>POS 322 Introduction to Public Policy</b>	<b>3</b>
Electives	9
<i>Select 9 hours from the courses listed below.</i>	
<b>POS 312 Blacks in the American Political System</b>	<b>3</b>
<b>POS 323 Introduction to Planning</b>	<b>3</b>
<b>POS 324 Public Personnel Administration</b>	<b>3</b>
<b>POS 325 Public Law</b>	<b>3</b>
<b>POS 326 Public Budgeting and Management</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

### LEGAL STUDIES MINOR

*Eighteen hours are required for a minor in Legal Studies.*

#### Required Courses

	9
<b>CRJ 249 Criminal Law I</b>	<b>3</b>
<b>ENG 318 Advanced Composition</b>	<b>3</b>
<b>POS 404 The American Legal System</b>	<b>3</b>
Electives	9
<i>Select 9 hours from the courses listed below.</i>	
<b>CRJ 247 Introduction to the American Court System</b>	<b>3</b>
<b>HIS 251 History of the U.S. I</b>	<b>3</b>
<b>MGT 255 Business Law/Legal Environment I</b>	<b>3</b>



<b>CRJ 349 Criminal Law II</b>	<b>3</b>
<b>CRJ 351 Legal Rights of the Convicted</b>	<b>3</b>
<b>MGT 356 Business Law/Legal Environment II</b>	<b>3</b>
<b>CMM 402 Law of Communications</b>	<b>3</b>
<b>POS 407 American Constitutional Law I</b>	<b>3</b>
<b>POS 408 American Constitutional Law II</b>	<b>3</b>
<b>POS 420 International Law</b>	<b>3</b>
<b>CRJ 455 Law of Evidence</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

**DEPARTMENT OF LANGUAGES AND LITERATURES**

Dr. Jacqueline Trimble, Chair

Dr. Lamya Almas, Kathaleen E. Amende, Dr. Jesseca Cornelson, Dr. John Craig, Ms. Phadra Foster, Dr. Kavon Franklin, Dr. Ruben Gonzalez, Dr. Mark Hill, Dr. Marta Holliday, Dr. Clement Ndulute, Dr. Summer O’Neal, Dr. Lynne Schneider, Dr. Rusty Spell, Dr. Sandra Staton-Taiwo, Dr. Felicia Taylor, Dr. Robert White

**MISSION**

The Department of Languages and Literatures at Alabama State University advances the study of literature, writing, philosophy, humanities, and foreign languages. Our mission is to assist students in developing the analytical, critical and linguistic skills necessary for their ethical participation in an increasingly global and technologically advanced culture while providing them with a breadth and depth of knowledge in languages, literature and literary history. In carrying out its mission, the department provides a high quality educational experience for a diverse population of students pursuing majors and minors in English, language arts, writing, and foreign languages. Through effective teaching, opportunities for service, and excellence in research, the department seeks to offer an exceptional foundational education in an environment that enables students to discover and develop their intellectual capabilities so that they may compete successfully in the workplace or in graduate and professional school and beyond.

**MAJORS AND MINORS**

The department provides a program leading to the Bachelor of Arts degree in English. Generally, students who enroll in the B.A. curricula anticipate doing further study in a graduate or professional school. The department works cooperatively with the College of Education to provide programs leading to the Bachelor of Science degree in English education and language arts for students who plan to teach in secondary and middle schools.

The department offers minors in English literature, writing, film studies, French and Spanish. The general minor in literature is designed primarily for students wishing a grounding in the basics of English and American literature. The writing minor is for students needing or wishing concentrated practice in various types of writing tasks. The film studies minor is



offered in conjunction with the Department of Communication. The minor is designed for students interested in understanding film analysis and film production.

Service courses are offered in all subject areas in which majors and minors are offered and in humanities and philosophy. All majors are required to complete the Senior Comprehensive Examination and/or a performance evaluation in their respective disciplines before they can be recommended for graduation.

**ADVISING**

This department encourages all its students to seek academic advisement prior to registering for classes each semester. Students declaring a major taught in this department are assigned an adviser.-Complexities arising from the need to meet both university and state requirements in certain programs make it advisable for students to work out their study program with their advisers. Following this practice will save students worry, time and money by eliminating costly errors and delays in completing their academic programs. In particular, students who are seeking certification to teach at secondary schools with an emphasis in one of the programs offered in this department are advised to work closely with an adviser in this department.

**ENGLISH**

The major in English, which leads to a Bachelor of Arts degree, requires students to complete a series of courses that emphasize both American and British literature. Students in this program work at developing their verbal skills and at arriving at a fuller knowledge of themselves, their literary heritage, and their culture. Typically, students graduating from our program will be ready to pursue graduate studies in English or to enter a variety of professional studies such as law, business management, journalism and other fields requiring a sound preparation in liberal studies. Students who major in English must also complete a concentration offered in the department or a minor. English majors are to confer with their academic advisers regarding the choice of a minor or concentration.

**ENGLISH CURRICULUM**

**(Leading to the Bachelor of Arts degree with a major in English)**

<b>General Studies</b>	<b>42</b>
(See Pages 71-72)	
<b>Pre-professional, Major and Elective Courses</b>	<b>15</b>
<b>Adviser-approved elective</b>	<b>3</b>
<b>ENG 219 Introduction to Research Methods</b>	<b>3</b>
<b>*PHL 363 Introduction to Philosophy</b>	<b>3</b>
<b>or</b>	
<b>*PHL 364 Introduction to Ethics</b>	<b>3</b>
<b>*CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>or</b>	
<b>*CSC 210 Introduction to Computer Science</b>	<b>3</b>
<b>*PHL 201 Logical Reasoning</b>	<b>3</b>

\*In lieu of these requirements, English and Secondary Education majors must chose advisor approved



education courses.

**Major Requirements** 36-42

English and Secondary Education majors must choose the following courses in completion of the major: ENG 218, 219, 220, 240, 303, 321, 322, 331, 332, 423, ENG Elective (advisor approved elective), THE 426, THE 427, or THE 450, CMM 212 (42 hours).

Required Courses

<b>ENG 275 Introduction to Literary Studies</b>	<b>3</b>
<b>ENG 240 Introduction to Literary Theory</b>	<b>3</b>
<b>ENG 307 African-American Literature</b>	<b>3</b>
<b>ENG 423 Shakespeare</b>	<b>3</b>

*Students must choose 24 (9 hours of British and/or World Literature, with at least 3 hours of British and at least 3 hours at the 300 level or above; 9 hours of American literature, with at least 3 hours at the 300 level or above; and 6 hours of adviser-approved English or foreign language literature electives at the 200 level or above) from among the following courses:*

<b>ENG 230 World Literature</b>	<b>3</b>
<b>ENG 321 Early British Literature</b>	<b>3</b>
<b>ENG 322 Early Modern British Literature, excl. Shakespeare</b>	<b>3</b>
<b>ENG 331 Colonial and Early National American Literature</b>	<b>3</b>
<b>ENG 332 Nineteenth-Century American Literature</b>	<b>3</b>
<b>ENG 333 Modern and Contemporary American Literature*</b>	<b>3</b>
<b>ENG 340, 341 Special Topics in Literary Theory</b>	<b>3</b>
<b>ENG 360, 361 Special Topics in Gender Studies</b>	<b>3</b>
<b>ENG 370, 371 Special Topics in Multicultural Literature</b>	<b>3</b>
<b>ENG 440, 441 Special Topics in Literature in Translation</b>	<b>3</b>
<b>ENG 418, 419 Seminar in Writing and Rhetoric</b>	<b>3</b>
<b>ENG 444, 341 Seminar in Critical Theory</b>	<b>3</b>
<b>ENG 460, 461 Seminar on Topics in Literature</b>	<b>3</b>

Electives 6  
(6 hours of adviser-approved English or foreign language literature electives at the 200 level or above.)

**Minor or Concentration** 12-18

In lieu of this requirement, English and Secondary Education majors must choose advisor approved education courses.

**Major Course Elective** 3

**Foreign Language** 9

In lieu of this requirement, English and Secondary Education majors must choose advisor approved education courses.

**General Elective(s)** 3

*Courses in this category are to be chosen in consultation with one's major adviser.*

**TOTAL SEMESTER HOUR REQUIREMENTS** 120



**ENGLISH MINOR**

English Literature

This minor is designed for students wishing grounding in the basics of English and American literature. This core can be easily built up into a full English major later, without loss of credits.

*Eighteen hours are required for a minor in English.*

<b>Required Courses</b>	<b>15</b>
<b>ENG 219 Introduction to Research Methods</b>	<b>3</b>
<b>ENG 321, 322, 323, 331, or 332</b>	<b>6</b>
<b>ENG 307, 340, 341, 360, 361, 370, 371, 440, or 441</b>	<b>3</b>
<b>ENG 418, 419, 444, 445, 460, or 461</b>	<b>3</b>
Electives	3
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

*\*Students may choose either 324 or 332, but not both; either 325 or 333, but not both.*

**ENGLISH MINOR IN WRITING**

Students planning on careers in law, business, teaching, and other fields in which writing skills are vital should consider this minor.

*Eighteen hours are required for a minor in Writing.*

<b>Required Courses</b>	<b>18</b>
<b>ENG 219 Introduction to Research Methods</b>	<b>3</b>
<b>ENG 220 Introduction to Linguistics</b>	<b>3</b>
<b>ENG 303 Advanced Grammar</b>	<b>3</b>
<b>ENG 318 Advanced Composition</b>	<b>3</b>
<b>ENG 319 Creative Writing</b>	<b>3</b>
<b>ENG 328 Technical and Professional Writing</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

**FRENCH MINOR**

*Eighteen hours are required for a minor in French.*

<b>Required Courses</b>	<b>15</b>
<b>FLF 141 French I</b>	<b>3</b>
<b>FLF 142 French II</b>	<b>3</b>
<b>FLF 241 French III</b>	<b>3</b>
<b>FLF 242 French IV</b>	<b>3</b>
<b>FLF 342 Survey of French Literature II</b>	<b>3</b>
Electives	<b>3</b>



FLF 341 Survey of French Literature I	3
FLF 343 Survey of French Literature III	3
FLF 441 Contemporary French Literature	3

**TOTAL SEMESTER HOURS REQUIREMENTS 18**

**SPANISH MINOR**

*Eighteen hours are required for a minor in Spanish.*

**Required Courses 12**

FLS 161 Spanish I	3
FLS 162 Spanish II	3
FLS 261 Spanish III	3
FLS 262 Spanish IV	3

Electives 6 Hours

Electives (6 hours)

**Select three credit hours from the courses below.**

FLS 263 Spanish Conversation and Phonology	3
FLS 264 Advanced Grammar and Composition	3
FLS 265 Spanish Civilization	3

**Select three credit hours from the courses below.**

FLS 362 Survey of Spanish Literature I	3
FLS 365 Survey of Spanish-American Literature I	3
FLS 366 Survey of Spanish –American Literature II	3

**TOTAL SEMESTER HOUR REQUIREMENTS 18**

**FILM STUDIES MINOR**

**Eighteen hours are required for a minor in Film Studies.**

Required Courses 12

ENG 375 Introduction to Film Studies	3
ENG 376 Film Theory	3
ENG 377 Film History	3
ENG 442 Special Topics in Film Studies	3

Electives 6

**Select any two of the following courses (3)**

CMM 213 Basic Photography	3
CMM 215 TV Production Skills	3
CMM 330 Ethical Issues in Mass Media	3
CMM 404 Mass Media and Society	3
ENG 320 Drama on the Stage and Screen	3

**TOTAL SEMESTER HOUR REQUIREMENTS 18**



**DEPARTMENT OF SOCIAL WORK****Dr. Turenza Jones-Smith, Interim Chair****Ms. Tracy Pressley, LICSW, PIP, BSW Program Director****Dr. Tabitha Brookins, Dr. Herbert Burson, Dr. Katina Lang-Lindsey, Dr. Denise Davis-Maye, Ms. Kianna Webb-Robinson**

Social work was first organized as a major area of study at Alabama State University in 1974. The department was accredited by the Council on Social Work Education at the baccalaureate level in 1989 and was affirmed in 1992. The social work program gained full status as a separate academic department in the fall of 1994 and was reaffirmed in 2000 and 2008 for an eight-year period. The BSW Program is currently in the midst of the 2017 re-affirmation process. It is the only accredited Bachelor of Social Work (BSW) program in the Montgomery area.

**The Bachelor of Social Work Program Mission**

The BSW program's mission is to prepare students to practice entry-level social work in a competent and effective manner. Students will be able to apply critical thinking skills to their understanding of and commitment to alleviating social problems nationally and internationally particularly those that are unique to Alabama's poor and oppressed communities.

The primary goal of the Department of Social Work is to prepare competent and effective, beginning level professional practitioners who are knowledgeable and will serve as leaders in the areas of service delivery to individuals, families, groups, organizations and communities. The goals of the Alabama State University Bachelor Social Work (BSW) Program are derived directly from its mission statement.

Department of Social Work seeks to prepare students in the following ways:

**The Goals of the Bachelor of Social Work Program.**

- The program will produce competent beginning level social work practitioners who identify as a professional social worker, who understand and can apply critical thinking skills to enhance human well-being, alleviate poverty and oppression and promote social and economic justice through advocacy at all levels of practice;
- The program will prepare students to use an ecological systems perspective and a problem-solving approach in their practice with individuals, families, groups, organizations, and communities;
- The program will prepare students to practice in a variety of geographical areas, with an understanding of the social and cultural diversity that exists nationally and internationally;
- The program will prepare students to practice in a manner consistent with the values and ethics of the profession and demonstrate self-awareness of personal values in order to maintain the primacy of professional values in guiding practice;
- The program will use available opportunities, resources, supervision and consultation to continue students' professional development through career-long learning;



- The program will prepare students for policy practice and enable them to help develop and implement policies that advance social well-being;
- The program will prepare students to demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues;
- The program will prepare students to engage diverse client groups, assess client needs using a person-in-environment perspective, utilize existing interventions, or create new interventions tailored to meet specific client needs, and to conduct ongoing evaluation of their own practice; and
- The program will prepare students to engage in research-informed practice and to use evidence-based practice to generate new research to improve practice, policy, and social service delivery.

### **SOCIAL WORK DEPARTMENT ADMISSIONS POLICY**

In order to be admitted to the Department of Social Work, students must present evidence of having met the following university requirements for exit from University College:

- Twenty-four (24) credit hours in the General Studies, including English (ENG 131 and ENG 132) and Orientation (ORI 100)
- A cumulative GPA of 2.0 or better
- Department of Social Work is in receipt of the student's University College file.

#### **Additionally, the student must:**

- Complete the Introduction to Social Work course with a grade of at least "C"
- Submit a completed application and a self-assessment survey to include the essay portion
- Attend an interview session with the admissions committee composed of department of social work faculty.

The student's application and supporting documents are reviewed by the admissions committee and a discussion of the student's interest and suitability for the profession is completed. As soon as the review is completed and a recommendation is made, the student is informed by the chairperson whether they are admitted to the program and then assigned a faculty adviser.

Non-admittance means that the student is not eligible to enroll in upper level social work courses (the professional foundation). Students have a right to appeal the decision of the committee using the grievance procedures found in the Social Work Program Student Handbook.

**FIELD EDUCATION:** Field education provides students the opportunity to engage in supervised social work activities and practice experiences in the application of practice principles, values and ethics of the profession and theory and skills acquired in professional foundation courses in CSWE approved settings.

In order to be admitted to the field education component of the curriculum, students must have satisfactorily completed all required Social Work core course work with a grade of "C"





or better.

**SOCIAL WORK CURRICULUM**  
(Leading to the Bachelor of Social Work degree)

**General Studies** **42**  
(See Pages 71-72)

*Social Work majors must choose the following core courses:*

<b>BIO 127 General Biology and Laboratory</b>	<b>3</b>
<b>BIO 128 General Biology and Laboratory</b>	<b>3</b>
<b>**ENG 209 Introduction to Literature I</b>	<b>3</b>
<b>**ENG 210 Introduction to Literature II</b>	<b>3</b>
<b>**HIS 131 World History</b>	<b>3</b>
<b>**HIS 132 World History</b>	<b>3</b>
<b>PSY 251 General Psychology</b>	<b>3</b>
<b>SOC 110 Introduction to Sociology</b>	<b>3</b>

**\*\*All students must complete either the entire six hour literature sequence or the entire six hour history sequence. All students must take a minimum of one literature course and one history course.**

Pre-professional, Major and Elective Courses	21
<b>ANT 113 Societies Around the World</b>	<b>3</b>
or	
<b>ANT 328 Cultural Anthropology</b>	<b>3</b>
<b>ECO 254 Introduction to Economics</b>	<b>3</b>
<b>ENG 218 Intermediate Composition</b>	<b>3</b>
or	
<b>ENG 328 Technical and Professional Writing</b>	<b>3</b>
<b>POS 218 State and Local Government</b>	<b>3</b>
<b>SOC 213 Social Problems</b>	<b>3</b>
<b>SSC 361 Social Science Statistics</b>	<b>3</b>
<b>CMS 200 Voice and Diction or CMS 205 Public Speaking</b>	<b>3</b>
Required Support Courses	6
<b>PHL 210 Logical Reasoning</b>	<b>3</b>
<b>SOC 222 Computer Applications in the Social Sciences</b>	<b>3</b>
Required Major Courses	37
<b>SWK 220 Introduction to Social Work</b>	<b>3</b>
<b>SWK 221 Social Work Communications</b>	<b>3</b>
<b>SWK 322 Human Behavior and Social Environment I</b>	<b>3</b>
<b>SWK 323 Human Behavior and Social Environment II</b>	<b>3</b>
<b>SWK 356 Social Welfare Policy and Services I</b>	<b>3</b>
<b>SWK 357 Social Welfare Policy and Services II</b>	<b>3</b>
<b>SWK 450 Applied Research</b>	<b>3</b>



## GENERAL UNDERGRADUATE CATALOG

<b>SWK 463 Field Instruction I</b>	<b>4</b>
<b>SWK 464 The General Method of Social Work Practice I</b>	<b>3</b>
<b>SWK 465 Field Instruction II</b>	<b>4</b>
<b>SWK 466 The General Method of Social Work Practice II</b>	<b>3</b>
<b>SWK 467 Field Instruction Seminar I</b>	<b>1</b>
<b>SWK 468 Field Instruction Seminar II</b>	<b>1</b>
Major Electives	6
<b>SWK 230 Social Work in Health Settings</b>	<b>3</b>
<b>SWK 354 Child Welfare</b>	<b>3</b>
<b>SWK 370 Social Work with the Aged</b>	<b>3</b>
<b>SWK 455 Social Work with Families</b>	<b>3</b>
General Elective	8
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>120</b>

### MINOR IN SOCIAL WELFARE

This course of study is designed for students who will be future participants in the political arena, on agency boards, employees of organizations and agencies that have social concerns, and participating citizens who want to have informed understandings and perspectives of individuals, families, groups and communities, their social and economic need and societal response to need.

Through this curriculum, students will come to understand the person as evolving through his/her interaction with the social environment, an understanding essential for comprehending human need and appropriate societal response. The minor in social welfare equips students with a framework for analyzing present social welfare policy and programs and skill in formulating and advocating for alternative policies.

*Eighteen hours are required for a minor in Social Welfare.*

<b>Required Courses</b>	<b>15</b>
<b>SWK 220 Introduction to Social Work</b>	<b>3</b>
<b>SWK 356 Social Welfare Policy and Services I</b>	<b>3</b>
<b>SWK 357 Social Welfare Policy and Services II</b>	<b>3</b>
<b>SWK 322 Human Behavior and Social Environment I</b>	<b>3</b>
<b>SWK 323 Human Behavior and Social Environment II</b>	<b>3</b>
<b>SWK 354 Child Welfare or other approved elective from below</b>	<b>3</b>
Elective Course (choose one of following)	3
<b>SWK 230 Social Work in Health Care Settings</b>	<b>3</b>
<b>SWK 370 Social Work with the Aged</b>	<b>3</b>
<b>SWK 455 Social Work with Families</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

*Introduction to Social Work is required before taking any social work courses.*



*Sequential classes must be taken in numerical order.*

**DEPARTMENT OF CRIMINAL JUSTICE AND SOCIAL SCIENCES**

**Dr. Paul O. Erhunmwunsee, Chair**

**Delilah Dotremon, Dr. Seela Aladuwaka, Dr. Ram Alagan, Dr. Elisha Dung,  
Dr. Gerald Bennett, Dr. Brenda Gill, Dr. Larry Spencer, Dr. Jesse McKinnon**

**OBJECTIVES**

The Department of Criminal Justice and Social Sciences offers curricula designed to provide students with an understanding of and an ability to apply theoretical frameworks and methodological tools for the analysis of (1) culture, social behavior, and social change in micro and macro social structures and (2) the institutions, processes and current practices in the administration of criminal justice. The department aims to prepare students for graduate and professional study in criminology, criminal justice, Correction, and Juvenile Justice, law and related fields, and in Geography, Sociology and for professional employment in criminal justice, social welfare, education, government and business.

**MAJORS AND MINORS**

The department offers the Bachelor of Science degree in criminal justice. The Criminal Justice Program has four areas of specialization: criminology, corrections, juvenile justice and law enforcement. Minor programs are offered in criminal justice, sociology, and geography. The department cooperates with the College of Education in offering a baccalaureate program of study leading to teacher certification in social science. Students majoring in criminal justice are required to take a Major Field Test before they can be recommended for graduation.

**CRIMINAL JUSTICE CURRICULUM (Leading to the Bachelor of Science Degree)**

**General Studies** **42**

(See Pages 71-72)

*Criminal Justice majors must take PSY 251 General Psychology.*

**Pre-professional, Major and Elective Courses** **21**

<b>CSC 210 Introduction to Computer Science</b>	
<b>or</b>	
<b>SOC 222 Computer Applications in the Social Sciences</b>	<b>3</b>
<b>CRJ 251 Introduction to Corrections</b>	<b>3</b>
<b>CRJ 248 Introduction to Criminal Justice</b>	<b>3</b>
<b>ENG 218 Intermediate Composition</b>	<b>3</b>
<b>PHL 364 Introduction to Ethics</b>	<b>3</b>
<b>SOC 110 Introduction to Sociology</b>	<b>3</b>
<b>SOC 213 Social Problems</b>	<b>3</b>

**Required Major Course** **23-30**



**GENERAL UNDERGRADUATE CATALOG**

<b>CRJ 249 Criminal Law I</b>	<b>3</b>
<b>CRJ 349 Criminal Law II</b>	<b>3</b>
<b>SSC 361 Social Science Statistics</b>	<b>3</b>
<b>CRJ 442 Criminology</b>	<b>3</b>
<b>SSC 450 Social Science Research I</b>	<b>3</b>
<b>SSC 451 Social Science Research II</b>	<b>3</b>
<b>CRJ 453 Professional Internship I</b>	<b>5</b>
<b>or</b>	
<b>CRJ 459 Professional Internship II, 12 hours for those students whose GPA is 2.5 or above)</b>	
<b>ASC 400 Criminal Justice Co- operative Educational Program 12 hours</b>	
<b>CRJ 456 Seminar in Criminal Justice</b>	<b>3</b>
<b>Major Concentration</b>	<b>18</b>
<b><i>(Select one of three concentrations listed below).</i></b>	
<b>CORRECTIONS</b>	
<b>Required Courses</b>	<b>9</b>
<b>CRJ 255 Community Offender Supervision</b>	<b>3</b>
<b>CRJ 355 Correctional Institutional Management</b>	<b>3</b>
<b>CRJ 446 Perspectives on Corrections and Juvenile Justice</b>	<b>3</b>
<b>Elective Courses</b>	<b>9</b>
<b>CRJ 247 Introduction to the American Court System</b>	<b>3</b>
<b>CRJ 253 Introduction to Juvenile Justice</b>	<b>3</b>
<b>CRJ 351 Legal Rights of the Convicted</b>	<b>3</b>
<b>CRJ/SOC 362 Drugs and Drug Abuse</b>	<b>3</b>
<b>CRJ 455 Law of Evidence</b>	<b>3</b>
<b>POS 218 State and Local Government</b>	<b>3</b>
<b>PSY 353 Abnormal Psychology</b>	<b>3</b>
<b>PSY 371 or SOC 371 Social Psychology</b>	<b>3</b>
<b>SOC 350 Deviant Behavior</b>	<b>3</b>
<b>SWK 322 Human Behavior and Social Environment I</b>	<b>3</b>
<b>SWK 352 Human Behavior and Social Environment II</b>	<b>3</b>
<b>JUVENILE JUSTICE</b>	
<b>Required Courses</b>	<b>12</b>
<b>CRJ 253 Introduction to Juvenile Justice</b>	<b>3</b>
<b>CRJ 434 Current Trends in Juvenile Justice</b>	<b>3</b>
<b>CRJ 446 Perspectives on Corrections and Juvenile Justice</b>	<b>3</b>
<b>Elective Courses</b>	<b>6</b>
<b>CRJ 251 Introduction to Corrections</b>	<b>3</b>
<b>CRJ 255 Community Offender Supervision</b>	<b>3</b>
<b>CRJ 351 Legal Rights of the Convicted</b>	<b>3</b>
<b>CRJ 354 Juvenile Institutions</b>	<b>3</b>
<b>CRJ 355 Correctional Institutional Management</b>	<b>3</b>
<b>CRJ/SOC 362 Drugs and Drug Abuse</b>	<b>3</b>



## GENERAL UNDERGRADUATE CATALOG

<b>SOC 213 Social Problems</b>	<b>3</b>
<b>SOC 427 Marriage and the Family</b>	<b>3</b>
<b>SWK 354 Child Welfare</b>	<b>3</b>
<b>PSY 331 Child Psychology</b>	<b>3</b>
<b>POS 218 State and Local Government</b>	<b>3</b>
<b>POS 407 American Constitutional Law I</b>	<b>3</b>
<b>CRJ 247 Introduction to the American Court System</b>	<b>3</b>
<b>LAW ENFORCEMENT</b>	
Required Courses	9
<b>CRJ 201 Introduction to Law Enforcement</b>	<b>3</b>
<b>CRJ 353 Police Administration</b>	<b>3</b>
<b>CRJ 454 Criminal Investigations</b>	<b>3</b>
Elective Courses	6
<b>CRJ 202 Private Security</b>	<b>3</b>
<b>CRJ 247 Introduction to the American Court System</b>	<b>3</b>
<b>CRJ 252 Police-Community Relations</b>	<b>3</b>
<b>CRJ 358 Criminalistics</b>	<b>3</b>
<b>CRJ 359 Patrol Administration</b>	<b>3</b>
<b>CRJ 360 Highway Traffic Administration</b>	<b>3</b>
<b>CRJ 362 Drugs and Drug Abuse</b>	<b>3</b>
<b>CRJ 455 Law of Evidence</b>	<b>3</b>
<b>SOC 350 Deviant Behavior</b>	<b>3</b>
<b>SOC 430 Minority Group Problems</b>	<b>3</b>
<b>PSY 353 Abnormal Psychology</b>	<b>3</b>
<b>POS 218 State and Local Government</b>	<b>3</b>
<b>POS 407 American Constitutional Law I</b>	<b>3</b>
Minor Courses	18
<b>CRIMINOLOGY</b>	
Required Courses	12
<b>SOC 313 Sociological Theory</b>	<b>3</b>
<b>SOC 350 Deviant Behavior</b>	<b>3</b>
<b>CRJ 455 Law of Evidence</b>	<b>3</b>
<b>CRJ 454 Criminal Investigations</b>	<b>3</b>
Elective Courses	6
<b>SOC 371 Social Psychology</b>	<b>3</b>
<b>SOC 434 Social Stratification</b>	<b>3</b>
<b>SOC 462 The Socially Disadvantaged</b>	<b>3</b>
<b>SOC 445 Population and Society</b>	<b>3</b>
<b>CRJ 358 Criminalistics</b>	<b>3</b>
<b>SOC 403 The Community</b>	<b>3</b>
<b>SOC 427 Marriage and the Family</b>	<b>3</b>
<b>SOC 428 Violence in the Family</b>	<b>3</b>



**TOTAL SEMESTER HOUR REQUIREMENTS 122-129**

**MINOR IN CRIMINAL JUSTICE**

*Eighteen hours are required for a minor in Criminal Justice.*

<b>Required Course</b>	<b>3</b>
<b>CRJ 248 Introduction to Criminal Justice</b>	<b>3</b>
<hr/>	
Restricted Minor Course Electives	9
<b>CRJ 201 Introduction to Law Enforcement</b>	<b>3</b>
<b>CRJ 249 Criminal Law I</b>	<b>3</b>
<b>CRJ 251 Introduction to Corrections</b>	<b>3</b>
<b>CRJ 253 Introduction to Juvenile Justice</b>	<b>3</b>
<b>CRJ 349 Criminal Law II</b>	<b>3</b>
<b>CRJ 442 Criminology</b>	<b>3</b>
<hr/>	
Minor Course Electives	6
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

**MINOR IN SOCIOLOGY**

*Eighteen hours are required for a minor in Sociology.*

**SOC 110, Introduction to Sociology, must be taken first.**

Required Courses	6
<b>SOC 110 Introduction to Sociology</b>	<b>3</b>
<b>SOC 213 Social Problems</b>	<b>3</b>
<hr/>	
Sociology Electives	12
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

Sociology Electives in Anthropology

<b>ANT 113 Societies Around the World</b>	<b>3</b>
<b>ANT 328 Cultural Anthropology</b>	<b>3</b>
<b>ANT 334 Cultures of Africa</b>	

**GEOGRAPHY MINOR**

*Eighteen hours are required for a minor in Geography.*

<b>Required Courses</b>	<b>9</b>
<b>GEO 206 World Geography</b>	<b>3</b>
<b>GEO 300 Geographic Skills</b>	<b>3</b>
<b>GEO 315 Physical Geography</b>	<b>3</b>
<hr/>	
Electives	9
<i>Select 9 hours from the courses listed below.</i>	
<b>GEO 302 Urban Geography</b>	<b>3</b>
<b>GEO 307 Geography of North America</b>	<b>3</b>



<b>GEO 309 Geography of Europe</b>	<b>3</b>
<b>GEO 312 Geography of Africa</b>	<b>3</b>
<b>GEO 320 Cultural Geography</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>

**DEPARTMENT OF PSYCHOLOGY**

**Dr. Tina Vazin, Chair**

**Dr. Dee Lisa Cothran, Dr. Kizoto Okeke, Dr. Tyson Platt, Dr. Marcia Rossi,  
Dr. Calvin Smith**

The mission of the Psychology program at ASU is to advance the creation, communication and application of psychological knowledge to benefit society and improve people’s lives with an emphasis on eliminating social, educational, health, and economic disparities. This is achieved through 1) excellence in scientific research and scholarship recognized regionally, nationally, and internationally; 2) dissemination of psychological knowledge to students through high quality instruction, mentoring, advisement, professional development, and achievement of regional prominence among undergraduate programs; and 3) service to the university, community, and profession. The Department provides a variety of experiences to give students an understanding of the opportunities in the field of psychology. Students who select psychology as a major or minor are encouraged work with an academic advisor and to obtain applied and research experience.

**PSYCHOLOGY CURRICULUM**

**(Leading to Bachelor of Science Degree)**

**General Studies** **42**  
(See Pages 71-72)

**Required Psychology Courses** **28**

<b>PSY 200 Careers in Psychology</b>	<b>1</b>	
<b>PSY 306 Inferential Statistics</b>	<b>3</b>	
<b>PSY 352 Theories of Personality</b>	<b>3</b>	
<b>PSY 353 Abnormal Psychology</b>	<b>3</b>	
<b>PSY 360 Developmental Psychology</b>	<b>3</b>	
<b>PSY 365 Learning and Behavior</b>	<b>3</b>	
<b>PSY 371 Social Psychology</b>	<b>3</b>	
<b>PSY 374 Biological Bases of Behavior</b>	<b>3</b>	
<b>PSY 427 Cognitive Psychology</b>	<b>3</b>	
<b>PSY 453 Psychological Research Methodology</b>		<b>3</b>

**Related Courses** **24**

<b>PSY 350 Environmental Psychology</b>	<b>3</b>	
<b>PSY 370 Clinical Psychology</b>		<b>3</b>
<b>PSY 355 Sensation and Perception</b>		<b>3</b>
<b>PSY 370 Clinical Psychology</b>		<b>3</b>
<b>PSY 372 History and Systems</b>		<b>3</b>



<b>PSY 373 Human Factors</b>	<b>3</b>
<b>PSY 375 Introduction to Developmental Disabilities</b>	<b>3</b>
<b>PSY 376 Industrial/Organizational Psychology</b>	<b>3</b>
<b>PSY 379 Psychology of Religion</b>	<b>3</b>
<b>PSY 424 Gender Issues in Psychology</b>	<b>3</b>
<b>PSY 425 Human Sexuality</b>	<b>3</b>
<b>PSY 426 Gerontological Psychology</b>	<b>3</b>
<b>PSY 428 Multicultural Psychology</b>	<b>3</b>
<b>PSY 429 Preparation for Graduate School in Psychology</b>	<b>3</b>
<b>PSY 430 Applied Behavior Analysis</b>	<b>3</b>
<b>PSY 460 Special Studies in Psychology</b>	<b>3</b>
<b>Minor and Electives</b>	<b>18</b>
<b>TOTAL SEMESTER HOUR REQUIREMENT MINIMUM</b>	<b>120</b>

**Online Accelerated Psychology Program**

The Online Accelerated Psychology program is designed for community college transfer students who have completed 50 hours of general studies requirements and 10 hours of electives. The Online Program allows students to enroll in up to 60 hours of psychology coursework during a 12-month period (fall, spring, summer) to complete the requirements for the Bachelor of Science in psychology.

**COURSE REQUIREMENTS FOR A MINOR IN PSYCHOLOGY**

To attain a minor in psychology, a student must successfully complete 18 semester hours of approved courses at the 300-400 level. All students should plan their program in consultation with a psychology adviser.







## **COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS**

**DR. KENNEDY S. WEKESA, DEAN**

**DR. AUDREY NAPIER MATTHEWS, INTERIM ASSOCIATE DEAN**

The College of Science, Technology, Engineering and Mathematics consists of three departments: biological sciences, mathematics and computer science, and physical sciences and one program: Biomedical Engineering.

### **PROGRAM DESCRIPTION**

The College of Science, Technology, Engineering and Mathematics offers programs leading to the Bachelor of Science degree in biology, computer science, chemistry, forensic chemistry, forensic biology, mathematics and biomedical engineering. The Department of Mathematics and Computer science, in collaboration with Auburn University, offers the dual degree in mathematics and engineering. Also, a dual degree in mathematics and engineering is offered in collaboration with the University of Alabama at Birmingham. Curricula leading to the Bachelor of Science degree with teacher certification are available in biology, chemistry and mathematics classes. For teacher certification requirements, see the curricula listed under the College of Education in this catalog.

### **MISSION**

The Mission of the College of Science, Technology, Engineering and Mathematics is to offer students a broad scientific, mathematical or technological education in support of the student centered vision of the University. Create an environment that offers the students an opportunity to acquire in depth knowledge in any of our major disciplines and to learn the skills necessary to conduct research in the chosen field.

The college endeavors to advance its mission by providing to the graduates and undergraduates courses to study, preparing them to enter the scientific and technical work force upon completion of their B.S. degrees, or for entry into graduate or professional studies and careers. The college also advances its mission by preparing prospective Science and Mathematics teachers to earn teaching field credits in the College and to foster specialized graduate programs that include training along with theoretical and applied research in Mathematics, forensics, biological and physical sciences leading to masters or Ph.D. degrees.

### **BIOMEDICAL RESEARCH AND TRAINING PROGRAMS**

**Dr. Audrey Napier, Director**

**Ms. Joyce Davis, Coordinator**

The biomedical research and training programs at Alabama State University are highly competitive, multidisciplinary honors programs. These programs are designed to:

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



Information on these programs may be obtained from the Biomedical Research and Training Program Office or from the associated website listed for the program. Each student extramurally funded program has a principle investigator in charge of its operation. Each club or student organization has a faculty advisor and a student president in charge of its operation.

### **S-STEM PROGRAM**

The S-STEM scholarship project is designed to increase the number of students from underrepresented groups with Bachelor's degrees. It is also designed to increase the number of students who wish to pursue their education in graduate school or participate in the nation's workforce. This grant has been funded by National Science Foundation. The main goal of this proposal is to provide scholarships to undergraduate STEM students to increase the graduation and retention rate at Alabama State University. Students looking for tuition and fee support should click on this link for more detail.

<http://www.alasu.edu/academics/research--centers/s-stem/index.aspx>

### **ASU-UNTHSC CANCER PARTNERSHIP**

The HBCU Undergraduate Collaborative Summer Training Program in Prostate Cancer is collaboration between UNT Health Science Center and Alabama State University, and is funded by a grant award from the Department of Defense Prostate Cancer Summer Training Program. If you are interested in paid summer research experiences, please click on the link to get detail information.

<http://www.alasu.edu/academics/research--centers/asu-unthsc-cancer-partnership/index.aspx>

### **RESEARCH AND ENGINEERING APPRENTICESHIP PROGRAM (REAP)**

The main goal of this project is to train and expose high school students during summer in the area of cancer research. This activity has been funded by Academy of Applied Sciences. Interested students can directly apply to by clicking on this link:

<http://www.usaeop.com/programs/apprenticeships/reap/>

### **ASU-UABCCC CANCER PARTNERSHIP**

The main goal of this proposal is to foster partnership with UAB's comprehensive cancer center and to start a cancer research, education and training program at Alabama State University in the areas of colorectal and prostate cancer to eliminate health disparity in minority population. Additionally, this partnership provides paid academic year and summer research training opportunities to undergraduate students. This grant has been funded by national cancer institute. For more details, please click on the link below:

<http://www.alasu.edu/academics/research--centers/asu-uab-cancer-partnership/index.aspx>

### **NSF-REU SUMMER RESEARCH PROGRAM AT ALABAMA STATE UNIVERSITY**

(<http://www.alasu.edu/academics/research--centers/reu-program/index.aspx>)

The goals of the project is to provide hands-on experience to women and underrepresented minority students in experimental research in multidisciplinary field of nanotechnology, bioengineering and biotechnology especially from institutions with limited capabilities such as community colleges and other HBCUs.



A total of ten students will be accepted each year for summer internship. Students must be US citizens or permanent residents enrolled in a Bachelor Degree program (biology, biomedical science, biomedical engineering, chemistry, physics, material science, engineering, and related fields). The program provides weekly stipend, on-campus housing along with meals and travel allowances.

**MINORITY SCIENCE AND ENGINEERING IMPROVEMENT PROGRAM (MSEIP)  
PROGRAM FOR INCREASING MINORITY ACCESS TO NANOBIO TECHNOLOGY AND  
EMERGING SCIENCE AND TECHNOLOGY IN ALABAMA (IMANESTA)**

Alabama State University's Minority Science and Engineering Improvement Program (MSEIP) is delighted to sponsor STEM students for Increasing Minority Access to NanoBiotechnology and Emerging Science and Technology in Alabama (IMANESTA). The Program will engage students in "hands-on" cutting edge training opportunities in Nanobiotechnology at Alabama State University. Students will get exposed to career opportunities in **Science, Technology, Engineering and Mathematics (STEM)**.

The program provides monthly stipend. Students will work under direct supervision of a STEM faculty mentor and will be exposed to structured activities (speaker seminars, educational and developmental workshops, field trips and instruction in several academic areas). It will also provide an opportunity to present research at the scientific meetings.

**BIOMED CLUB**

The BioMed Science Club is the official pre-professional student organization for Alabama State University science majors. The BioMed Club fosters academic growth, promotes solidarity among students and serves a social function for science majors. Membership is open to participants in the Biomedical Research and Training programs and students majoring in sciences.

The club sponsors recruiting visits by various organizations, informal discussions on current topics, dissemination of information on pre-professional opportunities, field trips, social events and a tutoring service to students.

**BETA KAPPA CHI NATIONAL SCIENTIFIC HONOR SOCIETY (BKX)**

Alabama State University first established its chapter for the Beta Kappa Chi (BKX) National Scientific Honor Society between 1946 and 1950. Today, the university's chapter is designated as the Alpha Epsilon chapter. The BKX National Scientific Honor Society draws its members from diverse curricula across the Alabama State University campus. The national society recognizes excellence in the areas of biology, chemistry, physics, mathematics, geology, anthropology, and clinical and experimental psychology. Members of the society frequently donate time and resources to the campus community and to the community at large by serving as tutors at middle schools and speaking to middle school and high school students.

**NATIONAL INSTITUTE OF SCIENCE AT ASU**

Alabama State University established its chapter of the National Institute of Science during



the 2008-2009 academic year. The goals of the society are to increase the number of well-trained minority scientists by providing students with information concerning academic support, research; to promote scholarly activities in the sciences, including research and science education; and to form partnerships among host institutions, local NIS clubs, area high schools and the surrounding communities. Requirements: (1) Must be a dedicated freshmen, sophomore, junior, or senior here at ASU (2) Must have at least a 2.5 G.P.A. (3) Must be a science, allied science or math major.

### **UNDERGRADUATE STUDENT NATIONAL DENTAL ASSOCIATION**

The purpose of this organization is to aid in increasing the number of minority students entering dental schools, increasing the knowledge of dentistry in undergraduate students, and in improving DAT scores of pre-dental undergraduates. Additionally, the USNDA will provide students with the opportunity to visit dental schools and to shadow dentists, as well as to inform students of summer programs and dental research experiences. Records will also be kept of those members accepted into various dental schools.

### **USA- DREAM PROGRAM**

ASU participates in a consortium arrangement with the University of South Alabama (USA) in Mobile, Alabama. The Diversity Recruitment and Enrichment for Admission into Medicine (D.R.E.A.M.) program is operated by the USA and is designed to assess and improve the ability of minority students to perform successfully in medical school. Students enrolled at ASU are identified and selected during the sophomore year and are offered an eight-week program of intensive preparation during the summer at the USA campus in Mobile. Students who complete two consecutive summers in the program and maintain a certain percentile average are offered a guaranteed acceptance into the medical school at the USA. Students entering the program are expected to be first-time sophomores; have at least a 3.0 grade point average; have an ACT score higher than 20; have had at least 8 hours of Biology, 8 hours of Chemistry, and 8 hours of Math to include Calculus. Physics and/or Organic Chemistry courses are also a preferred plus. First consideration is given to under-represented Alabama residents. The application deadline is **March 1**.

### **ENVIRONMENTORS**

The primary goals of our ASU Chapter are to increase the number of under-represented minorities trained to build environmental careers and to become stewards of their communities and the environment; and enhance the environmental science education at ASU by providing the pipeline for recruiting and training students from under-resource communities to become future leaders who can adequately address issues of environmental concern in their communities.

### **TROPICAL PATHOLOGY AND INFECTIOUS DISEASE ASSOCIATION (TPAIDA) INTERNSHIP**

When student participate in the TPAIDA internship at Alabama State University, they are given the opportunity to receive hands-on experience, as they prepare for careers in medicine and healthcare. This program allows students to work side by side with medical professionals, allowing them to explore their interests in becoming clinical and allied health professionals. TPAIDA is a privately funded, Peruvian educational organization designed to educate students in the basics of diagnosing and treating infectious tropical diseases.



Students who take on the TPaIDA challenge gain real-world experience while providing medical assistance to inhabitants of some of the world's most remote and medically deprived areas.

## DEPARTMENT OF BIOLOGICAL SCIENCES

**Dr. Audrey Napier, Chair**

**Dr. Karta Bibb, Dr. Timetria Bonds, Dr. Shuntele Burns, Dr. Mamie Coats, Dr. Vida Dennis, Dr. Diann Jordan, Dr. Qiana Matthews, Dr. Ronald McMillon, Dr. Manoj Mishra, Dr. Boakai Robertson, Dr. Sabita Saldanha, Dr. Shree Singh, Dr. Lula Smith, Dr. Praseetha Subbarayan, Emmanuel Tadjuidje, Dr. Komal Vig, Dr. Robert Villafane, Dr. Alain Bopda-Waffo, Dr. Kennedy Wekesa, Dr. Hongzhuan Wu**

### PROGRAM DESCRIPTION

The Department of Biological Sciences offers two undergraduate degrees- B.S. in Biology and B.S. in Marine Biology. Our Bachelor of Science degree in Biology has three different tracks or concentrations-pre-health, microbiology and basic. The pre-health curriculum is designed for students that wish to enter a health professions career and is designed to maximize prerequisites for entry into professional schools. The microbiology curriculum is designed to prepare students for graduate school and may also serve as a pipeline for our PhD program in microbiology. The basic biology curriculum is designed for any biology major and allows for students to choose major electives in order for them to tailor their curriculum to whichever career path they choose. Our Bachelor of Science in Marine Biology caters to students that are interested in more environmental careers with a focus on marine life.

### MISSION

The mission of the Department of Biological Sciences seeks to support the University mission and goals, and to pursue the spirit of the mission of the Division of Academic Affairs by providing quality learning and pre-professional development experiences in the biological sciences. The Department offers the following curricula that provide focused undergraduate and graduate preparatory experiences: B.S. in Biology (Concentrations: basic, honors, pre-health, microbiology), B.S. in Marine Biology, M.S. in Biology, and Ph.D. in Microbiology. Through continuous faculty scholarship, students' development is supported through subject competency, understanding of the process of scientific inquiry, hands-on technology dexterity, and development of dispositions characteristic of well-prepared biological science pre-professionals. Graduates are prepared for entry into teaching, research, industry, government and private sector endeavors, as well as further study for entry into scientific research and health professions fields.

### OBJECTIVES

The department of biological sciences provides educative experiences that allow the students to learn and develop an understanding of contemporary basic biological principles and concepts. The department strives to assist students in integrating biological methods



and data in the total educational process, and to stimulate and prepare them for competent service in their preferred careers in scientific research, teaching, industry or in the health-related fields. Faculty members work to inspire students to obtain the best background for subsequent advanced training in graduate or professional schools. At the same time, the department encourages both its faculty and students to pursue research in their respective areas.

**MAJORS AND MINORS**

The department offers the Bachelor of Science degree in biology and marine biology. A minor is offered in biology. The department cooperates with the College of Education to offer programs of study leading to teacher certification in biology education and general science education. Biology majors are required to complete the Senior Comprehensive Examination in Biology before they can be recommended for graduation.

**BASIC BIOLOGY CURRICULUM**

**(Leading to the Bachelor of Science Degree in Biology)**

**General Studies** **42**  
 (See Pages 71-72)

*Biology majors must choose the following core courses:*

<b>BIO 127 General Biology</b>	<b>4</b>
<b>BIO 128 General Biology</b>	<b>4</b>
<b>MAT 165 Pre-calculus Trigonometry</b>	<b>5</b>

Pre-professional, Major and Elective Courses 19

**\*In lieu of this requirement, Biology and Secondary Education majors must choose advisor approved education courses.**

<b>CHE 141 General College Chemistry I</b>	<b>4</b>
<b>CHE 142 General College Chemistry II</b>	<b>4</b>
<b>*PHY 206 College Physics I</b>	<b>4</b>
<b>*PHY 207 College Physics II</b>	<b>4</b>

*Choose one of the following courses:*

<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>or</b>	
<b>CSC 210 Introduction to Computer Science</b>	<b>3</b>

Required Major Courses 32

<b>BIO 240 General Zoology</b>	<b>4</b>
<b>BIO 241 General Botany</b>	<b>4</b>
<b>BIO 305 Population Biology and Evolution</b>	<b>3</b>
<b>BIO 310 Ecology</b>	<b>4</b>
<b>BIO 320 Human Physiology</b>	<b>4</b>
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>BIO 350 Biological Techniques and Instrumentation</b>	<b>4</b>



## GENERAL UNDERGRADUATE CATALOG

<b>BIO 420 Molecular Biology and Genetics</b>	<b>4</b>
<b>BIO 450 Seminar in Biology</b>	<b>1</b>
Major Course Electives	12
<i>Majors may choose any 300-400 level biology elective courses *In lieu of this requirement, Biology and Secondary Education majors must choose advisor approved education courses.</i>	
Required Support Courses	10
<i>*In lieu of this requirement, Biology and Secondary Education majors must choose advisor approved education courses.</i>	
<b>CHE 211 Organic Chemistry I</b>	<b>5</b>
<b>CHE 212 Organic Chemistry II</b>	<b>5</b>
<b>General Electives</b>	<b>6</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>123</b>
<b>BIOLOGY CURRICULUM HONORS/MARC SCHOLARS SEQUENCE</b> (Leading to the Bachelor of Science Degree in Biology)	
<b>General Studies</b> (See Pages 71-72)	<b>42</b>
<i>Biology majors must choose the following core courses:</i>	
<b>BIO 127 General Biology</b>	<b>4</b>
<b>BIO 128 General Biology</b>	<b>4</b>
<b>MAT 165 Pre-calculus Trigonometry</b>	<b>5</b>
Pre-professional, Major and Elective Courses	23
<b>CHE 141 General College Chemistry I</b>	<b>4</b>
<b>CHE 142 General College Chemistry II</b>	<b>4</b>
<b>MAT 265 Calculus and Analytical Geometry I</b>	<b>4</b>
<b>PHY 206 College Physics I</b>	<b>4</b>
<b>PHY 207 College Physics II</b>	<b>4</b>
<i>Choose one of the following courses:</i>	
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
or	
<b>CSC 210 Introduction to Computer Science</b>	<b>3</b>
Required Major Courses	42
<b>BIO 240 General Zoology</b>	<b>4</b>
<b>BIO 241 General Botany</b>	<b>4</b>
<b>BIO 301 Principles of Scientific Integrity</b>	<b>1</b>
<b>BIO 310 Ecology</b>	<b>4</b>
<b>BIO 320 Human Physiology</b>	<b>4</b>





## GENERAL UNDERGRADUATE CATALOG

<b>BIO 323 General Microbiology</b>	<b>4</b>
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>BIO 340 Biostatistics</b>	<b>3</b>
<b>BIO 350 Biological Techniques and Instrumentation</b>	<b>4</b>
<b>BIO 420 Molecular Biology and Genetics</b>	<b>4</b>
<b>BIO 425 Immunology</b>	<b>3</b>
<b>BIO 450 Seminar in Biology</b>	<b>1</b>
<b>BIO 460 Senior Honors Research</b>	<b>2</b>
Required Support Courses	14
<b>CHE 211 Organic Chemistry I</b>	<b>5</b>
<b>CHE 212 Organic Chemistry II</b>	<b>5</b>
<b>CHE 421 Biochemistry</b>	<b>4</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>123</b>
<b>BIOLOGY CURRICULUM</b>	
<b>PRE-HEALTH PROFESSIONAL SEQUENCE</b>	
<b>(Leading to the Bachelor of Science Degree in Biology)</b>	
<b>General Studies</b>	<b>42</b>
(See Pages 71-72)	
<i>Biology majors must choose the following core courses:</i>	
<b>BIO 127 General Biology</b>	<b>4</b>
<b>BIO 128 General Biology</b>	<b>4</b>
<b>MAT 165 Pre-calculus Trigonometry</b>	<b>5</b>
Pre-professional, Major and Elective Courses	23
<b>CHE 141 General College Chemistry I</b>	<b>4</b>
<b>CHE 142 General College Chemistry II</b>	<b>4</b>
<b>MAT 265 Calculus and Analytical Geometry I</b>	<b>4</b>
<b>PHY 206 College Physics I</b>	<b>4</b>
<b>PHY 207 College Physics II</b>	<b>4</b>
<i>Choose one of the following courses:</i>	
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
or	
<b>CSC 210 Introduction to Computer Science</b>	<b>3</b>
Required Major Courses	41
<b>BIO 200 Introduction to Health Professions</b>	<b>1</b>
<b>BIO 240 General Zoology</b>	<b>4</b>
<b>BIO 241 General Botany</b>	<b>4</b>
<b>BIO 319 Human Anatomy</b>	<b>4</b>
<b>BIO 320 Human Physiology</b>	<b>4</b>



## GENERAL UNDERGRADUATE CATALOG

<b>BIO 323 General Microbiology</b>	<b>4</b>
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>BIO 350 Biological Techniques and Instrumentation</b>	<b>4</b>
<b>BIO 420 Molecular Biology and Genetics</b>	<b>4</b>
<b>BIO 421 Animal Histology</b>	<b>4</b>
<b>BIO 425 Immunology</b>	<b>3</b>
<b>BIO 450 Seminar in Biology</b>	<b>1</b>
Required Support Courses	14
<b>CHE 211 Organic Chemistry I</b>	<b>5</b>
<b>CHE 212 Organic Chemistry II</b>	<b>5</b>
General Electives	6
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>123</b>

### MARINE BIOLOGY CURRICULUM

**(Leading to the Bachelor of Science Degree in Marine Biology)**

Alabama State University, through affiliation with the Marine and Environmental Sciences Consortium, offers a major in Marine Biology designed for those students interested in this area. Students pursuing this program are required to complete the general college requirements and a minimum of 16 semester hours of Marine Science courses. The courses in Marine Biology are offered only at Dauphin Island Sea Laboratory, located on Dauphin Island, Ala.

**General Studies** **42**  
 (See Pages 71-72)

*Marine Biology majors must choose the following core courses:*

<b>BIO 127 General Biology</b>	<b>4</b>
<b>BIO 128 General Biology</b>	<b>4</b>
<b>MAT 165 Precalculus Trigonometry</b>	<b>5</b>
Pre-professional, Major and Elective Courses	19
<b>CHE 141 General College Chemistry I</b>	<b>4</b>
<b>CHE 142 General College Chemistry II</b>	<b>4</b>
<b>PHY 206 College Physics I</b>	<b>4</b>
<b>PHY 207 College Physics II</b>	<b>4</b>

*Choose one of the following courses:*

<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
or	
<b>CSC 210 Introduction to Computer Science</b>	<b>3</b>

Required Major Courses	40
<b>BIO 240 General Zoology</b>	<b>4</b>



## GENERAL UNDERGRADUATE CATALOG

<b>BIO 241 General Botany</b>	<b>4</b>
<b>BIO 305 Population Biology and Evolution</b>	<b>3</b>
<b>BIO 310 Ecology</b>	<b>4</b>
<b>BIO 323 Microbiology</b>	<b>4</b>
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>BIO 350 Biological Techniques and Instrumentation</b>	<b>4</b>
<b>BIO 420 Molecular Biology and Genetics</b>	<b>4</b>
<b>BIO 433 Marine Biology</b>	<b>4</b>
<b>BIO 438 Marine Ecology</b>	<b>4</b>
<b>BIO 450 Seminar in Biology</b>	<b>1</b>
Required Support Courses	14
<b>CHE 211 Organic Chemistry I</b>	<b>5</b>
<b>CHE 212 Organic Chemistry II</b>	<b>5</b>
<b>CHE 421 Biochemistry</b>	<b>4</b>
Marine Biology Electives	8
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>125</b>

### **MICROBIOLOGY CURRICULUM** (Leading to the Bachelor of Science Degree in Biology)

<b>General Studies</b> (See Pages 71-72)	<b>42</b>
<i>Biology majors must choose the following core courses:</i>	
<b>BIO 127 General Biology</b>	<b>4</b>
<b>BIO 128 General Biology</b>	<b>4</b>
<b>MAT 165 Pre-calculus Trigonometry</b>	<b>5</b>
Pre-professional, Major Courses	23
<b>MAT 265 Calculus and Analytic Geometry I</b>	<b>4</b>
<b>CHE 141 General College Chemistry I</b>	<b>4</b>
<b>CHE 142 General College Chemistry II</b>	<b>4</b>
<b>PHY 206 College Physics I</b>	<b>4</b>
<b>PHY 207 College Physics II</b>	<b>4</b>
<i>Choose one of the following courses:</i>	
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
or	
<b>CSC210 Introduction to Computer Science</b>	<b>3</b>
Required Major Courses	42
<b>BIO 240 General Zoology</b>	<b>4</b>
<b>BIO 241 General Botany</b>	<b>4</b>
<b>BIO 305 Population Biology and Evolution</b>	<b>3</b>



## GENERAL UNDERGRADUATE CATALOG

<b>BIO 310 Ecology</b>	<b>4</b>
<b>BIO 320 Human Physiology</b>	<b>4</b>
<b>BIO 323 General Microbiology</b>	<b>4</b>
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>BIO 340 Biostatistics</b>	<b>3</b>
<b>BIO 350 Biological Techniques and Instrumentation</b>	<b>4</b>
<b>BIO 420 Molecular Biology and Genetics</b>	<b>4</b>
<b>BIO 450 Seminar in Biology</b>	<b>1</b>
<i>Choose one of the following courses:</i>	
<b>BIO 424 Principles of Virology</b>	<b>3</b>
<b>BIO 425 Immunology</b>	<b>3</b>
<b>BIO 427 Environmental Microbiology</b>	<b>3</b>
<b>BIO 429 Medical Microbiology</b>	<b>3</b>
Required Support Courses	14
<b>CHE 211 Organic Chemistry I</b>	<b>5</b>
<b>CHE 212 Organic Chemistry II</b>	<b>5</b>
<b>CHE 421 Biochemistry</b>	<b>4</b>
 <b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	 <b>123</b>

### REQUIREMENTS FOR A MINOR IN BIOLOGY

A minimum of 20 semester hours is required for a minor in biology.

<b>Recommended Courses</b>	<b>16</b>
<b>BIO 240 General Zoology</b>	<b>4</b>
<b>BIO 310 Ecology</b>	<b>4</b>
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>BIO 350 Biological Techniques and Instrumentation</b>	<b>4</b>
Biology Electives:	4
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>20</b>

Note: Recommended courses for completion of a minor in biology may require completion of additional prerequisite courses. Courses other than the recommended Biology minor courses must be approved by the chair of the Department of Biological Sciences and/or dean of the College of Science, Technology, Engineering and Mathematics.

### BIOMEDICAL ENGINEERING PROGRAM

Dr. Derrick Dean, Program Director

Dr. Derrick Dean, Dr. Bo Wang

The Biomedical Engineering (BME) program at Alabama State University was established in the fall of 2016, further strengthening Alabama State's position as a source of



undergraduate talent in Biomedical Engineering. The Bachelor of Science in biomedical engineering (BSBME) prepares students who aspire to utilize applications-oriented discipline, to apply the methods of engineering to problems in medicine and life sciences. The BME program serves to enhance and compliment the capacity of STEM areas at Alabama State University, by exposing students to the experimental learning environment that the program provides.

### **MISSION**

The mission of the Bachelor of Science in Biomedical Engineering (BSBME) program is to produce graduates of superior technical, professional and scientific background in biomedical engineering who can perform effectively and embrace education as a lifelong endeavor

### **PURPOSE**

To ensure that the Biomedical Engineering program at Alabama State University fulfills its mission by providing feedback and guidance on : curriculum development and delivery; building relationships with industry partners; leveraging partnerships and expertise to build capacity and infrastructure; faculty development; identifying internship and employment opportunities.

### **OBJECTIVES**

To produce graduates who become successful practitioners in biomedical engineering and related industries, private practice or government; to be engaged in graduate studies or continuing education endeavors in biomedical engineering or related fields; and to be engaged in professional development commensurate with a career, by participating in structured professional activities.

### **GOALS**

#### **Educational**

To equip our students with the necessary erudite foundation to foster critical thinking, develop professional creativity and strengthen adaptive expertise, by promoting academic excellence, innovation and integrity; This will prepare the students for prolific careers in industry, research, medicine and academics. The BSBME program would also provide a strong teaching environment, whilst encouraging a positive support system between students, faculty and staff

#### **Research**

To provide innovative, collaborative research that benefit students and constituents in emerging areas, will be useful to humanity, and address increasing market demands.

#### **Leadership and service**

We encourage the formation of student chapters of Biomedical engineering and affinity societies. These chapters often times provide opportunities for students to develop leadership capabilities. Students, faculty and staff are always encouraged to be involved with the society related events by providing input on significant research, peer support, financial contributions and leadership service when needed.

#### **Recognition**

Create and enhance an award nomination system to reward faculty, staff and students who



have exhibited excellence in teaching, research and support. Recognition fosters self-confidence and persistence, whilst potentially eliminating the advent of isolation and intentions to quit. The BMES program is committed to ensuring the continuity of students, faculty and staff, without prejudice to diversity or sex.

**Biomedical Engineering Admission Requirements:**

Prospective students must satisfy the University’s requirement for admission into the Bachelor of Science (BS) in Biomedical Engineering. Current ASU students desiring to transfer into the program must have

- Completed all required freshman-level English, science and mathematics courses
- Earned a cumulative GPA OF 3.0/4.0

**Biomedical Engineering Student Learning Outcomes**

- The students will be able to apply principles of engineering, biology, human physiology, chemistry, calculus- based physics, mathematics and statistics.
- The students will be able to solve Biomedical engineering problems, particularly issues related to living and non-living systems.
- The students will be able to analyze, model, design and realize biomedical engineering devices, systems, components and processes.
- The students will demonstrate the ability to make measurements and interpret data from living systems.
- The students will demonstrate the development of multi-disciplinary team-skills.
- The students will demonstrate a knowledge of professional and ethical responsibility.
- The students will exhibit effective communication skills.
- The students will acquire a comprehensive education imperative to grasp the impact of engineering solutions in a global, economic, environmental, and societal frame of reference.
- The students will imbibe a life-long learning acquisition of information and learning.
- The students will have a knowledge of contemporary issues.
- The students will have the ability to use the experimental techniques, skills, and modern engineering tools necessary for successful engineering practice.

**BIOMEDICAL ENGINEERING CURRICULUM**

(Leading to the Bachelor of Science Degree in Biomedical Engineering)

**General Studies 42**

(See Pages 71-72)

*Biomedical Engineering majors must choose the following core courses (In fulfillment and addition to the 42 hour requirement for general studies)*

<b>BIO 127 General Biology</b>	<b>4</b>	
<b>BIO 128 General Biology</b>		<b>4</b>
<b>MAT 165 Pre-calculus Trigonometry</b>	<b>5</b>	
<b>MAT 265 Calculus &amp; Analytical Geometry I</b>	<b>4</b>	



**GENERAL UNDERGRADUATE CATALOG**

Pre-professional, Major and Elective Courses	<b>34</b>	
<b>CHE 141 General College Chemistry I</b>		<b>4</b>
<b>CHE 142 General College Chemistry II</b>		<b>4</b>
<b>MAT 266 Calculus &amp; Analytical Geometry II</b>		<b>MAT 350</b>
<b>Mathematical Tools for Eng. Prob. Sol</b>	<b>3</b>	
<b>PHY 210 General Physics I</b>		<b>4</b>
<b>PHY 211 General Physics II</b>		<b>4</b>
<b>BME 110 Intro to Biomedical Engineering</b>		<b>3</b>
<b>BME 210 Introduction to Computer for Engineers</b>		<b>3</b>
<b>BME 250 Thermodynamics for Engineers</b>		<b>2 BME</b>
<b>290 Introduction to Materials</b>		<b>3</b>

Required professional core courses	<b>38</b>	
<b>BME 200 Statics</b>		<b>3</b>
<b>BME 220 Introduction to Biomechanics</b>		<b>3</b>
<b>BME 221 Introduction to Biomechanics Lab</b>		<b>1</b>
<b>BME 322 Developmental Systems Biology</b>		<b>3</b>
<b>BME 323 Developmental Systems Biology Lab</b>		<b>1</b>
<b>BME 325 Biological Transport Phenomena</b>		<b>3</b>
<b>BME 370 Biomedical Devices and Systems</b>		<b>3</b>
<b>BME 371 Biomedical Devices and Systems Lab</b>		<b>1</b>
<b>BME 400 Undergraduate Research/Internship</b>		<b>1</b>
<b>BME 410 Biomaterials</b>		<b>3</b>
<b>BME 412 Tissue Engineering</b>		<b>3</b>
<b>BME 440 Human Physiology</b>		<b>3</b>
<b>BME 441 Human Physiology Lab</b>		<b>1</b>
<b>BME 450 Bioimaging</b>		<b>3</b>
<b>BME 490 Senior Design I Lecture/Projects</b>		<b>3</b>
<b>BME 491 Senior Design II Lecture/Projects</b>		<b>3</b>

Required Track Courses: 6 credit hours

**Choose one of the following tracks and select 2 courses from that track. Additional courses will be added to each track.**

Track I Tissue Engineering

<b>BME 230 Computational System Biology</b>	<b>3</b>
<b>BME 337 Molecular Pathways and Signaling</b>	<b>3</b>
<b>BME 420 Implant Tissue Interactions</b>	<b>3</b>
<b>BME 430 Biomedical Polymeric Materials</b>	<b>3</b>
<b>BME 431 Physical Materials</b>	<b>3</b>
<b>BME 433 Nanobiotechnology</b>	<b>3</b>

Track II Biomechanics and Rehabilitation Bioengineering

<b>BME 212 Biofluid Mechanics</b>	<b>3</b>
<b>BME 230 Computational System Biology</b>	<b>3</b>
<b>BME 312 Mechanics of Materials</b>	<b>3</b>



Track III Biomedical Imaging and Instrumentation	
<b>BME 230 Computational System Biology</b>	<b>3</b>
<b>BME 452 Biomedical Bioelectric Systems</b>	<b>3</b>
<b>BME 451 Biomedical Image Analysis</b>	<b>3</b>
Required Support Courses 8	
<b>CHE 211 Organic Chemistry I &amp; Lab</b>	<b>5</b>
<b>MAT 472 Probability and Statistics I</b>	<b>3</b>
Or	
<b>BME 375 Probability and Statistics for Engineers</b>	<b>3T</b>
Or	
<b>BIO 340 Biostatistics</b>	<b>3</b>

**TOTAL SEMESTER HOURS REQUIREMENTS (Minimum)**  
129

**DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE**

**Dr. Michelle Foster, Interim Chair**

**Dr. Wen-Dong Chang, Dr. Chunhua Feng, Dr. Balaram Ghimire,  
Dr. Cavadious Jones, Dr. Seth Kermausuor, Dr. Carl S. Pettis, Mr. William Pilati, Mr.  
Timothy Holland, Dr. Carolyn Simmons-Johnson, Dr. Xiaolin Li, Dr. Fred Roush, Dr.  
Janet St. Clair, Dr. Rajendran Swamidurai, Dr. Jun Wang, Dr. Raynetta Prevo-  
Williams, Ms. Jing Zhou**

**MISSION**

The mission of the Department of Mathematics and Computer Science, as determined by its commitment to excellence in teaching, research and service, is to maintain an academic environment that: (1) provides quality programs that encourage students to perform with distinction within and beyond; (2) provides faculty with the opportunities, resources, and rewards to achieve excellence in teaching, research and service to the University, to the profession, and to the community.

**GOALS**

The objectives of the Department of Mathematics and Computer Science are to:

- Provide quality, relevant programs that are comparable to national standards in Mathematics and Computer Science
- Develop and implement educational opportunities to expose students to a wide range of future vocations in (and applications of) Mathematics and Computer Science.
- Enhance student retention by providing educational enrichment that fosters curiosity and encourages academic development.
- Ensure the academic integrity and effective function of the division.
- Encourage faculty engagement and continued growth in teaching and research.





The faculty and staff of the Department of Mathematics and Computer Science instills in our students the incentive to strive toward excellence and explore research and professional opportunities in mathematics, computer science and related fields. Departmental objectives include increasing student and faculty professional development opportunities and degree concentration offerings.

### **MAJORS AND MINORS**

The department offers majors in computer science, mathematics and a dual-degree program in mathematics/engineering. Minors are offered in computer science and mathematics. The department cooperates with the College of Education to offer a B.S. program with teacher certification in mathematics education. Majors are required to complete the Senior Comprehensive Examination in their respective disciplines before they can be recommended for graduation.

### **PROGRAM GOALS**

#### **BACHELOR OF SCIENCE, MATHEMATICS**

- Students will be able to apply reasoning and critical thinking skills to solve problems.
- Students will demonstrate an ability to interpret data and construct mathematical arguments and proofs.
- Students will be able to effectively communicate mathematical concepts.

#### **BACHELOR OF SCIENCE, COMPUTER SCIENCE**

- Students will be able to construct efficient solutions to complex problems after analysis, identification, and implementation of appropriate computing and programming requirements.
- Students will be able to identify professional and ethical issues related to the development of computer software.
- Students will be able to effectively communicate and function on teams to accomplish a common computing goal.

### **AN AGREEMENT TO ESTABLISH A DUAL-DEGREE PROGRAM OF STUDY BETWEEN ALABAMA STATE UNIVERSITY AND THE SAMUEL GINN COLLEGE OF ENGINEERING AT AUBURN UNIVERSITY**

This agreement establishes a plan whereby an undergraduate student will attend “First College” for approximately three (3) academic years and then transfer to the Samuel Ginn College of Engineering at Auburn University. After completing the academic requirements of two cooperating institutions, the student will be awarded a bachelor’s degree from “First College” (hereafter referred to as F.C. where F.C. represents first college) and one of the several designated engineering bachelor degrees awarded by Auburn University (hereafter referred to as AU).



Dual-Degree candidates from F.C. are eligible to seek any of the following degrees from AU. (It is understood that F.C. may delete any AU degrees that are not compatible with F.C.'s educational offerings).

- Bachelor of Aerospace Engineering
- Bachelor of Biosystems Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Computer Science
- Bachelor of Electrical Engineering
- Bachelor of Industrial and Systems Engineering
- Bachelor of Materials Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Software Engineering
- Bachelor of Polymer and Fiber Engineering
- Bachelor of Wireless Engineering

**Courses which are to be part of the Study Program at F.C.**

The Dual-Degree Coordinator (DDC) at AU is to be contacted concerning descriptions of course prerequisites and minimum course content. If F.C. cannot offer all of the courses listed below, or if the student is unable to schedule all of the courses, F.C. agrees to allow transfer credit applicable toward the F.C. degree for such courses taken at AU. The following amount of course credits in the specified areas must be included in the three-year study program taken at F.C., according to the degree sought at AU.

**FOR THOSE STUDENTS SEEKING  
AN AU ENGINEERING DEGREE DUAL-DEGREE PROGRAM**

The College of Science, Mathematics, and Technology consists of three departments: biological sciences, mathematics and computer science, and physical sciences.

AU Hours

<u>Areas of Study</u>	<u>Semester</u>	<u>F.C. Courses</u>
English Composition I, II Composition World Literature I, II World Literature I, II	6 6	English
World History I, II World History I, II	6 6	
Social Science Psychology	6	Microeconomics
Fine Arts	3	Music Appreciation or Theatre Appreciation or Art Appreciation
Introduction to Ethics	3	Ethics
Calculus I, II, III Calculus I, II, III (4-hour courses)	12	



Differential Equations (not required for Computer Science)	3	Differential Equations
Linear Algebra	3	Linear Algebra
Required in aerospace, computer science, electrical, industrial, materials mechanical, software, polymer and fiber, and wireless (hardware and software).		
General Chemistry I	4	General Chemistry I
Required in aerospace, biosystems, chemical, civil, electrical, industrial, materials, mechanical, polymer and fiber, and wireless (hardware).		

**AU Hours**

<u>Areas of Study</u>	<u>Semester</u>	<u>F.C. Courses</u>
General Chemistry II	4	General Chemistry II
Required in biosystems, chemical, civil, materials, and polymer and fiber.		
Principles of Biology	4	Principles of Biology
Required in biosystems and chemical.		
Organismal Biology	4	Animal Biology
Required in biosystems.		
Engineering Physics I	4	General Physics I
Required in aerospace, biosystems, (Calculus-based) chemical, civil, computer, electrical, industrial, materials, mechanical, software, polymer and fiber, and wireless (hardware and software).		
Engineering Physics II	4	General Physics II
Required in aerospace, civil, electrical, (Calculus-based) industrial, materials, mechanical, software, polymer and fiber, wireless (hardware and software), and chemical.		
Computer Programming	2	Computer Programming

C++required for electrical, wireless (C++) (hardware). JAVA required for software, wireless (software). MatLab required for aerospace, biosystems, chemical, civil, industrial, materials, mechanical, and polymer and fiber.

Other courses in mathematics, engineering, statistics, etc. will be considered for AU degree credit. Please review your intended engineering curriculum model in the AU Bulletin and refer questions to the **DDC at Auburn, (334) 844-2866**.

**General Statement of Requirements to be Imposed by F.C.**

The total study program at F.C. will have a minimum number equal to three- fourths of the total hours required by that college for the awarding of the bachelor’s degree (The student may not be admitted to AU in this program until this requirement is satisfied). The student pursuing the Dual-Degree Program may be jointly enrolled at both institutions.

**Requirements for Approval for Degree-Seeking Status as a Dual-Degree Student at AU**

In order for a student to become a dual-degree candidate at AU he/she must have:

- Completed three-fourths of the credit required for a degree from F.C.
- Provided a recommendation letter from the designated official at



- F.C.
- Satisfied the admission requirements for the College of Engineering at AU.

**Hours of Course Credit Required at Auburn University for Designated Bachelor’s Degree**

The Dual-Degree Program student will be required to complete an AU study program that includes all the remaining course work in the standard curriculum for the particular degree being sought. If the official study program at AU for the dual-degree candidate includes free electives, and the candidate has excess hours of credit at F.C., these excess hours will be used as free elective transfer credit at AU.

**Online or Video Courses Provided to Students in F.C. by AU**

In order to help potential dual-degree students in F.C. to get familiar with AU culture during the first three years of study, AU may provide some mutually agreed upon introductory courses as outreach courses.

**Provision for Change or Termination**

This agreement is subject to change, including the opportunity to add or delete AU degree programs by mutual consent. Either party may revoke it by written notice to the other party, giving at least three years notice of intent to void the agreement.

**MATHEMATICS CURRICULUM**

**(Leading to the Bachelor of Science Degree with a major in Mathematics)**

**General Studies** **42**  
 (See Pages 71-72)

**Pre-professional, Major and Elective Courses** **19**

\*In lieu of this requirement, Mathematics and Secondary Education majors must choose an EDU elective.

<b>PHY 210-211 General Physics I, II</b>	<b>8</b>
<b>or</b>	
<b>CHE 141-142 General College Chemistry I, II</b>	<b>8</b>
<b>CSC 210 Introduction to Computer Science</b>	<b>3</b>
<b>CSC 211 Programming Concepts, Standards and Methods</b>	<b>4</b>
<b>*CSC 212 Introductory Data Structures, Algorithms</b>	<b>4</b>

**Professional - Major Field Curriculum** **50**

<b>Required Major Courses</b>	<b>41</b>
<b>* MAT 165 Pre-calculus Trigonometry</b>	<b>5</b>
<b>MAT 251 Introduction to Linear Algebra</b>	<b>3</b>
<b>** MAT 265 Calculus and Analytic Geometry I</b>	<b>4</b>
<b>erm Calculus and Analytic Geometry II</b>	<b>4</b>
<b>MAT 267 Calculus and Analytic Geometry III</b>	<b>4</b>
<b>MAT 373 Introduction to Modern Algebra I</b>	<b>3</b>



<b>MAT 375 Differential Equations</b>	<b>3</b>
<b>MAT 401 Advanced Calculus</b>	<b>3</b>
<b>MAT 472 Probability and Statistics I</b>	<b>3</b>
<b>MAT 473 Probability and Statistics II</b>	<b>3</b>
<b>MAT 486 Introduction to Real Analysis</b>	<b>3</b>
<b>MAT 487 Senior Seminar</b>	<b>3</b>

\*Students using MAT 165 as the core course must take an additional math elective from the list below.

\*\*Students using MAT 265 as the core course must take two additional math electives from the list below.

**Major Course Electives** **9**

(Mathematics and Secondary Education majors must select MAT 225 and MAT 256 and an EDU advisor approved elective)

<b>MAT 225 Intro to Statistics</b>	<b>3</b>
<b>MAT 256 Discrete Mathematics</b>	<b>3</b>
<b>MAT 374 Introduction to Modern Algebra II</b>	<b>3</b>
<b>MAT 376 Numerical Analysis and Computer Applications</b>	<b>3</b>
<b>MAT 410 Introduction to Partial Differential Equations</b>	<b>3</b>
<b>MAT 425 Operations Research</b>	<b>3</b>
<b>MAT 430 Mathematics of Compound Interest</b>	<b>3</b>
<b>MAT 431 Mathematics of Demography</b>	<b>3</b>
<b>MAT 470 Design and Analysis of Experiments</b>	<b>3</b>
<b>MAT 471 Elementary Stochastic Processes</b>	<b>3</b>
<b>MAT 484 Modern Geometry</b>	<b>3</b>
<b>MAT 490 Topics in Applied Mathematics</b>	<b>3</b>
<b>MAT 491 Research and Independent Study</b>	<b>3</b>
<b>MAT 495 History of Mathematics Seminar</b>	<b>3</b>

<b>General Electives</b>	<b>9</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>120</b>

**MATHEMATICS MINOR**

*Eighteen semester hours are required for a mathematics minor.*

Required Courses	18
<b>MAT 251 Introduction to Linear Algebra</b>	<b>3</b>
<b>MAT 265 Calculus and Analytic Geometry I</b>	<b>4</b>
<b>MAT 266 Calculus and Analytic Geometry II</b>	<b>4</b>
<b>MAT 267 Calculus and Analytic Geometry III</b>	<b>4</b>
<b>MAT 375 Differential Equations</b>	<b>3</b>

<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>
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**COMPUTER SCIENCE CURRICULUM**

(Leading to the Bachelor of Science Degree with a Major in Computer Science)



**General Studies** **42**  
 (See Pages 71-72)

English Composition	6
<b>ENG 131 English Composition</b>	<b>3</b>
<b>ENG 132 English Composition</b>	<b>3</b>
or	
<b>ENG 140 English Composition (Honors)</b>	<b>3</b>
<b>ENG 141 English Composition (Honors)</b>	<b>3</b>
Humanities and Fine Arts	12
Required Courses	
<b>HUM 103 Humanities Through the African American Experience*</b>	<b>3</b>
and	
<b>ENG 109 Introduction to Literature**</b>	<b>3</b>
<b>ENG 110 Introduction to Literature**</b>	<b>3</b>
<i>Choose one of the following</i>	
<b>ART 131 Art Appreciation</b>	<b>3</b>
<b>MUS 121 Music Appreciation</b>	<b>3</b>
<b>THE 111 Introduction to Theater</b>	<b>3</b>
Humanities Electives: (choose one of the following)**	
<b>HUM 101 Humanities</b>	<b>3</b>
<b>HUM 102 Humanities</b>	<b>3</b>
<b>CMS 200 Voice and Diction</b>	<b>3</b>
<b>CMS 205 Public Speaking</b>	<b>3</b>
<b>PHL 210 Logical Reasoning</b>	<b>3</b>
<b>*Requirement for originating Alabama State University students.</b>	
<b>**Students satisfying the six semester hour literature sequence (ENG 209 and 210) are only required to complete three semester hours of the history sequence (HIS 131 or 132) and are not required to take a <i>humanities elective</i>.</b>	
Natural Sciences and Mathematics	12
(A) Natural Sciences	8
<b>PHY 210 College Physics I</b>	<b>4</b>
<b>PHY 211 College Physics II</b>	<b>4</b>
(B) Mathematics	3
<b>MAT 137 Pre-calculus Algebra</b>	<b>3</b>
History, Social and Behavioral Sciences	12
<b>Required Courses:</b>	
<b>GEO 206 World Geography*</b>	<b>3</b>
and	



<b>HIS 131 World History**</b>	<b>3</b>
<b>HIS 132 World History**</b>	<b>3</b>

**History, Social and Behavioral Sciences Electives:**

*Choose two of the following\*\**

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

*\*Requirement for originating Alabama State University students.*

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

<b>Orientation - Required of All Undergraduates</b>	<b>1</b>
ORI 100 Freshman Orientation	1

**Pre-professional, Major and Elective Courses** **22**

MAT 165 Pre-calculus Trigonometry	5
MAT 251 Linear Algebra	3
MAT 256 Discrete Mathematics	3
MAT 265 Calculus and Analytic Geometry I	4
MAT 266 Calculus and Analytic Geometry II	4
MAT 472 Probability and Statistics	3

**Professional - Major Field Curriculum** **51**

**Required Major Courses** **41**

<b>CSC 210 Introduction to Computer Science</b>	<b>3</b>
<b>CSC 211 Programming Concepts, Standards and Methods</b>	<b>4</b>
<b>CSC 212 Introduction to Data Structures and Algorithms</b>	<b>4</b>
<b>CSC 280 Introduction to Software Engineering I</b>	<b>4</b>
<b>CSC 311 Introduction to Computer Organization</b>	<b>4</b>
<b>CSC 312 Introduction to Computer Systems</b>	<b>4</b>
<b>CSC 315 Data Communication and Networking</b>	<b>4</b>
<b>CSC 330 Architecture of Digital Computers</b>	<b>3</b>
<b>CSC 414 Introduction to Operating Systems</b>	<b>4</b>
<b>CSC 421 Data Structure and Algorithm Analysis</b>	<b>4</b>
<b>CSC 431 Organization of Programming Languages</b>	<b>3</b>

Major Course Electives	10
<b>CSC 200 Computers and Society</b>	<b>3</b>
<b>CSC 380 Algorithms</b>	<b>3</b>
<b>CSC 420 Numerical Methods</b>	<b>3</b>



<b>CSC 435 Data Base and Information Retrieval</b>	<b>3</b>
<b>CSC 437 Software Engineering II</b>	<b>3</b>
<b>CSC 440 Automata, Computability and Formal Language</b>	<b>3</b>
<b>CSC 441 Compiler Design</b>	<b>4</b>
<b>CSC 442 Computer Graphics</b>	<b>3</b>
<b>CSC 445 Supercomputing</b>	<b>4</b>
<b>CSC 447 Object-Oriented Programming</b>	<b>4</b>
<b>CSC 460 Artificial Intelligence</b>	<b>3</b>
<b>CSC 490 Special Topics</b>	<b>3</b>
<b>CSC 491 Special Topics</b>	<b>3</b>
<b>CSC 492 Special Topics</b>	<b>3</b>
<b>General Electives</b>	<b>6</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>120</b>

### COMPUTER SCIENCE MINOR

*Twenty-four semester hours are required for a minor in Computer Science.*

<b>Required Courses</b>	<b>20</b>
CSC 211 Programming Concepts, Standards and Algorithms	4
CSC 212 Introduction to Data Structure	4
CSC 311 Introduction to Computer Organization	4
CSC 312 Introduction to Computer Systems	4
CSC 421 Data Structure and Algorithm Analysis	4
<b>General Elective</b>	<b>4</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>24</b>

### DEPARTMENT OF PHYSICAL SCIENCES

**Dr. Azriel Gorski, Department Chair**

**Dr. Cleon Barnett, Ms. Sheree Finley, Dr. Harvey Hou, Dr. Sapna Jain,  
Dr. Gulnaz Javan, Mr. Elijah Nyairo, Dr. Douglas Strout, Dr. Oswald Tekyi-Mensah**

### MISSION

The Department of Physical Sciences offers curricula in chemistry and physics designed to prepare students for graduate and professional studies and for entry-level positions as chemists, physicists and engineers in industrial and governmental organizations. The pre-health professional program prepares students to pursue further training for careers in health professions. The Forensic Science program prepares students for entry level positions in crime laboratories, industrial laboratories and health related laboratories as well preparing them to pursue advanced degrees should they choose to do so. The Physics Program students for entry level positions in crime laboratories, industrial laboratories as well preparing them to pursue advanced degrees should they choose to do so. The department also provides chemistry, physics and physical science courses for teacher education majors and offers courses in physical science for non-science majors.





**PROGRAM GOALS****BACHELOR OF SCIENCE CHEMISTRY**

- Instruct students in theory in the major sub-disciplines of chemistry, physics and forensic sciences.
- Teach students to design and conduct experiments and safely handle and dispose of hazardous laboratory materials.
- Train students in the use of modern chemical physical and general laboratory instrumentation emphasizing the use of computers for data analysis and molecular modeling.
- Provide students with knowledge and appreciation of the ethical needs of their profession through instruction and examples.

**BACHELOR OF SCIENCE FORENSICS**

- Instruct students in the theory of forensic sciences as it relates to chemistry and biology sub-specialties.
- Teach students how to design and conduct experiments to analyze and safely handle forensic case samples and dispose of chemicals, biologicals and other hazardous materials.
- Train students in the use of modern instrumentation used in forensic sciences.

**MAJORS AND MINORS**

The department offers the Bachelor of Science in chemistry, the Bachelor of Science in Forensic Biology and the Bachelor of Science in forensic chemistry. A minor in chemistry is offered. The department cooperates with the College of Education to offer baccalaureate degree programs leading to teacher certification in chemistry and general science. Students majoring in either chemistry or forensic chemistry must take the Senior Comprehensive Examination before they can be recommended for graduation.

**CHEMISTRY CURRICULUM**

(Leading to the Bachelor of Science with a major in chemistry)

**General Studies** **42**  
(See Pages 71-72)

*Chemistry majors must choose the following:*

**CHE 141-142 General College Chemistry** **8**

**MAT 265 Calculus and Analytic Geometry I** **4**

**Pre-professional Courses** **19**

\*In lieu of this requirement, Chemistry and Secondary Education majors may choose EDU electives.

**CSC 210 Introduction to Computer Science** **3**

**\*PHY 210-211 General Physics** **8**

**\*MAT 266-267 Calculus and Analytic Geometry II-III** **8**

Required Support Course 3



\*In lieu of this requirement, Chemistry and Secondary Education majors may choose EDU electives.

**MAT 375 Differential Equations** 3

Required Major Courses 34

**CHE 211-212 Organic Chemistry** 10

**CHE 321-322 Physical Chemistry** 8

**CHE 342 Quantitative Analysis** 4

**CHE 343 Instrumental Analysis** 4

**CHE 418 Chemistry Seminar** 2

**CHE 421 Biochemistry I** 4

**CHE 431 Introduction to Research** 2

Major Course Elective 4

\*In lieu of this requirement, Chemistry and Secondary Education majors may choose EDU electives.

Choose four credits from the following:

**CHE 419 Physical Organic Chemistry** 4

**CHE 422 Biochemistry II** 4

**CHE 423 Organic Synthetic Methods** 4

**CHE 433 Introduction to Chemical Thermodynamics** 4

and Quantum Chemistry

**Minor Courses or Electives** 17

**TOTAL SEMESTER HOUR REQUIREMENTS** 123

*\*For descriptions of B.S. programs in chemistry education and science education, with teacher certification, see College of Education in this catalog.*

### CHEMISTRY MINOR

*Twenty-six semester hours are required for a Minor in chemistry.*

**Required Courses** 26

**CHE 141 General College Chemistry** 4

**CHE 142 General College Chemistry** 4

**CHE 211 Organic Chemistry I** 5

**CHE 212 Organic Chemistry II** 5

*Two upper-level courses chosen from:*

**CHE 321 Physical Chemistry I** 4

**CHE 322 Physical Chemistry II** 4

**CHE 342 Quantitative Analysis** 4

**CHE 343 Instrumental Analysis** 4

**CHE 421 Biochemistry I** 4

**CHE 422 Biochemistry II** 4

**TOTAL SEMESTER HOUR REQUIREMENTS** 26



*Note: The two upper-level courses need not come from the same sequence. Part I of each sequence is a prerequisite for part II of the same sequence.*

### CHEMISTRY PRE-HEALTH CURRICULUM

(Leading to the Bachelor of Science with a major in chemistry)

**General Studies** 42  
(See Pages 71-72)

*Chemistry majors must choose the following:*

**CHE 141-142 General College Chemistry** 8

**MAT 265 Calculus and Analytic Geometry I** 4

Pre-professional Courses 19

**CSC 210 Introduction to Computer Science** 3

**PHY 210-211 General Physics** 8

**MAT 266-267 Calculus and Analytic Geometry II-III** 8

Required Support Courses 12

**MAT 375 Differential Equations** 3

**BIO 127 General Biology & Lab** 4

**BIO 128 General Biology & Lab** 4

**BIO 200 Introduction to the Health Profession** 1

Required Major Courses 34

**CHE 211-212 Organic Chemistry** 10

**CHE 321-322 Physical Chemistry** 8

**CHE 342 Quantitative Analysis** 4

**CHE 343 Instrumental Analysis** 4

**CHE 418 Chemistry Seminar** 2

**CHE 421 Biochemistry I** 4

**CHE 431 Introduction to Research** 2

Major Course Elective 4

*Choose four credits from the following:*

**CHE 419 Physical Organic Chemistry** 4

**CHE 422 Biochemistry II** 4

**CHE 423 Organic Synthetic Methods** 4

**CHE 433 Introduction to Chemical Thermodynamics  
and Quantum Chemistry** 4

**General Electives** 8

**TOTAL SEMESTER HOUR REQUIREMENTS** 120



**FORENSIC BIOLOGY CURRICULUM**

(leading to a bachelor's degree with a major in forensic biology)

**General Studies** **42**  
 (See Pages 71-72)

*Forensic Biology majors must select the following courses under General Studies:*

<b>CHE 141 General College Chemistry</b>	<b>4</b>
<b>CHE 142 General College Chemistry</b>	<b>4</b>
<b>MAT 265 Calculus and Analytic Geometry I</b>	<b>4</b>
Required Natural Science Courses	32
<b>BIO 127 General Biology and Lab</b>	<b>4</b>
<b>CSC 210 Introduction to Computer Science</b>	<b>3</b>
<b>PHY 210-211 General Physics</b>	<b>8</b>
<b>CHE 211-212 Organic Chemistry</b>	<b>10</b>
<b>MAT 225 or SSC 361 Statistics</b>	<b>3</b>
<b>MAT 266 Calculus and Analytic Geometry II</b>	<b>4</b>
Required Specialized Sciences	15
<b>BIO 323 General Microbiology</b>	<b>4</b>
<b>BIO 336 Principles of Genetics</b>	<b>3</b>
<b>BIO 420 Molecular Biology and Genetics</b>	<b>4</b>
<b>CHE 421 Biochemistry</b>	<b>4</b>
Required Major Forensic Biology	18
<b>FRS 220 Forensic Science Survey</b>	<b>3</b>
<b>CRJ 248 Introduction to Criminal Justice</b>	<b>3</b>
<b>FRS 319 Forensic Biology</b>	<b>4</b>
<b>FRS 412 Forensic Analysis, Crime Scene Investigation, Ethics, And Professional Responsibilities</b>	<b>4</b>
<b>BIO 400 (Research) or FRS 466 (Internship)</b>	<b>3</b>
<b>FRS 499 Senior Capstone Seminar</b>	<b>1</b>
Major Elective Courses	12
<b>Choose twelve credits from the following:</b>	
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>CHE 321 and CHE322 Physical Chemistry w/Lab I and II</b>	<b>8</b>
<b>CHE342 Quantitative Analysis</b>	<b>4</b>
<b>CHE 343 Instrumental Analysis</b>	<b>4</b>
<b>FRS320 Forensic Chemistry w/Lab</b>	<b>4</b>
<b>FRS 423 Principles of Forensic Toxicology</b>	<b>4</b>
<b>FRS 424 Forensic Microscopy and FRS425 For. Mic. Lab</b>	<b>3</b>
<b>FRS 450 Expert Testimony in Forensics</b>	<b>3</b>



Free Elective	4
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>120</b>

**FORENSIC CHEMISTRY CURRICULUM**

(leading to a bachelor's degree with a major in forensic chemistry)

General Studies (See Pages 71-72)	42
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*Forensic Chemistry majors must select the following courses under General Studies:*

<b>CHE 141 General College Chemistry</b>	<b>4</b>
<b>CHE 142 General College Chemistry</b>	<b>4</b>
<b>MAT 265 Calculus and Analytic Geometry I</b>	<b>4</b>
Required Natural Science Courses	28
<b>BIO 127 General Biology and Lab</b>	<b>4</b>
<b>CSC 210 Introduction to Computer Science</b>	<b>3</b>
<b>PHY 210-211 General Physics</b>	<b>8</b>
<b>CHE 211-212 Organic Chemistry</b>	<b>10</b>
<b>MAT 225 or SSC 361 Statistics</b>	<b>3</b>
Required Specialized Sciences	20
<b>MAT 266 Calculus and Analytic Geometry II</b>	<b>4</b>
<b>CHE 321-322 Physical Chemistry</b>	<b>8</b>
<b>CHE 342 Quantitative Analysis</b>	<b>4</b>
<b>CHE 343 Instrumental Analysis</b>	<b>4</b>
Required Major Forensic Chemistry	25
<b>FRS 220 Forensic Science Survey</b>	<b>3</b>
<b>CRJ 358 Criminalistics</b>	<b>3</b>
<b>FRS 319 Forensic Biology</b>	<b>4</b>
<b>FRS 320 Forensic Chemistry</b>	<b>4</b>
<b>FRS 412 Forensic Analysis, Crime Scene Investigation, Ethics, and Professional Responsibilities</b>	<b>4</b>
<b>FRS 424 Forensic Microscopy</b>	<b>2</b>
<b>FRS 425 Forensic Microscopy Lab</b>	<b>1</b>
<b>BIO 400 or FRS 466 Research/Internship</b>	<b>3</b>
<b>FRS 499 Senior Capstone Seminar</b>	<b>1</b>
<b>Major Elective Courses</b>	<b>8</b>
<i>Choose eight credits from the following:</i>	
<b>BIO 336 Principles of Genetics</b>	<b>3</b>
<b>BIO 337 Cell Biology</b>	<b>4</b>
<b>CHE 421 Biochemistry I</b>	<b>4</b>



<b>FRS 423 Principles of Forensic Toxicology</b>	<b>4</b>
<b>FRS 450 Expert Testimony in Forensics</b>	<b>3</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>120</b>

**CHEMISTRY MINOR**

*Twenty-six credit hours are required for a minor in chemistry:*

**Required Courses** **26**

<b>CHE 141-142 General College Chemistry</b>	<b>8</b>
<b>CHE 211-212 Organic Chemistry</b>	<b>10</b>

*Eight credits chosen from the following:*

<b>CHE 321 Physical Chemistry</b>	<b>4</b>
<b>CHE 322 Physical Chemistry</b>	<b>4</b>
<b>CHE 342 Quantitative Analysis</b>	<b>4</b>
<b>CHE 343 Instrumental Analysis</b>	<b>4</b>
<b>CHE 421 Biochemistry I</b>	<b>4</b>
<b>CHE 422 Biochemistry II</b>	<b>4</b>

*Note: The eight upper-division hours need not come from the same sequence, but part I of each sequence is a prerequisite for part II.*



## **COLLEGE OF VISUAL AND PERFORMING ARTS**

**DR. TOMMIE H. STEWART, DEAN**

**DR. CATERINA BRISTOL, ASSOCIATE DEAN**

The College of Visual and Performing Arts consists of three departments: music, theatre and visual arts, each offering a comprehensive body of knowledge. The Department of Music is an institutional member of the National Association of Schools of Music. The Department of Theater Arts is an institutional member of the National Association of Schools of Theater. The Department of Visual Arts is an institutional member of the National Association of Schools of Art and Design-

The department of theater arts is designated as a Center of Excellence. The Silvera-Richards-Stewart Center of Excellence was established to expand on the philosophy and performance techniques of the “American Theater of Being.” This concept was developed by famed actor/director Frank Silvera. “Being” he defined “as existing in a complete and perfect state lacking no essential characteristics.”

### **MISSION**

The primary mission of the College of Visual and Performing Arts (COVPA) is to prepare artists, professionals and educators for the 21st century. Students are taught the complexities of visual and performing arts through empowering aesthetic experiences. COVPA seeks to be a pre-eminent provider of education in the arts by celebrating diverse artistic traditions, acknowledging student creativity, and recognizing the significance of African and African-American culture. Professional and award-winning faculty mentors students to become leaders in the arts.

### **VISION**

The College of Visual and Performing Arts vision is to provide educational and cultural opportunities that enrich and expand the cultural life of the area’s citizens, the nation and the world.

### **GOALS**

- Maintain faculty members in unique areas of specialization for each department to meet accreditation standards so that the College can train, maintain, and enhance excellent educators and artists.
- Improve the quality of outcomes in all academic programs, managerial functions and other support programs.
- Secure funding for the Center of Excellence within the Department of Theatre Arts to advance the academic learning environment.
- Provide increased training opportunities in the use of technology.
- Create interdisciplinary program for development of therapeutic arts as an alternative form of study in the performing arts.

### **OBJECTIVES**

- Maintain scholarships in all three academic units



- Maintain accreditations standards for, The Department of Theater Arts with the National Association of Schools of Theater, the Department of Music with the National Association of Schools of Music and the Department of Visual Arts with the National Association of Schools of Art & Design
- Developed program plans to remain competitive with educational standards.
- Continue to support professional development strategies across the College for faculty, staff and students
- Maintain excellence, recognition and academic achievement on a national scale.

## **SCHOLARSHIPS**

The College of Visual and Performing Arts offers scholarships based on academic and artistic merit. Scholarships cover the cost of tuition and fees for up to eight semesters depending upon the individual award. Scholarship applications may be obtained from the various departments and may require an audition, letters of reference, portfolio review, and a minimum grade point average. Contact individual Departments for specific scholarships.

### **DEPARTMENT OF VISUAL ARTS**

**Mr. Nathaniel Allen, Interim Chair**

**Ms. Charmagne Andrews, Ms. Elana Hagler, Dr. Christopher Greenman, Mr. Windham Graves, Mr. Frederick Pellum III, Dr. Mary Soylu, Mr. Cleve M. Webber**

## **MISSION**

The mission of the Department of Visual Arts is to provide a highly valued educational experience that will encourage students to think critically; create and appreciate art and participate in an aesthetic culture while recognizing art as an integral part of our global society. To this end students will experience effective innovative instruction in traditional studio arts methods and materials as well as contemporary graphic arts technologies. The practice based learning in studio courses is further enhanced by courses in art history and aesthetic theory. This foundation will prepare graduates to make informed, valued contributions to the global visual arts culture that expresses their diversity, our University and the communities we embody. Students will also have the self-discipline, motivation, and the expertise necessary to maintain their artistic activities and goals well into the future.

## **DEPARTMENTAL GOALS**

Foster a student centered environment that nurtures the development of intellectual and aesthetic growth. Maintain a skilled faculty recognized as educators as well as professional artists. Provide students with access to state of the art instruction, technology and equipment. Raise a conscious appreciation for and understanding of the value of arts by enhancing the visual appearance of our university and community environment. Serve as a resource that supports and validates the artistry in the community. Promote interest in the rich diverse cultural experience of the African Diaspora. Develop a student/faculty exchange with institution abroad to foster global thinking, free exchange of ideals and total immersion in a divergent artistic cultural setting. To establish an environment that will allow students to experience, interact and analyze a rich variety of visual arts culture.





## MAJORS AND MINORS

The Department of Visual Arts offers the Bachelor of Arts degree in Art with concentrations in either Fine Arts or Graphic Design. Minors are offered in Art History and General Art studies for students who have an interest in art but wish to major in another area. **Art majors start enrolling in art classes their first semester.** Art majors or those who plan to major in Art who do not follow the required freshman and sophomore class offerings may hinder a four year graduation schedule.

All majors are required to participate in a variety of activities, not only attending class, but attendance at departmental functions and exhibitions are part of the graduation requirements. Majors will participate in a series of senior classes (ART 465, 470 and 475) during their last three semesters in school. Students that plan to finish degree requirements during the summer must have completed these classes prior to that last summer semester. These senior classes are not offered during the summer semester. All majors will participate in a sophomore portfolio review and sophomore comprehensive exams. This review and exam will be administered during the second semester of their sophomore year. Students must have taken the following classes: ART 121, 122, 123, 135, 201, 209 and 240 to participate in this activity. Students who do not pass the sophomore review may attend mandatory tutorial sessions, retake the comprehensive test and re-submit a portfolio during their junior year. Students are also responsible for attending 32 Visual Art Events during their tenure at Alabama State University. Records for these events are turned in to the students' advisor and the adviser will place them and record them in the student's official file.

## GENERAL DEGREE COMPETENCIES

- All graduating art majors will be able to address the following competencies upon completion of the program: Competencies are listed alphabetically.
- Understand basic design principles, concepts, media, and formats in the various visual arts disciplines. Development of this sensitivity continues throughout the degree program.
- Ability to apply principles of design and color and competency in drawing in work specific to visual arts specializations.
- The ability to conceive, design and create works in one or more specific visual art fields.
- Working knowledge of various aesthetic issues, processes, and media and their relationship to the conceptualization, development and completion of works of arts.
- Understanding of the similarities, differences, and relationship among the various visual arts areas.
- Experiences that encourage familiarity with a broad variety of work in various specializations and media, including broad exposure to works of art.
- Opportunities to develop an area of emphasis in at least one of the visual arts areas.
- The ability to create and develop visual forms in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetic and the construction of meaningful images.
- An understanding of the tools and technology, including their roles in the creation, reproduction, and distribution of visual messages. Relevant tools and technologies include but are not limited to, drawing, offset printing, photography, and time-based interactive media (film, video, computer multimedia).
- An understanding of basic business practices, including the ability to organize design



projects and to work productively as a member of teams.

- The capacity to apply, explain and defend the critical analysis of works of art.

### ADVISING

All declared art majors will be given an art adviser during their first semester enrolled. This adviser will help them select the proper classes throughout their college career. While declared art majors who are still in University College or college athletes will use the advisement center or their athletic advisor for official advisement, they should meet with the Department Chairperson or an Art Faculty member **prior** to finalizing their class schedule. The Art Faculty will be up to date on any changes that may not be published. Once your official file has been transferred to the art department, your art advisor will be your primary advisor. With limited space in some art classes, along with some classes being offered only once a semester, it is essential that students use early registration to secure enrollment in required classes. Students not able to enroll due to late enrollment, failing a class, withdrawing or missing a sequentially numbered class may delay their graduation.

**REMEMBER**, not all classes are offered every semester, and your art adviser will know the sequence of those classes. **Please make sure you inform admissions and the advisement center during freshman orientation that you are an art major so they will assign you to someone who is aware of the current art curriculum. It is essentially the students' responsibility to make sure they follow the guidelines set forth by the department and the university in order to graduate on time.**

### EXPENSES

Art classes are expensive. Students and parents should be aware that besides the normal textbooks required for classes, students will need to purchase art supplies for the majority of their studio classes and most likely will have to replenish some of those supplies during the semester. While Alabama State University will try to supply some materials, it is the student's responsibility to have the needed supplies to work in class. Students that are not prepared to have supplies at the beginning of the semester usually fall behind as most studio classes are hands on classes and start working if not immediately usually within the first week of classes.

Most instructors have supply lists that can be requested prior to the start of each semester. Please call the department for details. Most supplies can be purchased at local art and craft stores or over the Internet. It is also highly recommended that all students, particularly those in the graphic design field have a laptop computer by the beginning of their sophomore year of study. Students may contact the department for further listing of computers and software packages that are used in the program.

### SCHOLARSHIP AWARDS AND CRITERIA

The department of Visual Arts offers a limited number of scholarships to both incoming/transfer and continuing students. Scholarships are based on both scholastic and artistic ability/potential by the applicant and are awarded after submitted material and application is reviewed by the departmental scholarship committee. Awards are renewable based on student's ability to fulfill requirements listed on the scholarship application.

Additionally, students must maintain the prescribed G.P.A. If a student fails to meet any



criteria listed on the application, the Department of Visual Arts reserves the right to either revoke or reduce the amount of the award.

**FACULTY OFFICE HOURS**

Each faculty member maintains 10 office hours per week to assist students with projects and offer tutorial assistance. Students in studio classes should use this time with instructors to supplement time spent in class. Students enrolled in lecture classes should also use this time for additional clarification regarding lectures. It is advised to make an appointment prior to just “dropping by.”

**ART CURRICULUM**

**(Leading to the Bachelor of Arts degree with concentrations in either fine arts or graphic design)**

The curriculum listed below is the current curriculum for students entering the program at the time this catalog is published. Curriculums are in a constant state of change. Any students entering the program where the curriculum has changed from the one published in this catalog will be notified and supplied with those changes their first semester. Any new changes will not affect students using their entering curriculum.

**General Studies** **42**  
 (See Pages 71-72)

**Art majors must enroll in Art 135, Introduction to Art** **3**  
*(This class is used as one of the 12 hours required in the Humanities and Fine Arts University Core)*

Required Foundations Courses	21
<b>ART 121 Design I: 2-D Fundamental</b>	<b>3</b>
<b>ART 122 Design II: 3-D Fundamental</b>	<b>3</b>
<b>ART 123 Color Theory</b>	<b>3</b>
<b>ART 201 Art History Survey I</b>	<b>3</b>
<b>ART 202 Art History Survey II</b>	<b>3</b>
<b>ART 209 Drawing and Composition I</b>	<b>3</b>
<b>ART 210 Drawing and Composition II</b>	<b>3</b>
Required Major Courses	18
<b>ART 240 Visual Thinking</b>	<b>3</b>
<b>ART 465 Senior Comprehensives</b>	<b>1</b>
<b>ART 470 Portfolio</b>	<b>1</b>
<b>ART 475 Senior Exhibition</b>	<b>1</b>
Select One Two-Dimensional Requirement	3
<b>ART 321 Painting I*</b>	<b>3</b>
<b>ART 332 Printmaking I*</b>	<b>3</b>
Select One Three-Dimensional Requirement	3
<b>ART 325 Ceramics I*</b>	<b>3</b>



<b>ART 341 Sculpture I*</b>	<b>3</b>
Select Two Art History Requirements	6
<b>ART 302 19th Century Art</b>	<b>3</b>
<b>ART 303 Early 20th Century Art</b>	<b>3</b>
<b>ART 304 Contemporary Art</b>	<b>3</b>
<b>ART 305 Topics in American Art and Visual Culture</b>	<b>3</b>
<b>ART 306 Topics in American Art and Visual Culture</b>	<b>3</b>
<b>ART 307 Topics in American Art and Visual Culture</b>	<b>3</b>
<b>ART 309 Introduction to African-American Art</b>	<b>3</b>
<b>ART 310 History of Graphic Design</b>	<b>3</b>
<b>ART 416 Art Theory</b>	<b>3</b>

**GRAPHIC DESIGN CONCENTRATION 25**

<b>ART 224 Graphic Design I</b>	<b>3</b>
<b>ART 225 Graphic Design II (Pre-Req-ART 224)</b>	<b>3</b>
<b>ART 330 Typography I</b>	<b>3</b>
<b>ART 331 Typography II (Pre-Req ART 330)</b>	<b>3</b>
<b>ART 332 Printmaking I*</b>	<b>3</b>

*\*Cannot be used to satisfy this area if used above*

<b>ART 333 Printmaking II</b>	<b>3</b>
<b>Can be substituted for Art 332 if Art 332 is used in selected area above</b>	
<b>ART 345 Computer Graphics I</b>	<b>3</b>
<b>ART 346 Computer Graphics II (Pre-Req ART 345)</b>	<b>3</b>
<b>ART 450 Art Studio (Pre-Req – Permission of Chair)</b>	<b>4</b>

**General Electives above the 100 level 16**  
*to be taken in consultation with Art advisor*

**Total Semester Hour Requirement for Graphic Design 122**

**FINE ARTS CONCENTRATION 24**

Student seeking a fine arts concentration should select from the classes listed below. These selections should reflect a personal interest. Any class selected in the major requirement section CAN NOT be used again in **this** section

Art History	
<b>ART 302 19th Century Art</b>	<b>3</b>
<b>ART 303 Early 20th Century Art</b>	<b>3</b>
<b>ART 304 Contemporary Art</b>	<b>3</b>
<b>ART 305 Topics in American Art and Visual Culture</b>	<b>3</b>
<b>ART 306 Topics in American Art and Visual Culture</b>	<b>3</b>



## GENERAL UNDERGRADUATE CATALOG

<b>ART 307 Topics in American Art and Visual Culture</b>	<b>3</b>
<b>ART 309 Introduction to African-American Art</b>	<b>3</b>
<b>ART 310 History of Graphic Design</b>	<b>3</b>
<b>ART 416 Art Theory</b>	<b>3</b>

### Two-Dimensional Area

<b>ART 230 Digital Photography I</b>	<b>3</b>
<b>ART 241 Digital Imaging Pre Req – ART 240</b>	<b>3</b>
<b>ART 321 Painting I</b>	<b>3</b>
<b>ART 322 Painting II</b>	<b>3</b>
<b>ART 332 Printmaking I</b>	<b>3</b>
<b>ART 333 Printmaking II</b>	<b>3</b>
<b>ART 350 Life-Figure Drawing- Pre Req – ART 210</b>	<b>3</b>
<b>ART 353 Sequential Art I</b>	<b>3</b>
<b>ART 354 Sequential Art II</b>	<b>3</b>
<b>ART 360 Mixed Media Workshop – Pre Req – Art 121,122,123,209</b>	<b>3</b>
<b>ART 421 Printmaking III</b>	<b>3</b>
<b>ART 423 Painting III</b>	<b>3</b>
<b>ART 424 Painting IV</b>	<b>3</b>

### Three-Dimensional Area

<b>ART 325 Ceramics I</b>	<b>3</b>
<b>ART 326 Ceramics II</b>	<b>3</b>
<b>ART 327 Creative Crafts</b>	<b>3</b>
<b>ART 341 Sculpture I</b>	<b>3</b>
<b>ART 342 Sculpture II Pre Req- Art 341</b>	<b>3</b>
<b>ART 425 Ceramics III</b>	<b>3</b>
<b>ART 426 Ceramics IV</b>	<b>3</b>
<b>ART 343 Sculpture III Pre Req – ART 342</b>	<b>3</b>
<b>ART 344 Sculpture IV Pre Req – ART 343</b>	<b>3</b>

### Art Studio Area

<b>ART 450 Art Studio Pre Req – Chair</b>	<b>4</b>
<b>ART 451 Art Studio Pre Req- Chair</b>	<b>4</b>
<b>ART 452 Art Studio Pre Req – Chair</b>	<b>4</b>

**General Electives above the 100 level** **17**  
*to be taken in consultation with Art advisor*

**TOTAL SEMESTER HOUR REQUIREMENTS** **122**

### ART MINOR CURRICULUM

*The minor in art requires a minimum of 18 credit hours in a variety of classes. Students will have the option of selecting from different areas to meet the minimum requirements.*

**Art General Studies Minor Requirements** **18**



## GENERAL UNDERGRADUATE CATALOG

Student selects one class from Art 121, 122, 123	3
ART 121 Design I: 2-D Fundamenta	3
ART 122 Design II: 3-D Fundamental	3
ART 123 Color Theory	3
Student selects one class from Art 201 or 202	3
ART 201 Art History Survey I	3
ART 202 Art History Survey II	3
Student takes both ART 209 and ART 240	6
ART 209 Drawing and Composition I	3
ART 240 Visual Thinking	3
Student selects any 6 hours from 200 level or higher Art	6
ART 321 Painting I	3
ART 322 Painting II	3
ART 224 Graphic Design I	3
ART 325 Ceramics I	3
ART 326 Ceramics II	3
ART 330 Typography I	3
ART 332 Printmaking I	3
ART 333 Printmaking II	3
ART 340 Computer Graphics I	3
ART 341 Sculpture I	3
ART 342 Sculpture II	3
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>18</b>
<b>Art History Minor Requirements</b>	<b>18</b>
<b>Required Art History Classes</b>	<b>9</b>
ART 201 – Art History Survey I	3
ART 202 – Art History Survey II	3
ART 416 – Art Theory	3
<b>Students selects three Art History class from the current catalogue</b>	<b>9</b>
Art History Elective (300 or 400 level)	3
Art History Elective (300 or 400 level)	3
Art History Elective (300 or 400 level)	3
<b>TOTAL SEMESTER HOURS REQUIREMENTS</b>	<b>18</b>



**DEPARTMENT OF THEATRE ARTS**

**Dr. Wendy R. Coleman, Chair**

**Ms. Ramona G. Ward, Mr. Brian Martin, Mr. Nathan Jacobs, Mr. Jeffrey Davis, Mr. Michael Medcalf, Mr. James Atkinson, Mr. Kavin Grant, Ms. Lindsey Benton, Mr. Charles Moncrief, III**

**MISSION**

The mission of the Alabama State University Department of Theatre Arts is to merge rigorous academics with a wide range of experiences and opportunities to develop artistic sensitivity, creativity, and integrity. We are committed to providing an environment conducive to students' work and study in one of three concentrations: performance, technical, and generalist. The department encourages a faculty-student relationship that broadens the educational and professional experience and provides artistic enrichment for the community at large. Student success is the primary aim.

**VISION**

The Alabama State University Department of Theatre Arts' vision is to become a creative force of excellence in theatre by empowering students to become productive scholars, creative artists and work as collaborative individuals. We seek to develop whole human beings through creative engagement, by emphasizing the rich cultural heritage and the significance of the African American experience.

**PURPOSE**

Our philosophy is student centered. We use the disciplines of theatre to develop and strengthen students, in order to impart knowledge, creativity, and individual character through instruction, co-curricular activity and service outreach.

**GOALS**

The Department of Theatre Arts has as its primary goals the following: (1) to provide an understanding of performance theories and methods students may gain competencies in the practical application of acting, directing, and dance (2) to provide knowledge of technical theatre through classroom instruction, production work, and practical application, (3) to successfully prepare student dancers and choreographers for the professional world of dance and to supply well-trained dance artists to local, regional, and national theatre and dance organizations, (4) to expose students to theatre arts administration and procedures relevant to theatre, stage, and tour management, (5) to assist students in becoming proficient in research methodology, literary criticism, and dramaturgy, (6) to enhance students' quality of life by presenting opportunities to practice good citizenship and public service, and (7) to foster opportunities that allow faculty members to continue their professional growth in order to enhance student learning and faculty development.

**ADMISSION PROCEDURES**

In addition to the university requirements for general admission, each prospective student for the Bachelor of Fine Arts (B.F.A.) degree in dance must audition and meet entrance requirements for the degree program. At the time of publication, the Bachelor of Theatre Arts (B.A.) degree in theatre with concentrations in performance, technical theatre, or theatre generalist does not require formal auditions for entrance.



**BACHELOR OF ARTS IN THEATRE ARTS (B.A.) CURRICULUM**

The Bachelor of Theatre Arts is offered with three areas of specialization: performance, technical, and theatre generalist. Majors pursuing the B.A. in Theatre Arts are also required to obtain 18 hours of study in a minor field or 18 credit hours (without declaring a major) which are approved by their theatre adviser or chair.

**General Studies** **42**  
 (See Pages 71-72)

**Pre-professional, Major and Elective Courses** **18**

**MUS 121 Music Appreciation\*** **3**

**ART 131 Art Appreciation\*** **3**

**PHL 201 Logical Reasoning\***

or

**PHL 363 Introduction to Philosophy** **3**

**CIS 205 Introduction to Computer Information Systems**

or

**CSC 210 Introduction to Computer Science** **3**

**THE 428 African American Drama** **3**

**THE 429 Theatre Management** **3**

*\*Course cannot be used to satisfy both General Studies Humanities requirement and Pre-professional, Major, and Elective requirements above.*

**Required Support Courses** **3**

**THE 319 Dance Production**

or

**THE 330 Stage Movement** **3**

**Required Major Courses (choices determined by concentration)** **36**

**THE 213 Costume Construction I** **3**

**THE 214 Make-up** **3**

**THE 215 Acting I** **3**

**THE 217 Rehearsal & Performance I (Set and Stage)** **1**

**THE 218 Rehearsal & Performance II (Light and Sound)** **1**

**THE 220 Rehearsal & Performance III (Performance)** **1**

**THE 221 Stage Lighting and Sound I** **3**

**THE 222 Rehearsal & Performance IV (Costume)** **1**

**THE 226 Rehearsal & Performance V (Audience Development)** **1**

**THE 250 Stagecraft** **3**

**THE 313 Costume Construction II** **3**

**THE 315 Acting II** **3**

**THE 316 Vocal Training for the Actor** **3**

**THE 318 Scene Design** **3**

**THE 321 Stage Lighting and Sound II** **3**

**THE 323 History of the Theater I** **3**

**THE 324 History of the Theater II** **3**





## GENERAL UNDERGRADUATE CATALOG

<b>THE 328 Fundamentals of Play Structure and Analysis</b>	<b>3</b>
<b>THE 330 Stage Movement</b>	<b>3</b>
<b>THE 426 Drama in the Secondary School</b>	<b>3</b>
<b>THE 427 Children’s Theater</b>	<b>3</b>
<b>THE 428 African-American Drama</b>	<b>3</b>
<b>THE 429 Theater Management</b>	<b>3</b>
<b>THE 450 Fundamentals of Play Production</b>	<b>3</b>
<b>THE 455 Directing</b>	<b>4</b>

**Major Course Electives (To be taken in consultation with one’s major advisor) 3**

<b>Minor Courses or Electives</b>	<b>18</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>120</b>

### AREAS OF EMPHASIS AND CURRICULAR REQUIREMENTS

#### Technical Concentration (B.A. 40)

<b>THE 213 Costume Construction I</b>	<b>3</b>
<b>THE 214 Make-up</b>	<b>3</b>
<b>THE 215 Acting I</b>	<b>3</b>
<b>THE 217 Rehearsal and Performance (Set and Stage)</b>	<b>1</b>
<b>THE 218 Rehearsal and Performance (Light and Sound)</b>	<b>1</b>
<b>THE 220 Rehearsal and Performance (Performance)</b>	<b>1</b>
<b>THE 221 Stage Lighting and Sound I</b>	<b>3</b>
<b>THE 222 Rehearsal and Performance (Costume)</b>	<b>1</b>
<b>THE 226 Rehearsal and Performance (Audience Development)</b>	<b>1</b>
<b>THE 250 Stagecraft</b>	<b>3</b>
<b>THE 318 Scene Design</b>	<b>3</b>
<b>*THE 321 Stage Lighting and Sound II</b>	
<b>or</b>	
<b>*THE 313 Costume Construction II</b>	<b>3</b>
<b>THE 323 History of the Theatre I</b>	<b>3</b>
<b>THE 324 History of the Theatre II</b>	<b>3</b>
<b>THE 328 Fundamentals of Play Structure and Analysis</b>	<b>3</b>
<b>THE 450 Fundamentals of Play Production</b>	<b>3</b>
<b>THE 455 Directing</b>	<b>4</b>

*Rehearsal and Performance (must take a minimum of 4 in the series) \*Depending on*

#### *Technical Emphasis*

#### Performance Concentration (B.A. 40)

<b>THE 213 Costume Construction I</b>	<b>3</b>
<b>THE 214 Make-up</b>	<b>3</b>
<b>THE 215 Acting I</b>	<b>3</b>
<b>THE 217 Rehearsal and Performance (Set and Stage)</b>	<b>1</b>
<b>THE 218 Rehearsal and Performance (Light and Sound)</b>	<b>1</b>



## GENERAL UNDERGRADUATE CATALOG

<b>THE 220 Rehearsal and Performance (Performance)</b>	<b>1</b>
<b>THE 221 Stage Lighting and Sound I</b>	
or	
<b>THE 318 Scene Design</b>	<b>3</b>
<b>THE 222 Rehearsal and Performance (Costume)</b>	<b>1</b>
<b>THE 226 Rehearsal and Performance (Audience Development)</b>	<b>1</b>
<b>THE 315 Acting II</b>	<b>3</b>
<b>THE 316 Vocal Training for the Actor</b>	<b>3</b>
<b>THE 323 History of the Theatre I</b>	<b>3</b>
<b>THE 324 History of the Theatre II</b>	<b>3</b>
<b>THE 328 Fundamentals of Play Structure and Analysis</b>	<b>3</b>
<b>THE 330 Stage Movement</b>	<b>3</b>
<b>THE 450 Fundamentals of Play Production</b>	<b>3</b>
<b>THE 455 Directing</b>	<b>4</b>
<i>Rehearsal and Performance (must take a minimum of 4 in the series)</i>	

Generalist Concentration (BA 40)

<b>THE 213 Costume Construction I</b>	<b>3</b>
<b>THE 214 Make-up</b>	<b>3</b>
<b>THE 215 Acting I</b>	<b>3</b>
<b>THE 217 Rehearsal and Performance (Set and Stage)</b>	<b>1</b>
<b>THE 218 Rehearsal and Performance (Light and Sound)</b>	<b>1</b>
<b>THE 220 Rehearsal and Performance (Performance)</b>	<b>1</b>
<b>THE 221 Stage Lighting and Sound I</b>	<b>3</b>
<b>THE 222 Rehearsal and Performance (Costume)</b>	<b>1</b>
<b>THE 226 Rehearsal and Performance (Audience Development)</b>	<b>1</b>
<b>THE 250 Stagecraft</b>	<b>3</b>
<b>THE 316 Vocal Training for the Actor</b>	<b>3</b>
<b>THE 318 Scene Design</b>	<b>3</b>
<b>THE 323 History of the Theatre I</b>	<b>3</b>
<b>THE 324 History of the Theatre II</b>	<b>3</b>
<b>THE 426 Drama in the Secondary School</b>	
or	
<b>THE 427 Children's Theatre</b>	<b>3</b>
<b>THE 450 Fundamentals of Play Production</b>	<b>3</b>
<b>THE 455 Directing</b>	<b>4</b>

*(Rehearsal and Performance (must take a minimum of 5 in the series))*

### **THEATRE ARTS MINOR**

A minor in theatre arts at Alabama State University offers a broad perspective of the discipline and enhances a variety of other major areas of study.

*Twenty hours chosen from the list below are required for the minor in Theatre Arts.*

<b>Required Courses</b>	<b>20</b>
<b>THE 111 Introduction to Theatre Arts</b>	<b>3</b>



<b>THE 119 Beginning Dance</b>	<b>3</b>
<b>THE 213 Costume Construction</b>	<b>3</b>
<b>THE 215 Acting I</b>	<b>3</b>
<b>THE 217 Rehearsal and Performance (Set and Stage)</b>	<b>1</b>
<b>THE 218 Rehearsal and Performance (Light and Sound)</b>	<b>1</b>
<b>THE 220 Rehearsal and Performance (Performance)</b>	<b>1</b>
<b>THE 221 Stage Lighting and Sound I</b>	<b>3</b>
<b>THE 222 Rehearsal and Performance (Costume)</b>	<b>1</b>
<b>THE 226 Rehearsal and Performance (Audience Development)</b>	<b>1</b>
<b>THE 250 Stagecraft</b>	<b>3</b>
<b>THE 318 Scene Design</b>	<b>3</b>
<b>THE 328 Fundamentals of Play Structure and Analysis</b>	<b>3</b>
<b>THE 426 Drama in the Secondary School</b>	<b>3</b>
<b>THE 427 Children's Theatre</b>	<b>3</b>
<b>THE 450 Fundamentals of Play Production</b>	<b>3</b>

*Rehearsal and Performance (must take a minimum of 3 in the series)*

**BACHELOR OF FINE ARTS (B.F.A.) IN DANCE CURRICULUM**

The Bachelor of Fine Arts in Dance degree curriculum successfully prepares student dancers and choreographers for the professional world of dance and supplies well-trained dance artists to local, regional, and national theatre and dance organizations.

**OBJECTIVES**

The BFA degree has curriculum has the following principle objectives: (1) to cultivate critical thought processes in students by stressing the theoretical, pedagogical, and historic aspects of dance studies, (2) to successfully prepare student dancers and choreographers for the professional world of dance, in a rigorous training environment that incorporates both practice and scholarship, and (3) to cultivate students' creative, performance, and scholarly aptitudes through exposure to diverse practical and philosophical approaches to dance studies.

**CURRICULUM**

**General Studies** (See Pages 71-72) **42**

*Dance majors must choose both:*

<b>BIO 127 General Biology and Lab</b>	<b>4</b>
<b>BIO 128 General Biology and Lab</b>	<b>4</b>

**Required Major Courses** **81**

Ballet Requirement (all courses required):

<b>DAN 101 Ballet I</b>	<b>2</b>
<b>DAN 101L Ballet I Lab</b>	<b>2</b>
<b>DAN 201 Ballet II</b>	<b>2</b>
<b>DAN 201L Ballet II Lab</b>	<b>2</b>
<b>DAN 301 Ballet III</b>	<b>2</b>
<b>DAN 301L Ballet III Lab</b>	<b>2</b>



## GENERAL UNDERGRADUATE CATALOG

<b>DAN 401 Ballet IV</b>	<b>2</b>
<b>DAN 401L Ballet IV Lab</b>	<b>2</b>
Modern Requirement (all courses required):	
<b>DAN 103 Modern I</b>	<b>2</b>
<b>DAN 103L Modern I Lab</b>	<b>2</b>
<b>DAN 203 Modern II</b>	<b>2</b>
<b>DAN 203L Modern II Lab</b>	<b>2</b>
<b>DAN 303 Modern III</b>	<b>2</b>
<b>DAN 303L Modern III Lab</b>	<b>2</b>
<b>DAN 403 Modern IV</b>	<b>2</b>
<b>DAN 403L Modern IV Lab</b>	<b>2</b>
African Diaspora Requirement (students must reach Level IV in two forms of the African Diaspora):	
<b>DAN 112 African I or DAN 114 Hip Hop I</b>	<b>2</b>
<b>DAN 212 African II or DAN 214 Hip Hop II</b>	<b>2</b>
<b>DAN 312 African III or DAN 314 Hip Hop III</b>	<b>2</b>
<b>DAN 412 African IV or DAN 414 Hip Hop IV</b>	<b>2</b>
<b>DAN 110 Tap I or DAN 107 Jazz I</b>	<b>2</b>
<b>DAN 210 Tap II or DAN 207 Jazz II</b>	<b>2</b>
<b>DAN 310 Tap III or DAN 307 Jazz III</b>	<b>2</b>
<b>DAN 410 Tap IV or DAN 407 Jazz IV</b>	<b>2</b>
Performance Requirement (students must reach Level IV in Dance Performance):	
<b>DAN 115 Dance Performance</b>	<b>1</b>
<b>DAN 225 Dance Performance</b>	<b>1</b>
<b>DAN 325 Dance Performance</b>	<b>1</b>
<b>DAN 425 Dance Performance</b>	<b>1</b>
Composition Requirement (students must complete all courses):	
<b>DAN 140 Dance Composition I</b>	<b>2</b>
<b>DAN 240 Dance Composition II</b>	<b>2</b>
<b>DAN 340 Dance Composition III</b>	<b>2</b>
<b>DAN 404 Dance Production</b>	<b>3</b>
Academic Dance Course Requirement (students must complete all courses):	
<b>DAN 102 Freshman Dance Seminar</b>	<b>1</b>
<b>DAN 235 Dance Anatomy &amp; Kinesiology</b>	<b>3</b>
<b>DAN 335 Dance History I</b>	<b>3</b>
<b>DAN 336 Dance History II</b>	<b>3</b>
<b>DAN 411 Senior Seminar</b>	<b>2</b>
Supplementary Courses (students must complete all courses):	
<b>MUS 121 Music Appreciation</b>	<b>3</b>
<b>THE 215 Acting I</b>	<b>3</b>
<b>DAN 211 Improvisation</b>	<b>2</b>
<b>TOTAL SEMESTER HOUR REQUIREMENTS</b>	<b>123</b>



**Additional requirements for the BFA in Dance degree:**

- Majors must successfully complete DAN 450 Senior Project. Under the guidance and supervision of Dance faculty, each senior BFA student must culminate their study by individually participating in the creation, rehearsal, performance, and technical aspects of a fully produced dance work. Each work will be showcased in a senior dance concert. Senior students are expected to take major responsibilities for the production of these concerts. The progress of each student will be formally assessed with written evaluations and individual conferences.
- Majors must successfully complete Level I – IV in Modern Dance, Jazz Dance, Tap Dance or Ballet.
- Majors must earn a grade of “C” or better in all courses used to satisfy degree requirements.
- Majors must participate, as choreographer, in a minimum of one departmental dance concert by enrolling in DAN 325-330 Choreography Practicum.
- Majors must complete an entrance Pre-Test and a Senior Exit Exam and Evaluation.

**DANCE MINOR**

The dance minor is designed to work hand in hand with the B.F.A. in Dance degree to accommodate several student populations who are either seeking a minor or seeking elective credits. Courses in the dance minor serve theatre arts majors and the university by allowing access to dance courses to those across the campus and the city. The dance minor is a strong recruitment and training tool (among current and prospective students) for those not quite ready for or undecided about the BFA in Dance program.

The minor is designed to prepare pre-professional dancers in a dynamic environment conducive to the highest caliber of both practice and scholarship. It will also foster cultivation of the individual’s creative, performance, and scholarly voice through exposure to diverse practical and philosophical approaches to dance studies and the development of critical thought processes. While the minor’s emphasis is on performance and choreography, the theoretical, historic, and aesthetic aspects of dance will also be stressed.

*Eighteen hours are required for the Minor in Dance*

<b>Required Courses</b>	<b>11</b>
<b>DAN 101 Ballet I</b>	<b>2</b>
<b>DAN 103 Modern Dance I</b>	<b>2</b>
<b>DAN 315-320 Dance Performance</b>	<b>1</b>
<b>DAN 335 Dance History I</b>	<b>3</b>
<b>DAN 340 Dance Composition I</b>	<b>3</b>
<b>Electives</b>	<b>7</b>
Choose ONE of the following:	
<b>DAN 107 Jazz Dance I</b>	<b>2</b>
<b>DAN 110 Tap Dance I</b>	<b>2</b>
<b>DAN 214 Hip Hop I</b>	<b>2</b>



Choose *ONE* of the following:

<b>THE 217 Rehearsal and Performance</b>	<b>1</b>
<b>THE 218 Rehearsal and Performance</b>	<b>1</b>
<b>THE 222 Rehearsal and Performance</b>	<b>1</b>
<b>THE 226 Rehearsal and Performance</b>	<b>1</b>
<b>DAN 315-320 Dance Performance</b>	<b>1</b>

Choose *TWO* of the following:

<b>DAN 201 Ballet II</b>	<b>2</b>
<b>DAN 203 Modern Dance II</b>	<b>2</b>
<b>DAN 207 Jazz Dance II</b>	<b>2</b>
<b>DAN 210 Tap Dance II</b>	<b>2</b>
<b>DAN 212 World Dance</b>	<b>2</b>
<b>DAN 213 World Dance II</b>	<b>2</b>
<b>DAN 325-330 Choreography Practicum</b>	<b>2</b>

**TOTAL SEMESTER HOUR REQUIREMENTS** **18**

**DEPARTMENT OF MUSIC**

**Dr. Carly Johnson, Chair**

**Dr. Cordelia Anderson, Mr. Isaac Bell, Dr. Caterina Bristol, Dr. Doug Bristol**

**Dr. Adonis Gonzalez-Matos, Mr. Tyrone Hayes, Dr. Gregory Jackson,**

**Ms. Alma Brooks Lyle, Dr. Brenda Luchsinger, Dr. Katrina Phillips, Dr. Bryan Reeves,**

**Dr. Michael Zelenak**

**GENERAL INFORMATION**

The Department of Music, a fully accredited member of the National Association of Schools of Music, offers programs of study for students who wish to pursue professional training in music education or liberal arts, with a strong emphasis in instrumental, keyboard, or vocal music. Opportunities also exist for non-music majors to enrich their campus lives through participation in a variety of performing organizations. Students who successfully complete degree requirements are awarded the Bachelor of Music Education (in coordination with the College of Education) or the Bachelor of Arts degree.

**DEPARTMENT MISSION STATEMENT**

The mission of the Department of Music at Alabama State University is to prepare undergraduate and graduate students for careers as professional performers and music educators by providing the theoretical and performance skills necessary for a successful career in music. As a fully accredited institutional member of the National Association of Schools of Music, the Department of Music offers programs of study for students who wish to pursue professional training in music education or music performance, with a strong emphasis in instrumental, keyboard, and vocal music.



## PURPOSES, OBJECTIVES, AND GOALS OF THE DEPARTMENT

The chief purpose of the Department of Music is to train students to become skilled music educators and professional's musicians. The goals of the Department of Music are (1) to prepare students to become music professionals in their respective fields; (2) to provide music students with training of the highest caliber; (3) to provide all students of the university with opportunities to enrich themselves through music; and (4) to promote opportunities that enrich the university's cultural life and foster community service and engagement. Guided by the specific measures for each major described in the National Association of Schools of Music and the goals described above, the Alabama State University Department of Music has the following objectives (1) to provide music students with the required training in music theory, aural skills, keyboard, music history and literature, music technology, sight reading, and performance skills according to their degree program requirements; (2) to provide students interested in teaching careers with the professional knowledge, skills, and experiences necessary for success in the field; (3) to provide students with broad and diverse musical experiences that expand their artistic and intellectual horizons, and (4) to provide students and community with activities and events that will allow for opportunities to serve and engage.

## FACILITY

The department of music is housed in Tullibody Music Hall (1974). The primary performance area is the recital hall located on the first floor. It is complete with non-parallel walls and a curved ceiling to control reverberation. Seating is tiered above the stage area, providing excellent viewing. The ceiling of the band rehearsal room is two stories high and has non-parallel wall treatment for acoustical control. With 2,000 square feet of floor space, the band rehearsal room can accommodate a band of more than 150 players. Adjacent to the rehearsal hall are facilities for instrument and uniform storage. The choir rehearsal room, located on the second floor, has non-parallel walls, storage space for robes and music, and a pipe organ with 439 pipes. Because of its large floor space (2,000 square feet), the choir room is also used for workshop classes. Also located on the second floor are practice rooms of various sizes. Faculty offices and classrooms are located on the second, third and fourth floors. The computer and keyboard labs are located on the third floor of the music building. The labs are uniquely designed for group instruction and tutoring. Workstations are equipped with standard music technology applications, productivity software, and network access. The fourth floor houses the Department of Communication's recording studio. Also located on this floor is a jazz combo/small ensemble rehearsal room and percussion studio.

## CURRICULAR OFFERINGS

In an effort to meet the needs of music majors who have different career objectives and special interests, the Department of Music provides two general curricula: the Bachelor of Music Education (B.M.E.) and the Bachelor of Arts in Music (B.A.). The B.M.E. curriculum is designed to meet the requirements of the Alabama State Department of Education, and the Council for the Accreditation of Educator Preparation. The B.A. and B.M.E. curricula meet the accreditation standards of NASM.

The Bachelor of Music Education degree is designed for students who desire public school music teaching as a career. This degree program has two areas of specialization:



vocal/choral music and instrumental music. The B.M.E. curricula are offered in cooperation with the College of Education and lead to certification for teaching in preschool-12th grade music programs. Admission to this program is specified in the College of Education guidelines for admission to Educator Preparation Programs. The Bachelor of Arts in Music is a liberal arts degree providing basic studies in music with electives designed to broaden and enrich the students' learning experience.

### **GENERAL ADMISSION PROCEDURES**

In addition to the university requirements for general admission, each prospective student must meet entrance requirements for the Department of Music. These include a performance audition and a diagnostic examination in the fundamentals of music. These entrance requirements assist the music faculty in assessing the student's musical background, level of proficiency and individual strengths and weaknesses. Students who enter the Department of Music with deficiencies will be required to take remedial courses based on the results of these assessments and therefore, will be required to take more than the minimum number of hours indicated to complete degree requirements.

### **SPECIFIC ADMISSION PROCEDURES**

After completing the general admission requirements of the university, the prospective music student must report to the Department of Music to complete the performance audition and the diagnostic examination in music theory. Officially, all freshmen are admitted to University College and must complete that college's requirements before entering a degree-granting program. However, students who plan to major in music must begin taking music courses in their first semester. All students admitted into University College planning to declare a major in music must complete a performance and diagnostic examination, and must be advised jointly by University College counselors and music faculty advisers.

The performance audition should demonstrate the student's current and highest possible level of proficiency in voice or on a standard musical instrument. The auditioning student should prepare and perform compositions appropriate to their skill level and degree interest. While considerable latitude in the choice of performance selections is given, students are encouraged to prepare carefully for the audition so that an accurate assessment of potential and talent may be rendered. For fall acceptance, prospective students must contact the department for spring audition dates.

For spring acceptance, prospective students must contact the department for fall auditions. Students that have not completed the formal audition upon arrival will be required to complete the audition process by the end of the first week of classes. For additional information, please contact the chair of the Department of Music.

Current ASU students who wish to become music majors must undergo, in addition to the university's change of major process, the audition and diagnostic examination procedures as outlined in this section.

The diagnostic examination in music fundamentals tests the students' written and aural skills in the following areas (1) major and minor key signatures; (2) major scales; (3) minor scales in the natural, harmonic and melodic forms; (4) intervals and triads; (5) rhythm; and





(6) aural identification of intervals, major and minor scales, triads, and rhythmic and melodic fragments.

Those who pass the performance audition and have completed the diagnostic examination are accepted into the Department of Music. Students who do not satisfy either of these requirements may be admitted conditionally for two semesters, at the end of which time the student will be advised concerning continuation in the music program. The Department of Music has the prerogative to deny continuation in the music program to a student in conditional status who, after two semesters of conditional status, fails to demonstrate, at the department's sole discretion that he/she meets the criteria to be moved to full admission.

Students should review the Department of Music's website for more detailed audition and admission criteria and procedures.

### **APPLIED MUSIC**

Applied music is an individual instruction on a student's major instrument or in voice, usually one one-hour lesson per week. Applied lessons culminate in a required end-of-the semester jury examination for all students enrolled in these courses. Such instruction is critical to a student's musical development. All students are required to enroll in applied lessons each semester of enrollment.

Applied music courses are numbered so that each successive level represents a higher degree of proficiency. Remedial applied lessons (0-level) are required for those students that do not meet the entry-level proficiency required to be a music major, as indicated by the entrance performance audition or based upon an evaluation by the applied instructor. Remedial applied lessons do not count towards music major degree requirements and therefore students enrolled in these courses will be required to take more than the minimum number of hours indicated to complete degree requirements. Students will be admitted into 100-level lessons after demonstrating entry-level proficiency required for 100-level applied music students as required by faculty. Students who do not satisfy 100-level applied requirements will be admitted conditionally for two semesters, at the end of which time a determination and recommendation will be made by the applied faculty as to the student's proposed continuation in the program. A passing grade in remedial applied lessons (0-level) does not imply nor guarantee full admittance as a music major. Students may use the end of semester jury as an audition to be moved to 100-level status. Students may choose from the following areas for applied study: piano, percussion, flute, oboe, clarinet, saxophone, bassoon, French horn, trumpet, trombone, euphonium, tuba, and voice.

### **ENSEMBLE REQUIREMENTS**

The Department of Music encourages students to participate in a variety of performing organizations. A rich ensemble experience is basic to the professional preparation of all musicians. For this reason, music majors are required to enroll in at least one of the following large performing ensembles during each semester of residency, except during internship: Symphonic Band, or Wind Ensemble (instrumental tract); University Choir or Chamber Singers (vocal/choral tract). Selection of a performing ensemble is governed by the student's major and result of an ensemble audition. Students are also encouraged to



participate in a variety of small ensembles.

Non-majors are welcome to participate in ensembles at the discretion of the director.

### **STUDENT EVALUATION**

Students are regularly advised and reviewed on their performance and academic progress. Music majors are required to attend student interviews, performance reviews, and other as required by the Department of Music. The Department of Music publishes an annual Student Handbook which specifies other requirements for music majors.

### **JUNIOR AND SENIOR RECITALS**

All music majors will be required to pass a Senior Recital according to their degree program in order to qualify for graduation:

- Bachelor of Music Education - Senior Recital Hearing and the Senior Recital
- Bachelor of Arts - Senior Recital Hearing and the Senior Recital. In addition, this degree also requires a Junior Recital which cannot be performed in the same semester as the Senior Recital.

The Recital Hearings for all degree concentrations must be passed at least two weeks before a student presents the junior/senior recital/project. The senior recital/project is the culminating public presentation which demonstrates the student's proficiency in the major applied area.

### **DEPARTMENTAL AWARDS**

The Presser Scholarship is a prestigious national award presented to a rising senior who is an outstanding music major possessing a high academic average and demonstrating excellence in performance. The student will be identified as a Presser Scholar and is expected to exhibit high standards in personal character and academic citizenship. Other awards are presented to students as the opportunities arise. Awards are given for performance on Honors Recital Competition as well as community awards. Criteria for these awards are available from the chair of the Department of Music.

### **SCHOLARSHIP AWARDS AND CRITERIA**

The Department of Music offers scholarships to music majors whose auditions or qualifications are judged meritorious by faculty. Final scholarship recommendations will be made by the scholarship committee. Scholarships vary in their amounts and are awarded on the basis of availability, scholastic, and musical ability.

Scholarship awards have specific terms, requirements, and conditions to which the students must adhere. Awards are renewable annually based on availability, student's fulfillment of the requirements and conditions listed on previous scholarships awarded, as well as the student's ability and potential to continue meeting those requirements and conditions in the future.

If a student fails to meet any criteria listed on the scholarship award, the Department of Music reserves the right to revoke, modify, or reduce the amount of the award.



### LECTURES, CONCERTS, RECITALS AND PLAYS

Faculty, students and Department of Music ensembles regularly provide a number of performances. A series of Lyceum programs featuring noted lecturers, artists, and a variety of programs of general interest and cultural value are often presented by the Department of Music and the university. The Montgomery community provides many cultural opportunities, including those of the Montgomery Chamber Music Series, Clefworks Montgomery, the Frederick D. Hall Community Choir, the Montgomery Chorale, the Montgomery Symphony Orchestra, the Montgomery Music Project, and the Alabama Shakespeare Festival. Other opportunities for enrichment exist through national and regional organizations, other local universities, churches, and community programs. Surrounding communities also provide many additional opportunities for musical and cultural enrichment.

Music students are required to attend many of these cultural activities presented on the campus and are strongly encouraged to take advantage of the variety of cultural opportunities provided by the community.

### MUSIC ORGANIZATIONS

There are several professional organizations in the Department of Music. Membership in any of these organizations is determined by requirements of the sponsoring organization. Active membership status requires member participation in official Department of Music ensembles, or other activities, every semester of residence. Inactive members are ineligible for active participation.

**Kappa Kappa Psi** is a professional fraternity for band members

**National Association for Music Education** is a professional organization for music educators.

**Sigma Alpha Iota** is a professional fraternity for distinguished women in the field of music. Its primary purpose is to foster interest in music through high standards, fellowship and service as well as to promote music creation, performance and scholarship.

**Tau Beta Sigma** provides service to collegiate bands, encourages the advancement of women in the band profession, and promotes and enriches an appreciation of band music through recognition, leadership development, and education of its members.

### TRANSFER STUDENTS: APPLIED MUSIC AND ENSEMBLE CREDITS

Transfer students from NASM-accredited institutions may receive the equivalent of one semester hour per semester for applied music in the Bachelor of Arts curriculum or in the Bachelor of Music Education curriculum with a maximum of four semester hours being transferable.

To receive transfer credit for previous course work, students must achieve and/or demonstrate the level of knowledge and skills that is consistent with course offerings and standards at Alabama State University. Students transferring from Alabama public higher education institutions may have specific approved transfer agreements with Alabama State University. Please consult with the office of admissions.



Transfer students entering the Department of Music must declare their major area in one applied performance medium and participate in one large ensemble activity per semester. Students transferring course work in music areas from non-accredited music programs or schools may receive transfer credit on the basis of subject examination. A passing score on the examination will warrant transfer credit being counted toward degree requirements if approved by the Chair of the Department of Music and the Vice President for Academic Affairs.

**MUSIC CURRICULUM**

**(Leading to the Bachelor of Arts Degree with a Major in Music)**

<b>General Studies</b>	<b>42</b>
(See Pages 74-72 84-86)	
<b>MUS 122 Introduction to the Study of Music 1</b>	<b>3</b>
Music Core for Music Majors	50
<b>MUS 131 Music Theory I</b>	<b>3</b>
<b>MUS 132 Music Theory II</b>	<b>3</b>
<b>MUS 134 Keyboard Class I 2</b>	<b>1</b>
<b>MUS 135 Keyboard Class II 3</b>	<b>1</b>
<b>MUS 137 Aural Skills I</b>	<b>1</b>
<b>MUS 138 Aural Skills II</b>	<b>1</b>
<b>MUS 231 Music Theory III</b>	<b>3</b>
<b>MUS 232 Music Theory IV</b>	<b>3</b>
<b>MUS 237 Aural Skills III</b>	<b>1</b>
<b>MUS 238 Aural Skills IV</b>	<b>1</b>
<b>MUS 320 History of Music</b>	<b>3</b>
<b>MUS 321 History of Music</b>	<b>3</b>
<b>MUS 431 Form and Analysis</b>	<b>3</b>
<b>MUE 474 Conducting</b>	<b>1</b>
<b>MUE 475 Advanced Conducting</b>	<b>1</b>
<b>MUP 099 Performance Class 4</b>	<b>0</b>
<b>Applied Music 5</b>	<b>8</b>
<b>Large Ensemble 6</b>	<b>8</b>
<b>Junior Recital</b>	<b>0</b>
<b>Senior Recital</b>	<b>1</b>
Electives (adviser approved)	29-31
<b>TOTAL SEMESTER HOURS B.A.</b>	<b>120</b>

*1 This requirement is a substitute for Music Majors only in the Humanities requirements of the General Studies.*

*2 Students may satisfy these requirements by passing the keyboard proficiency or if the student is a piano major enrolled in 100 level applied.*

*3 Students may satisfy these requirements by passing the keyboard proficiency or if the student is a piano major enrolled in 100 level applied.*



4, 5, 6 B.A. students are required to pass eight of each. All students are required to enroll in applied and large ensembles each semester of enrollment.

**MUSIC EDUCATION CURRICULUM**  
(Leading to the Bachelor of Music Education)

**General Studies** 42  
(See Pages 84-86)

**MUS 122 Introduction to the Study of Music 1** 3

Music Core for Music Majors 30-32

**MUS 131 Music Theory I** 3

**MUS 132 Music Theory II** 3

**MUS 134 Keyboard Class I 8** 1

**MUS 135 Keyboard Class II 9** 1

**MUS 137 Aural Skills I** 1

**MUS 138 Aural Skills II** 1

**MUS 231 Music Theory III** 3

**MUS 232 Music Theory IV** 3

**MUS 237 Aural Skills III** 1

**MUS 238 Aural Skills IV** 1

**MUS 320 History of Music** 3

**MUS 321 History of Music** 3

**MUE 310 Intro to Music Technology** 3

**MUS 431 Form and Analysis** 3

**MUE 474 Conducting** 1

**MUE 475 Advanced Conducting** 1

**MUP 099 Performance Class 10** 0

**Applied Music 11** 7

**Large Ensemble 12** 7

B.M.E. Instrumental Emphasis 7

**MUE 223 Voice Class** 1

**MUE 395 String Class** 1

**MUE 396 Woodwind Class** 1

**MUE 397 Brasswind Class** 1

**MUE 398 Percussion Class** 1

**MUE 476 Marching Band Techniques** 1

**MUE 477 Band Arranging** 1

**MUP 490 Recital BME** 0

B.M.E. Vocal/Choral Emphasis 6

**MUE 223 Voice Class** 1

**MUE 348 or 354 Pedagogy** 1

**MUE 470 Choral Methods** 1



<b>MUS 314 Diction (voice majors)</b>	<b>1</b>
<b>MUS 315 Diction (voice majors)</b>	<b>1</b>
<b>MUS 323 Accompanying Class (keyboard majors)</b>	<b>1</b>
<b>MUS 471 Seminar in Keyboard Traditions (keyboard majors)</b>	<b>1</b>
<b>MUE 478 Choral Arranging</b>	<b>1</b>
<b>MUP 490 Recital BME</b>	<b>0</b>
<b>Professional Studies</b>	<b>37</b>
Refer to pages 102-104	
<b>TOTAL SEMESTER HOURS B.M.E</b>	<b>129-132</b>

*7 This requirement is a substitute for Music Majors only in the Humanities requirements of the General Studies.*

*8 Students may satisfy these requirements by passing keyboard proficiency.*

*9 Students may satisfy these requirements by passing keyboard proficiency.*

*10 Requirement each semester of enrollment, student must pass a minimum of 7 for the B.M.E and 8 for the B.A.*

*11 B.M.E. students are required to pass seven applied and large ensemble credits each, B.A. are required to pass eight of each. All students are required to enroll in applied and large ensembles each semester of enrollment, except during the required professional internship for the B.M.E.*

*12 Same as #11 above.*

**MINOR IN MUSIC**

The minor field of concentration in the Department of Music is available to all students pursuing a major within a liberal arts degree program. The music minor requires demonstration of proficiency in music performance, competence in musical understanding and ensemble participation. All students intending to pursue a minor in music are strongly encouraged to seek assistance from the Department of Music before enrolling in classes.

Requirements for the music minor are as follows:

<b>MUS 122 Introduction to the Study of Music</b>	<b>3</b>
<b>MUS 130 Fundamentals of Music (or proficiency)</b>	<b>2</b>
<b>MUS 131-132 Music Theory I, II</b>	<b>6</b>
<b>MUS 134-135 Keyboard I, II</b>	<b>2</b>
<b>MUS 137-138 Aural Skills</b>	<b>2</b>
<b>Large Ensemble</b>	<b>4</b>
<b>Applied Music</b>	<b>4</b>
<b>TOTAL SEMESTER HOURS REQUIRED</b>	<b>21-23</b>



## **PERCY J. VAUGHN, JR. COLLEGE OF BUSINESS ADMINISTRATION**

**DR. KAMAL HINGORANI, DEAN**

### **INSTRUCTIONAL ORGANIZATION AND DEGREE CURRICULA**

Alabama State University, through the three departments of the College of Business Administration, is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer undergraduate degrees in the following programs: Bachelor of Science degree in business administration majors in accounting, management (service organization management), marketing (direct marketing, franchising and purchasing), computer information systems, and finance.

Each department provides students ample freedom to select individual courses in other colleges of the university to satisfy their general cultural interests, so that with their specialization they will achieve a well-balanced education.

Degrees are granted, upon application, to students who successfully complete the prescribed requirements for one of the four-year curricula offered by the College of Business Administration.

The College of Business Administration reserves the right to modify curricula and specific courses of instruction, to alter the requirements for admission and graduation, and to change the degrees to be awarded in the three above- mentioned departments.

### **COBA MISSION STATEMENT**

The mission of the College of Business Administration is to provide an engaging and innovative educational experience that fosters ethical leadership, an entrepreneurial mindset and prepares students from diverse academic and cultural backgrounds to compete and lead in the global marketplace.

### **COBA Vision Statement**

The College of Business Administration endeavors to be recognized as a provider of high quality business education, admired for the academic and professional achievements of its students, valued for its stakeholder engagement programs, and respected for its caring and knowledgeable faculty.

### **COBA Guiding Principles**

COBA operates according to five guiding principles or foci:

#### **Student Empowerment and Engagement**

COBA strives to engage and empower students by creating educational opportunities that focus on exposing students to leadership, professional development and networking opportunities beyond the classroom.

#### **Innovative Instruction**

Instructional models focus on serving students that desire a small classroom environment



with a coaching approach to delivery. Experiential learning is emphasized and students are challenged to think critically and apply strategic problem solving skills.

### **Competency Based Curriculum**

The curriculum stresses the application of concepts and competencies based on current industry practices and academic standards. The program offers specialized courses that encourage and prepare students to pursue professional certifications as well as entrepreneurial opportunities.

### **Impactful Faculty and Student Intellectual Contributions**

Impactful faculty intellectual contributions of applied and discipline specific scholarship that improve business education and practice on the local, regional, national and international levels are emphasized.

### **Stakeholder Engagement**

COBA engagement activities provide value added programs and services for stakeholder groups which allow students, faculty and staff to build professional networks and partnerships.

## **PURPOSES AND OBJECTIVES**

The principal objective of the College of Business Administration is teaching/coaching to accomplish a fourfold purpose: (1) to prepare students for managerial and leadership careers in the management of both business and government enterprises in a global environment, (2) to cultivate the entrepreneurial and entrepreneurial spirit so that students will pursue and take advantage of innovative opportunities, both internal and external to the organization, (3) to promote responsible citizenship and leadership roles in a society oriented toward the advancement of knowledge and (4) to foster a foundation that will promote lifelong learning. Specifically, the College of Business Administration provides:

- The common professional components of business
- Service to the community both by course offerings that are relevant for entrepreneurship and intrapreneurship and through consulting and public service activities
- Avenues for cooperation with other units within the university community in the pursuit of mutual educational objectives
- Flexible and integrated curriculum background for the students who choose to enter graduate school in lieu of business careers

## **ADMISSION POLICIES**

Students are eligible for admission to the College of Business Administration after completion of one year of work in a program of liberal studies in University College with an overall grade point average of at least 2.2. Each student will be assigned a faculty adviser. The students, faculty adviser, department chairs and/or dean will plan the tentative schedule of courses the student is required to take in the department selected in the College of Business Administration.





**Admission of Freshmen**

All freshmen are required to enroll in University College. A student may transfer to the College of Business Administration after completing the courses outlined in the General Studies with an overall grade point average of at least 2.2. The college may require some students to enroll in specific courses in mathematics, writing or reading as modifications of the core.

**STUDENT OUTCOME ASSESSMENT PROGRAM- MAJOR FIELD TEST IN BUSINESS**

The College of Business Administration requires every student to take the online version of the Education Testing Service's (ETS) Major Field Test (MFT) in Business in MGT 462 Business Policies (the Capstone course) as part of the graduation requirement.

The Major Field Test in Business is an innovative undergraduate outcomes assessment that measures basic student learning in the field of business. The exam contains 120 multiple-choice items designed to measure a student's subject knowledge in nine assessment areas by applying facts, concepts, theories, and analytical methods. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

MFT results enable the College of Business Administration to refine and improve curriculum development, **gauge the progress of students compared to others in the program** and compare total scores with similar programs at schools throughout the country.

**INDEPENDENT STUDY POLICY**

Policies of the College of Business Administration make no provision for independent studies.

**COURSE REPETITION**

A student must earn a "C" or better in all courses. If a student earns a grade of "D" Or "F" in a course, the course must be repeated the next semester of enrollment.

**STUDENT ACTIVITIES**

Student representatives are elected for service on various committees at the collegiate level. The participation of student representatives provides means for students to voice their concerns and to take an active role in matters relating to them.

Majors and minors from other colleges of the university may wish to become active members of one of the special interest student organizations. Students who are enrolled in other colleges of the university may apply for and be recognized as associate members of the various clubs. These clubs, sponsored by the COBA, were organized in order to provide an opportunity for students with similar professional interests to participate as a group in social and intellectual activities.

The clubs meet on a regular basis in order to discuss and adopt policies and activities that are agreeable to and in the best interest of the membership. Their members are also interested in promoting extracurricular activities, such as inviting members of the community



to speak on campus and arranging visits to interesting and informative businesses in the local area.

The presidents of the student organizations in the College of Business Administration are official members of the Dean's Council of Students. The council meets with the dean of the college periodically to discuss matters that concern students of the college.

The following organizations are established and functioning in the College of Business Administration:

- American Marketing Association
- Association of Information Technology Professionals
- Collegiate 100- Alabama State University Chapter
- Delta Mu Delta Honor Society (DMD)–Gamma Epsilon Chapter
- Enactus
- Financial Management Association
- National Association of Black Accountants
- Phi Beta Lambda
- Society for the Advancement of Management

### **BUSINESS COOPERATIVE INTERNSHIP PROGRAM**

The College of Business Administration offers qualified students the opportunity to participate in the Business Cooperative Internship Program. The Business Co-op program is administered by the director of cooperative education. Effort is made to place students in jobs that offer maximum educational and financial benefits. Students alternate each semester between work in business or industry and study at the university.

The Business Cooperative Internship Program gives students opportunities for practical experience, enables them to earn part of their expenses and may lead to permanent employment after graduation. The student may earn a maximum of nine credit hours (three credit hours for each experience) in this particular program. The student must do a satisfactory job as determined by the employer and coordinator, including reports covering his or her job experiences. Students cannot use their full-time or part-time employment to substitute for the business cooperative or internship to earn credit hours. Grades earned in the Business Co-op program cannot be used for electives or counted toward graduation.

### **INTERNSHIP IN BUSINESS**

This program is designed to give the undergraduate student in the College of Business Administration the opportunity to work one semester of each year as an intern in business, industry, government, health, social sciences and community action and receive three semester hours of credit toward the bachelor's degree.

### **SMALL BUSINESS DEVELOPMENT CENTER**

The Small Business Development Center (SBDC), located in the College of Business Administration, is a member of a consortium of 11 universities throughout the state of Alabama that make up the Alabama Small Business Development Center.

It was developed in a joint effort between the U.S. Small Business Administration and the



state of Alabama to (1) reduce significantly the failure rate of small businesses in the state of Alabama, (2) assist small businesses in the state to improve significantly their ability to generate profit and (3) advise the potential small business persons of the feasibility of a business prior to investing capital. Consultants consisting of students or faculty are available to act as go- betweens for the business person and the many informational resources provided by the SBDC.

### **PROCUREMENT TECHNICAL ASSISTANCE CENTER**

The Procurement Technical Assistance Center (PTAC) at Alabama State University is one of five centers in the state of Alabama and a part of the Alabama Small Business Consortium. The center is funded by the United States Department of Defense and the Alabama Department of Economic and Community Affairs.

They provide vast amounts of information and counseling in the area of Government Contracting Opportunities to its clients. The Alabama Small Business Procurement System (ASBPS) is a computerized bid tracking system available to small businesses in the state of Alabama. The bid tracking system seeks to provide a clearinghouse for bid opportunities available through state and federal agencies. Since its inception, the Alabama Small Business Procurement System has assisted thousands of Alabama Businesses with obtaining millions of dollars in contracts. To enroll your company in the ASBPS database, contact the ASU/SBDC.

### **COLLEGIAL COMPUTING CENTER**

The Collegial Computing Center is equipped with computer facilities to meet the needs of our learners. Five computer labs are in the College of Business Administration. The labs are open until midnight, seven days a week. The computers in COBA are networked over a fast Ethernet and have Internet access. The computers also interface with the university's mainframe computer.

The college has state-of-the-art PCs, laser printers and scanners in the computer labs. The PCs have Microsoft Office Suite, Adobe Creative Suite, Visual Studio, Project, Visio, SPSS and other software for student use.

All classrooms in the College of Business Administration have been equipped with multimedia facilities that include an overhead data projector. All users of the computer labs are required to adhere to the letter on the security process that is posted in the labs.

### **SAP UNIVERSITY ALLIANCE**

The College of Business Administration is one of the early members of the SAP University Alliance program. This alliance has allowed the college to gain access to the SAP family of solutions, including SAP ERP and SAP HANA... Through hands-on experience with SAP solutions, COBA students gain insight into how technology can empower a business to optimize key processes such as accounting and controlling, human capital management, project planning, plant and materials management, and sales and distribution.

### **MICROSOFT IMAGINE**

The College of Business Administration is a member of the Microsoft Imagine program. This



program provides COBA's faculty and students with the latest developer tools, servers, and platforms from Microsoft at no cost. The program helps COBA to keep the computer labs, faculty, and students on the leading edge of technology. All students enrolled in COBA can get licenses to load all Microsoft software (except Word, PowerPoint, and Excel) on their personal computers free of cost. The distribution of the software and license is done electronically using Microsoft e-academy License Management Systems (ELMS).

### **ORACLE ACADEMY**

The College of Business Administration is a member of the Oracle Academy. The Oracle Academy offers a complete portfolio of software, curriculum, hosted technology, faculty training, support, and certification resources to the College.

Students gain hands-on experience with the latest technologies and develop industry-relevant skills prior to entering the workplace. The College has already obtained a curriculum that prepares students to earn the Oracle Certified Associate certification from Oracle while still in school.

### **CENTER FOR ACADEMIC REINFORCEMENT**

The Center for Academic Reinforcement provides tutoring service for students in accounting and finance, computer information systems (computer languages), quantitative services (mathematics, calculus and statistics), and business communications (reading, writing and basic research). It also provides service for seniors, assisting them in report writing and perfecting their interviewing techniques and counseling in matters pertaining to their personal needs.

## **DEPARTMENT OF ACCOUNTING AND FINANCE**

**Dr. Dave Thompson, Interim Chair**

**Ms. Jorja Bradford, Dr. Sontachai Suwanakul, Dr. Seung Kim, Dr. Sang Heon Shin,  
Dr. Dexter Gittens**

The department of accounting and finance offers two degree programs leading to the Bachelor of Science degree. One is the major in accounting, which prepares the student for a wide variety of professional careers in either public, industrial or governmental accounting. The other program, a major in finance, prepares the student for a professional career in organizations that require special training in finance and an understanding of financial systems. Both programs also provide a sound foundation in theory and skills that are necessary requisites for students to pursue graduate degrees in either accounting or finance.

### **ACCOUNTING MAJOR**

**(Leading to a Bachelor of Science Degree)**

*Students must complete a six (6) semester-hour sequence either in literature or history.*

**General Studies**

**42**

(See Pages 71-72)



## GENERAL UNDERGRADUATE CATALOG

Majors must choose General Studies courses as follows:

**Orientation: (1 hour)**

<b>ORI 100 Freshmen Orientation</b>	<b>1</b>
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**English Composition: (6 hours)**

<b>ENG 131 English Composition</b>	<b>3</b>
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<b>ENG 132 English Composition</b>	<b>3</b>
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or

<b>ENG 140 English Composition (Honors)</b>	<b>3</b>
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<b>ENG 141 English Composition (Honors)</b>	<b>3</b>
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**Humanities and Fine Arts: (12 Hours)**

<b>HUM 103 The Humanities through the African-American Experience</b>	<b>3</b>
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<b>ENG 209 Introduction to Literature</b>	<b>3</b>
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Choose one of the following: (3 Hours)

<b>ART 131 Art Appreciation</b>	<b>3</b>
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<b>MUS 121 Music Appreciation</b>	<b>3</b>
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<b>THE 111 Introduction to Theater Arts</b>	<b>3</b>
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Choose one of the following: (3 Hours)

<b>ENG 210 Introduction to Literature</b>	<b>3</b>
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<b>HUM 101 Interdisciplinary Humanities</b>	<b>3</b>
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<b>HUM 102 Interdisciplinary Humanities</b>	<b>3</b>
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<b>CMS 200 Voice and Diction</b>	<b>3</b>
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<b>CMS 205 Public Speaking</b>	<b>3</b>
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<b>PHL 201 Logical Reasoning</b>	<b>3</b>
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**Natural Sciences and Mathematics: (11 Hours)**

<b>BIO 127, BIOL 127 General Biology I</b>	<b>4</b>
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<b>BIO 128, BIOL 128 General Biology II</b>	<b>4</b>
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<b>MAT 137 Pre-calculus Algebra</b>	<b>3</b>
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**History, Social and Behavioral Sciences: (12 Hours)**

<b>ECO 251 Principles of Economics I</b>	<b>3</b>
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<b>ECO 252 Principles of Economics II</b>	<b>3</b>
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<b>HIS 131 World History</b>	<b>3</b>
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Choose one of the following: (3 Hours)

<b>HIS 132 World History</b>	<b>3</b>
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<b>PSY 251 General Psychology</b>	<b>3</b>
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<b>SOC 110 Introduction to Sociology</b>	<b>3</b>
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<b>ANT 113 Societies Around the World</b>	<b>3</b>
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<b>GEO 206 World Geography</b>	<b>3</b>
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<b>POS 207 American Government</b>	<b>3</b>
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## GENERAL UNDERGRADUATE CATALOG

<b>Pre-professional, Major and Elective Courses</b>	<b>19</b>
<b>MGT 201 Business Orientation</b>	<b>3</b>
<b>MGT 202 Business Statistics I</b>	<b>3</b>
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>ACT 214 Principles of Financial Accounting</b>	<b>3</b>
<b>ACT 215 Principles of Managerial Accounting</b>	<b>3</b>
<b>MGT 331 Business Statistics II and Decision Theory</b>	<b>3</b>
<b>PED 114 Beginning Golf</b>	<b>1</b>
<b>or</b>	
<b>PED 122 Beginning Tennis</b>	<b>1</b>
<b>Required Support Courses</b>	<b>36</b>
<b>FLF 141 French I</b>	<b>3</b>
<b>or</b>	
<b>FLS 161 Spanish I</b>	<b>3</b>
<b>MGT 204 Business Communications</b>	<b>3</b>
<b>CIS 206 Business Programming Languages</b>	<b>3</b>
<b>MGT 255 Business Law/Legal Environments for Administration I</b>	<b>3</b>
<b>FIN 321 Essentials of Managerial Finance</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>MKT 321 Elements of Marketing and Direct Marketing</b>	<b>3</b>
<b>CIS 329 Business Process Integration using SAP</b>	<b>3</b>
<b>MGT 400 Entrepreneurship and Small Business Management</b>	<b>3</b>
<b>MGT 422 Production Management</b>	<b>3</b>
<b>MGT 462 Business Policies</b>	<b>3</b>
<b>Required Major Courses (Accounting)</b>	<b>24</b>
<b>ACT 313 Intermediate Accounting I</b>	<b>3</b>
<b>ACT 314 Intermediate Accounting II</b>	<b>3</b>
<b>ACT 318 Income Tax Accounting</b>	<b>3</b>
<b>ACT 411 Cost Accounting</b>	<b>3</b>
<b>ACT 415 Advanced Accounting</b>	<b>3</b>
<b>ACT 418 Auditing</b>	<b>3</b>
<b>ACT 419 Fund Accounting</b>	<b>3</b>
<b>300-400 Level Elective</b>	<b>3</b>
<b>Accounting Electives</b>	
<b>ACT 350 Accounting Information System</b>	<b>3</b>
<b>ACT 331 International Accounting</b>	<b>3</b>
<b>FIN 323 Intermediate Financial Management</b>	<b>3</b>
<b>FIN 324 Principles and Practices of Real Estate Finance</b>	<b>3</b>
<b>FIN 416 Insurance</b>	<b>3</b>
<b>FIN 421 Investments</b>	<b>3</b>
<b>FIN 423 Financial Institutions</b>	<b>3</b>
<b>ECO 455 Money and Banking</b>	<b>3</b>



**GENERAL UNDERGRADUATE CATALOG**

<b>ECO 459 Public Finance</b>	<b>3</b>
<b>MGT 430 Internship in Business</b>	<b>3</b>

**TOTAL SEMESTER HOURS TO GRADUATE** **121**

**FINANCE MAJOR**  
(Leading to a Bachelor of Science Degree)

*Students must complete a six (6) semester-hour sequence either in literature or history.*

**General Studies** **42**  
(See Pages 71-72)

*Finance majors must choose General Studies courses as follows:*

<b>Orientation: (1 hour)</b>	
<b>ORI 100 Freshmen Orientation</b>	<b>1</b>

<b>English Composition: (6 hours)</b>	
<b>ENG 131 English Composition</b>	<b>3</b>
<b>ENG 132 English Composition</b>	<b>3</b>
or	
<b>ENG 140 English Composition (Honors)</b>	<b>3</b>
<b>ENG 141 English Composition (Honors)</b>	<b>3</b>

<b>Humanities and Fine Arts: (12 Hours)</b>	
<b>HUM 103 The Humanities through the African-American Experience</b>	<b>3</b>
<b>ENG 209 Introduction to Literature</b>	<b>3</b>

Choose one of the following: (3 Hours)	
<b>ART 131 Art Appreciation</b>	<b>3</b>
<b>MUS 121 Music Appreciation</b>	<b>3</b>
<b>THE 111 Introduction to Theater Arts</b>	<b>3</b>

Choose one of the following: (3 Hours)	
<b>ENG 210 Introduction to Literature</b>	<b>3</b>
<b>HUM 101 Interdisciplinary Humanities</b>	<b>3</b>
<b>HUM 102 Interdisciplinary Humanities</b>	<b>3</b>
<b>CMS 200 Voice and Diction</b>	<b>3</b>
<b>CMS 205 Public Speaking</b>	<b>3</b>
<b>PHL 201 Logical Reasoning</b>	<b>3</b>

<b>Natural Sciences and Mathematics: (11 Hours)</b>	
<b>BIO 127, BIOL 127 General Biology I</b>	<b>4</b>
<b>BIO 128, BIOL 128 General Biology II</b>	<b>4</b>



**GENERAL UNDERGRADUATE CATALOG**

<b>MAT 137 Pre-calculus Algebra</b>	<b>3</b>
<b>History, Social and Behavioral Sciences: (12 Hours)</b>	
<b>ECO 251 Principles of Economics I</b>	<b>3</b>
<b>ECO 252 Principles of Economics II</b>	<b>3</b>
<b>HIS 131 World History</b>	<b>3</b>
<b>PSY 251 General Psychology</b>	<b>3</b>
<i>Option for History and Literature Sequence</i>	
<b>HIS 132 World History</b>	<b>3</b>
<b>Pre-professional, Major and Elective Courses</b>	<b>19</b>
<b>MGT 201 Business Orientation</b>	<b>3</b>
<b>MGT 202 Business Statistics I</b>	<b>3</b>
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>ACT 214 Principles of Financial Accounting</b>	<b>3</b>
<b>ACT 215 Principles of Managerial Accounting</b>	<b>3</b>
<b>MGT 331 Business Statistics II and Decision Theory</b>	<b>3</b>
<b>PED 114 Beginning Golf</b>	<b>1</b>
<b>or</b>	
<b>PED 122 Beginning Tennis</b>	<b>1</b>
<b>Required Support Courses</b>	<b>36</b>
<b>FLF 141 French I</b>	<b>3</b>
<b>or</b>	
<b>FLS 161 Spanish I</b>	
<b>MGT 204 Business Communications</b>	<b>3</b>
<b>CIS 206 Business Programming Languages</b>	<b>3</b>
<b>MGT 255 Business Law/Legal Environments for Administration I</b>	<b>3</b>
<b>MGT 304 Advanced Business Communications</b>	<b>3</b>
<b>FIN 321 Essentials of Managerial Finance</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>MKT 321 Elements of Marketing and Direct Marketing</b>	<b>3</b>
<b>CIS 329 Business Process Integration using SAP</b>	<b>3</b>
<b>MGT 400 Entrepreneurship and Small Business Management</b>	<b>3</b>
<b>MGT 422 Production Management</b>	<b>3</b>
<b>MGT 462 Business Policies</b>	<b>3</b>
<b>Required Major Courses (Finance)</b>	<b>24</b>
<b>FIN 323 Intermediate Financial Management</b>	<b>3</b>
<b>FIN 324 Principles and Practices of Real Estate Finance</b>	<b>3</b>
<b>FIN 331 Global Finance</b>	<b>3</b>
<b>FIN 416 Insurance</b>	<b>3</b>
<b>FIN 421 Investment</b>	<b>3</b>
<b>FIN 423 Financial Institutions</b>	<b>3</b>
<b>ECO 250 Credit Management and Consumer Finance</b>	<b>3</b>





<b>ECO 455 Money and Banking</b>	<b>3</b>
<b>Electives</b>	
ACT 318 Income Tax Accounting	3
ACT 411 Cost Accounting	3
CIS 391 Management Science	3
ECO 459 Public Finance	3
FIN 417 Real Estate Finance	3
FIN 418 Real Estate Appraisal	3
MGT 430 Internship in Business	3
MGT 460 International Business	3
<b>TOTAL SEMESTER HOURS TO GRADUATE</b>	<b>121</b>

**DEPARTMENT OF COMPUTER INFORMATION SYSTEMS**

**Dr. Jiin Wang, Interim Chair**

**Dr. Sun-Gi Chun, Dr. Kamal Hingorani, Dr. Adarsh Kakar, Dr. Uma Kanan**

**Dr. Thomas Ngo-Ye, Dr. Jiin Wang**

The department of computer information systems (CIS) offers a degree program leading to a Bachelor of Science degree. The program in CIS prepares the student for a wide variety of professional careers in business, industry or government that requires development and management of computer information systems. CIS instruction consists of hands-on computer use, coaching, lecture, discussion, field trips, demonstrations, presentation by practitioners, applied team projects in the business community and case studies. The program also provides a sound foundation in theory and skills that are necessary requisites for students to pursue graduate degrees in computer information systems.

**COMPUTER INFORMATION SYSTEMS MAJOR  
(Leading to a Bachelor of Science Degree)**

*Students must complete a six (6) semester-hour sequence either in literature or history.*

**General Studies** **42**  
(See Pages 71-72)

*Computer Information Systems majors must choose General Studies courses as follows:*

<b>Orientation: (1 hour)</b>	
<b>ORI 100 Freshmen Orientation</b>	<b>1</b>
<b>English Composition: (6 hours)</b>	
<b>ENG 131 English Composition</b>	<b>3</b>
<b>ENG 132 English Composition</b>	<b>3</b>
<b>or</b>	
<b>ENG 140 English Composition (Honors)</b>	<b>3</b>
<b>ENG 141 English Composition (Honors)</b>	<b>3</b>



**Humanities and Fine Arts: (12 Hours)**

<b>HUM 103 The Humanities through the African-American Experience</b>	<b>3</b>
ENG 209 Introduction to Literature	3

Choose one of the following: (3 Hours)

<b>ART 131 Art Appreciation</b>	<b>3</b>
<b>MUS 121 Music Appreciation</b>	<b>3</b>
<b>THE 111 Introduction to Theater Arts</b>	<b>3</b>

Choose one of the following: (3 Hours)

<b>ENG 210 Introduction to Literature</b>	<b>3</b>
<b>HUM 101 Interdisciplinary Humanities</b>	<b>3</b>
<b>HUM 102 Interdisciplinary Humanities</b>	<b>3</b>
<b>CMS 200 Voice and Diction</b>	<b>3</b>
<b>CMS 205 Public Speaking</b>	<b>3</b>
<b>PHL 201 Logical Reasoning</b>	<b>3</b>

**Natural Sciences and Mathematics: (11 Hours)**

<b>BIO 127, BIOL 127 General Biology I</b>	<b>4</b>
<b>BIO 128, BIOL 128 General Biology II</b>	<b>4</b>
<b>MAT 137 Precalculus Algebra</b>	<b>3</b>

**History, Social and Behavioral Sciences: (12 Hours)**

<b>ECO 251 Principles of Economics I</b>	<b>3</b>
<b>ECO 252 Principles of Economics II</b>	<b>3</b>
<b>HIS 131 World History</b>	<b>3</b>

Choose one of the following: (3 Hours)

<b>HIS 132 World History</b>	<b>3</b>
<b>PSY 251 General Psychology</b>	<b>3</b>

**Pre-professional, Major and Elective Courses** **19**

<b>MGT 201 Business Orientation</b>	<b>3</b>
<b>MGT 202 Business Statistics I</b>	<b>3</b>
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>ACT 214 Principles of Financial Accounting</b>	<b>3</b>
<b>ACT 215 Principles of Managerial Accounting</b>	<b>3</b>
<b>MGT 331 Business Statistics II and Decision Theory</b>	<b>3</b>
<b>PED 114 Beginning Golf</b>	<b>1</b>
or	
<b>PED 122 Beginning Tennis</b>	<b>1</b>

**Required Support Courses** **36**

<b>FLF 141 French I</b>	<b>3</b>
or	
<b>FLS 161 Spanish I</b>	



## GENERAL UNDERGRADUATE CATALOG

<b>MGT 204 Business Communications</b>	<b>3</b>
<b>CIS 206 Business Programming Languages</b>	<b>3</b>
<b>MGT 255 Business Law/Legal Environments for Administration I</b>	<b>3</b>
<b>MGT 304 Advanced Business Communications</b>	<b>3</b>
<b>FIN 321 Essentials of Managerial Finance</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>MKT 321 Elements of Marketing and Direct Marketing</b>	<b>3</b>
<b>CIS 329 Business Process Integration using SAP</b>	<b>3</b>
<b>MGT 400 Entrepreneurship and Small Business Management</b>	<b>3</b>
<b>MGT 422 Production Management</b>	<b>3</b>
<b>MGT 462 Business Policies</b>	<b>3</b>

**Required Major Courses (Computer Information Systems) 24**

CIS 302 Internet Programming	3
CIS 304 Programming in JAVA	3
CIS 310 Networking Fundamentals	3
CIS 341 Information Security	3
CIS 404 Database Administration	3
CIS 410 Systems Analysis	3
CIS 415 Management Information Systems	3
CIS 461 Advanced Database Systems	3

**TOTAL SEMESTER HOURS TO GRADUATE 121**

### DEPARTMENT OF BUSINESS ADMINISTRATION

**Dr. Janel Bell-Haynes, Chair**

**Dr. Saad Bakir, Dr. Edward Brown, Mr. Charlie Hardy, Dr. Yvette Holmes,  
Ms. Michelle Johnson, Dr. Sara Kiser, Dr. Robert McNeal,  
Dr. Tammy Prater, Mrs. Kim Smith, Dr. Mario Zaino**

The department of business administration offers two degree programs leading to the Bachelor of Science degree with majors in management and marketing. Additionally, these majors prepare the students to fill the role of citizens well informed of the economic problems confronting a modern society.

A major in management (with an optional concentration in hospitality and tourism management) or marketing (with an optional concentration in purchasing), provides students with the necessary background for future employment in industry and government or the opportunity to own their own business. It also provides a basic platform for additional study for advanced degrees.

### **MANAGEMENT MAJOR**

**(Leading to the Bachelor of Science Degree)**

*Students must complete a six (6) semester-hour sequence either in literature or history.*

**General Studies 42**



(See Pages 71-72)

*Management majors must choose General Studies courses as follows:*

**Orientation: (1 hour)**

<b>ORI 100 Freshmen Orientation</b>	<b>1</b>
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**English Composition: (6 hours)**

<b>ENG 131 English Composition</b>	<b>3</b>
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<b>ENG 132 English Composition</b>	<b>3</b>
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or

<b>ENG 140 English Composition (Honors)</b>	<b>3</b>
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<b>ENG 141 English Composition (Honors)</b>	<b>3</b>
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**Humanities and Fine Arts: (12 Hours)**

<b>HUM 103 The Humanities through the African-American Experience</b>	<b>3</b>
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<b>ENG 209 Introduction to Literature</b>	<b>3</b>
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Choose one of the following: (3 Hours)

<b>ART 131 Art Appreciation</b>	<b>3</b>
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<b>MUS 121 Music Appreciation</b>	<b>3</b>
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<b>THE 111 Introduction to Theater Arts</b>	<b>3</b>
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Choose one of the following: (3 Hours)

<b>ENG 210 Introduction to Literature</b>	<b>3</b>
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<b>HUM 101 Interdisciplinary Humanities</b>	<b>3</b>
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<b>HUM 102 Interdisciplinary Humanities</b>	<b>3</b>
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CMS 200 Voice and Diction	3
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CMS 205 Public Speaking	3
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PHL 201 Logical Reasoning	3
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**Natural Sciences and Mathematics: (11 Hours)**

BIO 127, BIOL 127 General Biology I	4
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BIO 128, BIOL 128 General Biology II	4
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MAT 137 Precalculus Algebra	3
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**History, Social and Behavioral Sciences: (12 Hours)**

<b>ECO 251 Principles of Economics I</b>	<b>3</b>
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<b>ECO 252 Principles of Economics II</b>	<b>3</b>
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<b>HIS 131 World History</b>	<b>3</b>
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Choose one of the following: (3 Hours)

<b>HIS 132 World History</b>	<b>3</b>
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<b>PSY 251 General Psychology</b>	<b>3</b>
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<b>SOC 110 Introduction to Sociology</b>	<b>3</b>
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<b>ANT 113 Societies Around the World</b>	<b>3</b>
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<b>GEO 206 World Geography</b>	<b>3</b>
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<b>POS 207 American Government</b>	<b>3</b>
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<b>Pre-professional, Major and Elective Courses</b>	<b>19</b>
<b>MGT 201 Business Orientation</b>	<b>3</b>
<b>MGT 202 Business Statistics I</b>	<b>3</b>
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>ACT 214 Principles of Financial Accounting</b>	<b>3</b>
<b>ACT 215 Principles of Managerial Accounting</b>	<b>3</b>
<b>MGT 331 Business Statistics II and Decision Theory</b>	<b>3</b>
<b>PED 114 Beginning Golf</b>	<b>1</b>
<b>or</b>	
<b>PED 122 Beginning Tennis</b>	<b>1</b>

<b>Required Support Courses</b>	<b>36</b>
<b>FLF 141 French I</b>	<b>3</b>
<b>or</b>	
<b>FLS 161 Spanish I</b>	
<b>MGT 204 Business Communications</b>	<b>3</b>
<b>CIS 206 Business Programming Languages</b>	<b>3</b>
<b>MGT 255 Business Law/Legal Environments for Administration I</b>	<b>3</b>
<b>MGT 304 Advance Business Communications</b>	<b>3</b>
<b>FIN 321 Essentials of Managerial Finance</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>MKT 321 Elements of Marketing and Direct Marketing</b>	<b>3</b>
<b>CIS 329 Business Process Integration using SAP</b>	<b>3</b>
<b>MGT 400 Entrepreneurship and Small Business Management</b>	<b>3</b>
<b>MGT 422 Production Management</b>	<b>3</b>
<b>MGT 462 Business Policies</b>	<b>3</b>

**Required Major Courses (Management) 24**

**Courses Required: (12 hours)**

<b>MGT 220 The Systems Approach to Business</b>	<b>3</b>
<b>MGT 325 Human Behavior in Organizations</b>	<b>3</b>
<b>MGT 421 Personnel Management</b>	<b>3</b>
<b>MGT 460 International Business</b>	<b>3</b>

Choose four courses from the following: (12 Hours)

<b>ECO 250 Credit Management</b>	<b>3</b>
<b>CIS 302 Internet Programming</b>	<b>3</b>
<b>CIS 391 Management Science</b>	<b>3</b>
<b>CIS 415 Management Information Systems</b>	<b>3</b>
<b>ECO 250 Credit Management and Consumer Finance</b>	<b>3</b>
<b>MGT 324 Fundamentals of Quality Management</b>	<b>3</b>
<b>MGT 356 Business Law/Legal Environments for Administration II</b>	<b>3</b>



## GENERAL UNDERGRADUATE CATALOG

<b>MGT 425 Public Management</b>	<b>3</b>
<b>MGT 430 Internship in Business</b>	<b>3</b>
<b>MGT 453 Labor Relations</b>	<b>3</b>
<b>MKT 333 Consumer Behavior</b>	<b>3</b>
<b>MKT 336 Sales Management</b>	<b>3</b>
<b>MGT 328 Project Management</b>	<b>3</b>
<b>TOTAL SEMESTER HOURS TO GRADUATE</b>	<b>121</b>

### MANAGEMENT MAJOR Hospitality and Tourism Concentration (Leading to the Bachelor of Science degree)

*Students must complete a six (6) semester-hour sequence either in literature or history.*

**General Studies** **42**  
(See Pages 71-72)

*Management majors must choose General Studies courses as follows:*

**Orientation: (1 hour)**  
**ORI 100 Freshmen Orientation** **1**

**English Composition: (6 hours)**  
**ENG 131 English Composition** **3**  
**ENG 132 English Composition** **3**  
or  
**ENG 140 English Composition (Honors)** **3**  
**ENG 141 English Composition (Honors)** **3**

**Humanities and Fine Arts: (12 Hours)**  
**HUM 103 The Humanities through the African-American Experience** **3**  
**ENG 209 Introduction to Literature** **3**

Choose one of the following: (3 Hours)  
**ART 131 Art Appreciation** **3**  
**MUS 121 Music Appreciation** **3**  
**THE 111 Introduction to Theater Arts** **3**

Choose one of the following: (3 Hours)  
**ENG 210 Introduction to Literature** **3**  
**HUM 101 Interdisciplinary Humanities** **3**  
**HUM 102 Interdisciplinary Humanities** **3**  
**CMS 200 Voice and Diction** **3**  
**CMS 205 Public Speaking** **3**  
**PHL 201 Logical Reasoning** **3**

**Natural Sciences and Mathematics: (11 Hours)**



**GENERAL UNDERGRADUATE CATALOG**

<b>BIO 127, BIOL 127 General Biology I</b>	<b>4</b>
<b>BIO 128, BIOL 128 General Biology II</b>	<b>4</b>
<b>MAT 137 Precalculus Algebra</b>	<b>3</b>
<b>History, Social and Behavioral Sciences: (12 Hours)</b>	
<b>ECO 251 Principles of Economics I</b>	<b>3</b>
<b>ECO 252 Principles of Economics II</b>	<b>3</b>
<b>HIS 131 World History</b>	<b>3</b>
Choose one of the following: (3 Hours)	
<b>HIS 132 World History</b>	<b>3</b>
<b>PSY 251 General Psychology</b>	<b>3</b>
<b>SOC 110 Introduction to Sociology</b>	<b>3</b>
<b>ANT 113 Societies Around the World</b>	<b>3</b>
<b>GEO 206 World Geography</b>	<b>3</b>
<b>POS 207 American Government</b>	<b>3</b>
<b>Pre-professional, Major and Elective Courses</b>	
<b>MGT 201 Business Orientation</b>	<b>3</b>
<b>MGT 202 Business Statistics I</b>	<b>3</b>
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>ACT 214 Principles of Financial Accounting</b>	<b>3</b>
<b>ACT 215 Principles of Managerial Accounting</b>	<b>3</b>
<b>MGT 331 Business Statistics II and Decision Theory</b>	<b>3</b>
<b>PED 114 Beginning Golf</b>	<b>1</b>
or	
<b>PED 122 Beginning Tennis</b>	<b>1</b>
<b>Required Support Courses</b>	
<b>FLF 141 French I</b>	<b>3</b>
or	
<b>FLS 161 Spanish I</b>	
<b>MGT 204 Business Communications</b>	<b>3</b>
<b>CIS 206 Business Programming Languages</b>	<b>3</b>
<b>MGT 255 Business Law/Legal Environments for Administration I</b>	<b>3</b>
<b>MGT 304 Advanced Business Communications</b>	<b>3</b>
<b>FIN 321 Essentials of Managerial Finance</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>MKT 321 Elements of Marketing and Direct Marketing</b>	<b>3</b>
<b>CIS 329 Business Process Integration using SAP</b>	<b>3</b>
<b>MGT 400 Entrepreneurship and Small Business Management</b>	<b>3</b>
<b>MGT 422 Production Management</b>	<b>3</b>
<b>MGT 462 Business Policies</b>	<b>3</b>
<b>Required Major Courses (Required)</b>	
<b>MGT 250 Introduction to Hotel, Restaurant, and</b>	<b>24</b>



<b>Tourism Management</b>	<b>3</b>
<b>MGT 323 Lodging Management</b>	<b>3</b>
<b>MGT 330 Restaurant Management</b>	<b>3</b>
<b>MGT 335 Tourism Marketing</b>	<b>3</b>
<b>MGT 340 Event and Convention Planning</b>	<b>3</b>
<b>MGT 405 Food and Beverage Cost Control</b>	<b>3</b>
<b>MKT 425 Hospitality Marketing</b>	<b>3</b>
<b>MGT 455 Hospitality Management Strategies</b>	<b>3</b>

**TOTAL SEMESTER HOURS TO GRADUATE** **121**

**MARKETING MAJOR**  
(Leading to the Bachelor of Science Degree)

*Students must complete a six (6) semester-hour sequence either in literature or history.*

**General Studies** **42**  
(See Pages 71-72)

*Marketing majors must choose General Studies courses as follows:*

**Orientation: (1 hour)**  
**ORI 100 Freshmen Orientation** **1**

**English Composition: (6 hours)**  
**ENG 131 English Composition** **3**  
**ENG 132 English Composition** **3**  
or  
**ENG 140 English Composition (Honors)** **3**  
**ENG 141 English Composition (Honors)** **3**

**Humanities and Fine Arts: (12 Hours)**  
**HUM 103 The Humanities through the African-American Experience** **3**  
**ENG 209 Introduction to Literature** **3**

Choose one of the following: (3 Hours)  
**ART 131 Art Appreciation** **3**  
**MUS 121 Music Appreciation** **3**  
**THE 111 Introduction to Theater Arts** **3**

Choose one of the following: (3 Hours)  
**ENG 210 Introduction to Literature** **3**  
**HUM 101 Interdisciplinary Humanities** **3**  
**HUM 102 Interdisciplinary Humanities** **3**  
**CMS 200 Voice and Diction** **3**  
**CMS 205 Public Speaking** **3**





## GENERAL UNDERGRADUATE CATALOG

<b>PHL 201 Logical Reasoning</b>	<b>3</b>
<b>Natural Sciences and Mathematics: (11 Hours)</b>	
<b>BIO 127, BIOL 127 General Biology I</b>	<b>4</b>
<b>BIO 128, BIOL 128 General Biology II</b>	<b>4</b>
<b>MAT 137 Precalculus Algebra</b>	<b>3</b>
<b>History, Social and Behavioral Sciences: (12 Hours)</b>	
<b>ECO 251 Principles of Economics I</b>	<b>3</b>
<b>ECO 252 Principles of Economics II</b>	<b>3</b>
<b>HIS 131 World History</b>	<b>3</b>
Choose one of the following: (3 Hours)	
<b>HIS 132 World History</b>	<b>3</b>
<b>PSY 251 General Psychology</b>	<b>3</b>
<b>SOC 110 Introduction to Sociology</b>	<b>3</b>
<b>ANT 113 Societies Around the World</b>	<b>3</b>
<b>GEO 206 World Geography</b>	<b>3</b>
<b>POS 207 American Government</b>	<b>3</b>
<b>Pre-professional, Major and Elective Courses</b>	<b>19</b>
<b>MGT 201 Business Orientation</b>	<b>3</b>
<b>MGT 202 Business Statistics I</b>	<b>3</b>
<b>CIS 205 Introduction to Computer Information Systems</b>	<b>3</b>
<b>ACT 214 Principles of Financial Accounting</b>	<b>3</b>
<b>ACT 215 Principles of Managerial Accounting</b>	<b>3</b>
<b>MGT 331 Business Statistics II and Decision Theory</b>	<b>3</b>
<b>PED 114 Beginning Golf</b>	<b>1</b>
or	
<b>PED 122 Beginning Tennis</b>	<b>1</b>
<b>Required Support Courses</b>	<b>36</b>
<b>FLF 141 French I</b>	<b>3</b>
or	
<b>FLS 161 Spanish I</b>	
<b>MGT 204 Business Communications</b>	<b>3</b>
<b>CIS 206 Business Programming Languages</b>	<b>3</b>
<b>MGT 255 Business Law/Legal Environments for Administration I</b>	<b>3</b>
<b>MGT 304 Advanced Business Communications</b>	<b>3</b>
<b>FIN 321 Essentials of Managerial Finance</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>MKT 321 Elements of Marketing and Direct Marketing</b>	<b>3</b>
<b>CIS 329 Business Process Integration using SAP</b>	<b>3</b>
<b>MGT 400 Entrepreneurship and Small Business Management</b>	<b>3</b>
<b>MGT 422 Production Management</b>	<b>3</b>
<b>MGT 462 Business Policies</b>	<b>3</b>



<b>Required Major Courses (Marketing)</b>	<b>24</b>
<b>Courses Required: (15 hours)</b>	
<b>MKT 333 Consumer Behavior</b>	<b>3</b>
<b>MKT 335 Creating Direct Marketing Response, Advertising and Promotion</b>	<b>3</b>
<b>MKT 339 Principles of Transportation and Logistics</b>	<b>3</b>
<b>MKT 434 Marketing Research</b>	<b>3</b>
<b>MKT 435 Marketing Strategy</b>	<b>3</b>
<i>Choose three courses from the following: (9 hours)</i>	
<b>ACT 411 Cost Accounting</b>	<b>3</b>
<b>CIS 302 Internet Programming</b>	<b>3</b>
<b>CIS 415 Management Information Systems</b>	<b>3</b>
<b>MGT 220 Systems Approach to Business</b>	<b>3</b>
<b>MGT 324 Fundamentals of Quality Management</b>	<b>3</b>
<b>MGT 325 Human Behavior in Organizations</b>	<b>3</b>
<b>MGT 356 Business Law/Legal Environments for Administration II</b>	<b>3</b>
<b>MGT 430 Internship in Business</b>	<b>3</b>
<b>MGT 460 International Business</b>	<b>3</b>
<b>MKT 336 Sales Management</b>	<b>3</b>
<b>MKT 337 Fundamentals of Purchasing and Supply Management</b>	<b>3</b>
<b>MKT 340 Research and Negotiation</b>	<b>3</b>
<b>MKT 341 Retailing</b>	<b>3</b>
<b>MKT 342 Sport and Event Marketing</b>	<b>3</b>
<b>MKT 400 Advanced Purchasing and Supply Management</b>	<b>3</b>
<b>MGT 328 Project Management</b>	<b>3</b>
<b>TOTAL SEMESTER HOURS TO GRADUATE</b>	<b>121</b>

Students may also have a concentration in Purchasing.

**Required Purchasing Concentration Courses:  
Courses Required: (18 hours)**

<b>MKT 321 Elements of Marketing</b>	<b>3</b>
<b>MKT 337 Fundamentals of Purchasing and Supply Management</b>	<b>3</b>
<b>MKT 339 Principles of Transportation and Logistics</b>	<b>3</b>
<b>MKT 340 Research and Negotiation</b>	<b>3</b>
<b>MKT 400 Advanced Purchasing and Supply Management</b>	<b>3</b>
<b>ACT 411 Cost Accounting</b>	<b>3</b>

**MINOR IN INTERNATIONAL BUSINESS FOR COBA MAJORS**

Recognizing the role of the United States in world affairs and the importance of international operations to American business enterprise, this minor is designed to help prepare students for positions in global business operations, government, or international agencies in the



fields of economic development and global trade.

<b>Required Courses</b>	<b>12</b>
<b>CIS 331 Global Supply Chain Management</b>	<b>3</b>
<b>FIN 331 Global Finance</b>	<b>3</b>
<b>MGT 460 International Business</b>	<b>3</b>
<b>MKT 331 Global Marketing</b>	<b>3</b>

*Students majoring in Management will have to take MGT 430 Internship in Business in place of MGT 460 International Business which is a part of their major curriculum.*

**MINOR IN ENTREPRENEURSHIP (FOR COBA MAJORS)**

For Business Majors – Students enrolled in the college of business administration with a declared major within the COBA.

<b>MGT 200 Entrepreneurial Mindset</b>	<b>1</b>
<b>MGT 400 Small Business MGT</b>	<b>3</b>
<b>MGT 300 Innovation/New Venture Creation</b>	<b>3</b>
<b>MGT 301 Ethics and Negotiations</b>	<b>3</b>

Choose one:

<b>MKT 341 Retailing</b>	<b>3</b>
<b>MGT 401 Small Business Consulting</b>	<b>3</b>
<b>MKT 400 Product Development</b>	<b>3</b>
<b>MKT 336 Sales Management</b>	<b>3</b>

**BUSINESS COOPERATIVE EDUCATION PROGRAM**

The student may earn a maximum of nine semester hours (three credit hours for each of the first three experiences) in this particular program. No credit is earned for the fourth experience.

<b>BCO 401 Business Cooperative Internship</b>	<b>3</b>
<b>BCO 402 Business Cooperative Internship</b>	<b>3</b>
<b>BCO 403 Business Cooperative Internship</b>	<b>3</b>
<b>BCO 404 Business Cooperative Internship</b>	<b>0</b>

**MINOR PROGRAMS FOR NON-BUSINESS MAJORS**

The College of Business Administration (COBA) offers the following Minors for non-business majors.

**MINOR IN INTERNATIONAL BUSINESS (For Non-business Majors)**

(For Non-business Majors)

<b>Required Courses</b>	<b>18</b>
<b>CIS 331 Global Supply Chain Management</b>	<b>3</b>
<b>FIN 331 Global Finance</b>	<b>3</b>



<b>MGT 460 International Business</b>	<b>3</b>
<b>MKT 331 Global Marketing</b>	<b>3</b>
<b>MGT 430 Internship in Business</b>	<b>3</b>
<b>FLF 141 French I</b>	<b>3</b>
or	
<b>FLS 161 Spanish I</b>	<b>3</b>
<b>MKT 321 Elements of Marketing and Direct Marketing</b>	<b>3</b>
or	
<b>MGT 321 Principles of Management</b>	<b>3</b>
or	
<b>FIN 321 Essentials of Managerial Finance</b>	<b>3</b>
<b>TOTAL SEMESTER HOURS REQUIRED</b>	<b>18</b>

**MINOR IN ENTREPRENEURSHIP (For Non-Business Majors)**

Non Business Majors- Students enrolled in degree granting college other than the college of business administration with non COBA majors

<b>MKT 321 Elements of Marketing</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>ACT 214 Principles of Financial Accounting</b>	<b>3</b>
<b>MGT 200 Entrepreneurial Mindset</b>	<b>1</b>
<b>MGT 400 Small Business Management</b>	<b>3</b>
<b>MGT 300 Innovation/New Venture Creation</b>	<b>3</b>
<b>FIN 321 Principles of Finance</b>	<b>3</b>

Choose one

<b>MKT 341 Retailing</b>	<b>3</b>
<b>MGT 401 Small Business Consulting</b>	<b>3</b>
<b>MKT 400 Product Development</b>	<b>3</b>
<b>MKT 336 Sales Management</b>	<b>3</b>

**TOTAL SEMESTER HOURS REQUIRED** **19**

**MINOR IN ACCOUNTING (For Non-business Majors)**

<b>Required Courses</b>	<b>18</b>
ACT 214 Principles of Financial Accounting	3
ACT 215 Principles of Managerial Accounting	3



ACT 313 Intermediate Accounting I	3
ACT 314 Intermediate Accounting II	3
Choose two courses from the following:	
ACT 318 Income Tax Accounting	3
FIN 321 Essentials of Managerial Finance	3
ACT 411 Cost Accounting	3
ACT 418 Auditing	3
ACT 419 Fund Accounting	3
ACT 415 Advance Accounting	3
<b>TOTAL SEMESTER HOURS REQUIRED</b>	<b>18</b>

**MINOR IN FINANCE (For Non-business Majors)**

<b>Required Courses</b>	<b>18</b>
MGT 202 Business Statistics I	3
ACT 214 Principles of Financial Accounting	3
ACT 215 Principles of Managerial Accounting	3
FIN 321 Essentials of Managerial Finance	3

*Choose two courses from the following:*

FIN 323 Intermediate Financial Management	3
FIN 324 Principles and Practices of Real Estate Finance	3
FIN 416 Insurance	3
FIN 418 Real Estate Appraisal	3
FIN 421 Investments	3
FIN 423 Financial Institutions	3
ECO 250 Credit Management and Consumer Finance	3
MGT 321 Principles of Management	3
<b>TOTAL SEMESTER HOURS REQUIRED</b>	<b>18</b>

**MINOR IN COMPUTER INFORMATION SYSTEMS (For Non-business Majors)**

<b>Required Courses</b>	<b>18</b>
<b>CIS 329 Business Process Integration using SAP</b>	<b>3</b>
<b>CIS 404 Database Administration</b>	<b>3</b>

Choose four courses from the following:

<b>CIS 206 Business Programming Languages</b>	<b>3</b>
<b>CIS 302 Internet Programming</b>	<b>3</b>
<b>CIS 304 Programming in Java</b>	<b>3</b>
<b>CIS 341 Information Security</b>	<b>3</b>
<b>CIS 310 Networking Fundamentals</b>	<b>3</b>
<b>CIS 410 Systems Analysis</b>	<b>3</b>



## GENERAL UNDERGRADUATE CATALOG

<b>CIS 415 Management Information Systems</b>	<b>3</b>
<b>CIS 461 Advanced Database Systems</b>	<b>3</b>

**TOTAL SEMESTER HOURS REQUIRED 18**

### **MINOR IN MANAGEMENT (For Non-business Majors)**

<b>Required Courses</b>	<b>18</b>
<b>MGT 204 Business Communications</b>	<b>3</b>
<b>MGT 220 the Systems Approach to Business</b>	<b>3</b>
<b>MGT 321 Principles of Management</b>	<b>3</b>
<b>MGT 325 Human Behavior in Organizations</b>	<b>3</b>
<b>MGT 421 Personnel Management</b>	<b>3</b>
<b>MGT 460 International Business</b>	<b>3</b>
<b>TOTAL SEMESTER HOURS REQUIRED</b>	<b>18</b>

### **MINOR IN MARKETING (For Non-business Majors)**

<b>Required Courses</b>	<b>18</b>
<b>MKT 321 Elements of Marketing and Direct Marketing</b>	<b>3</b>
<b>MKT 333 Consumer Behavior</b>	<b>3</b>
<b>MKT 335 Creating Direct Marketing Response, Advertising and Promotion</b>	<b>3</b>
<b>MKT 336 Sales Management</b>	<b>3</b>
<b>MKT 339 Principles of Transportation and Logistics</b>	<b>3</b>
<b>MKT 341 Retailing</b>	<b>3</b>
<b>TOTAL SEMESTER HOURS REQUIRED</b>	<b>18</b>





## COLLEGE OF HEALTH SCIENCES

*DR. CARL S. PETTIS, INTERIM DEAN*

### BACKGROUND INFORMATION

The College of Health Sciences (COHS) was formally established by the Alabama State University Board of Trustees in May 2000. The college houses six degree programs: the Bachelor of Science in health information management (HIM); the Bachelor of Science in Rehabilitation Services with a concentration in addiction studies (REH); the Master of Science in occupational therapy (MSOT); the Master of Prosthetics and Orthotics (MSPO); the Master of Rehabilitation Counseling (MRC); and the clinical Doctor of Physical Therapy (DPT) at the entry and transitional levels. The College also offers an undergraduate Certificate in Maternal and Child Health; and graduate certificates in Rehabilitation Counseling and Disability Studies, Policy, and Services. The Health Information Management program is accredited through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM); the Occupational Therapy program was awarded reaffirmation in 2017 by the Accreditation Council for Occupational Therapy Education (ACOTE) through 2027; the Rehabilitation Counseling program was awarded reaffirmation by the Council on Rehabilitation Education (CORE)/Council for Accreditation on Counseling and Related Education Programs (CACREP) through 2022; and the Physical Therapy program accreditation was reaffirmed by the Commission on Accreditation in Physical Therapy Education (CAPTE) through 2018. The Prosthetics and Orthotics Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the National Commission on Orthotics and Prosthetics Education (NCOPE).

### MISSION

The College of Health Sciences at Alabama State University educates and graduates health related professionals characterized by academic excellence, the use of critical/clinical reasoning skills, and ethical decision making. Our graduates contribute to improving health care delivery and are committed to the elimination of health disparities and the provision of evidence based, interdisciplinary care with special emphasis on underserved communities.

### VISION STATEMENT

The College Health Sciences will achieve national recognition for its education of health care professionals who demonstrate excellence in the delivery of culturally competent and compassionate health care to diverse local, national, and global communities.

### GOALS

- **Goal 1:** Provide viable undergraduate and graduate professional degree/certificate options in the health sciences.
- **Goal 2:** Maintain specialized accreditation for each of the College's academic degree programs.
- **Goal 3:** Optimize operations of the College (i.e. supporting student and faculty development, facility management, and fiscal resources management) to continue to advance the mission of the University.

### OBJECTIVES





- 1: Maintain enrollment in the College by offering relevant health related professional programs, as appropriate based on available resources.
- 2: Manage and continuously assess the accreditation requirements for each of the offered academic degree programs.
- 3: Appropriately manage resources allocated to the Office of the Dean, the College's departments and programs, and external funding sources.

### **PROGRAMS/DEGREES OFFERED**

- I. Health Information Management Bachelor of Science Degree (BS)
- II. Occupational Therapy \*Master of Science in Occupational Therapy Degree (MSOT)
- III. Physical Therapy \*Clinical Doctorate, Physical Therapy (DPT)
- IV. Rehabilitation Counseling \*Master of Rehabilitation Counseling (MRC)
- V. Rehabilitation Services w/ Concentration in addiction studies Bachelor of Science Degree (BS)
- VI. Prosthetics and Orthotics \*Master of Science in Prosthetics and Orthotics Degree (MSPO)
- VII. Maternal and Child Health Certificate/Minor Counseling
- VIII. \*Rehabilitation CoGraduate Certificates: \*Disability Studies, Policy, and Services Graduate Certificate and Rehabilitation Counseling

\* See *Graduate Catalog*

Health information management is the profession that focuses on healthcare data and the management of healthcare information resources. The program prepares students for entry-level employment in healthcare facilities and related organizations.

Occupational therapy is the only profession that helps people across the lifespan to do the things they want and need to do through the therapeutic use of daily activities (occupations). Occupational therapy practitioners enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability. Occupational therapy practitioners have a holistic perspective, in which the focus is on adapting the environment and/or task to fit the person, and the person is an integral part of the therapy team. It is an evidence-based practice deeply rooted in science.

Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. The physical therapy program, which requires three years to complete, is designed to prepare students for a variety of challenging, exciting and rewarding careers in physical therapy such as traveling therapist, rehabilitation team member, consultant and director/manager in the areas of research, sports, education and administration and others.

Rehabilitation Counseling is a profession that help persons with physical, mental, developmental, and/or emotional disabilities live independently. Rehabilitation counselors work with consumers to overcome and manage the personal, social, and psychological effects of disabilities on employment and/or independent living. The Master's in Rehabilitation Counseling (MRC) program can be completed in two years. Rehabilitation Counselors are employed in both the public and private sector where they actively serve as



members of a multidisciplinary care team.

The rehabilitation services program is a broad-based allied health/human services program focused on the systematic process of assisting individuals with and without physical, mental, developmental, cognitive, and addiction-based disabilities to achieve their personal, career, and independent living goals through a variety of life activities. Graduates of the program are typically employed by community-based rehabilitation and substance use programs. Many of the program graduates pursue master's' degrees in Rehabilitation Counseling or a related health or human services field.

Studying prosthetics and orthotics allows students to achieve certification to work as orthotists and prosthetists, designing and providing orthopedic braces and artificial limbs as rehabilitation tools. Graduates from the program possess unique clinical and technical skills to enter the field as a practitioner in many healthcare settings. The program provides ample fabrication experience in our lab facility, and students ultimately leave prepared to routinely evaluate and treat patients with a variety of mobility and activity impairments.

### **FACILITY**

The College of Health Sciences is housed in the three-story, 80,000-square-foot, John L. Buskey Health Sciences Center that was completed in August 2001. The center was placed on land directly adjacent to the existing campus and located next to the home of the university president.

Each floor has classrooms, laboratories and offices. The first floor features a faculty lounge, student lounge, an interdisciplinary clinic, three therapeutic rehabilitation labs and a state-of-the-art lecture hall. Physical therapy faculty are also housed on the first, second and third floors of the building. The second floor features a student study area with adjoining group study rooms, a physical therapy resource room, the health information management computer-teaching labs, a simulated medical records lab, the occupational therapy media lab, the assisted daily living (ADL) and the physical dysfunction labs. Health information management and occupational therapy offices are also housed on the second floor. The third floor features the following labs: a state-of-the-art Gross Anatomy lab, Laboratory for the Analysis of Human Motion (LAHM), a Women's Health/Cardiopulmonary lab and a health sciences computer lab. Rehabilitation counseling and rehabilitation services faculty are housed on the third floor.

Additionally, the Department of Prosthetics and Orthotics has a 9,000 square foot fabrication laboratory on Forest Avenue adjacent to the campus. The labs accommodate both students and patient models in a didactic and experiential learning environment, which mimics real-life work experiences, once in the field.

### **STUDENT ACTIVITIES**

Student representatives are selected for service on various types of committees at the collegial level. The participation of student representatives provides a means for students to voice their concerns and to take an active role in matters relating to them.

Each program has organized clubs in order to provide an opportunity for students with



similar professional interests to participate as a group in social and community activities. The following clubs are active in the College of Health Sciences:

- Student Health Information Management Association (SHIMA)
- Student Occupational Therapy Association (SOTA)
- Student Physical Therapy Organization (SPTO)
- Rehabilitation Services Club (RSC) undergraduate student organization
- Rehabilitation Counseling Student Association (RCSA), graduate student organization

**Department of Health Information Management**  
**Dr. Bridgette Stasher-Booker, Interim Chair**

### **ABOUT THE PROFESSION**

Health Information Management (HIM) is the profession described as the practice of acquiring, analyzing and protecting, digital and traditional medical information vital to providing quality patient care. It is a combination of business, law, science, and technology. HIM professionals are highly trained in the latest information technology applications and understand the workflow in any healthcare organization including but not limited to,

- Acute care hospital systems
- Long term care facilities
- Specialty Clinics
- Private physician practice and much more.

We are essential to the daily operations management of health information, information governance, documentation improvement as well as the electronic health records (EHRs). Technological advances are expanding the field to include the management of information systems, privacy and security, data management, coding research and quality management. Health Information Management professionals assist with improving the quality of healthcare by ensuring that the best information is available to support decision-making in the healthcare sector.

Health Information Management professionals are key advocates for protecting confidential patient data. They serve as a critical link between providers, patients, auditors, the judicial system and insurance companies by managing health information in accordance with administrative, legal and ethical requirements.

In addition, as experts in the field of health information management, we oversee:

- Health care evaluation
- Quality and Data Management
- HIPAA Privacy and Security
- Statistical Research
- Electronic Health Record Management
- Information Governance

The profession encompasses services in planning, collecting, aggregating, analyzing, and disseminating individual patient and aggregate clinical data. It serves all aspects of the healthcare industry to include patient care organizations, payers, research and policy



agencies, and other healthcare-related industries.

Employment opportunities for HIM professionals are found in numerous settings that including private, acute and government owned hospitals, outpatient clinics, managed-care organizations, consulting firms, accounting facilities, correctional facilities, pharmaceutical companies, behavioral healthcare organizations, insurance companies, law firms, rehabilitation facilities, and state and federal healthcare agencies.

### ACCREDITATION

The program is accredited by the **Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), located at 233 N. Michigan Ave., Suite 2150, Chicago, IL, 60601 (URL: <http://www.cahiim.org>).**

All HIM students are eligible to apply for the national certification examination as a Registered Health Information Administrator (RHIA) in the final term of their senior year.

### MISSION

The mission of ASU's Health Information Management (HIM) program aim is to prepare competent professionals for today's competitive fields in information systems, technology, research, and management.

### GOALS AND OBJECTIVES

**Goal #1:** Prepare students to tackle evolving HIM roles/responsibilities to provide exceptional services to patients, clinicians and others in the healthcare arena.

#### **Objectives:**

- Identify and build professional practice relationships with healthcare entities for students to advance skills in the HIM field.
- Increase the certification pass rate by 5% each year.

**Goal #2:** Prepare students to manage and service innovative technology.

#### **Objectives:**

- Identify and build relationships with the university's technology department to gain practical experience and collaborative with experts.
- Provide resources to support faculty/student professional development to enhance the understanding of technology and informatics.

**Goal #3:** Prepare students for entry-level competencies in the field of health information management.

#### **Objective:**

- Review and provide a competitive curriculum that aligns with the healthcare environment.

**Goal #4:** Engage in community services that aim to broaden and expound upon our universities, department, state and national missions.



**Objective:**

- Conduct seminars, lectures, and research symposiums to promote and advance community knowledge of healthcare guidelines and regulations.

**Goal #5:** Provide safeguards to protect the safety of the patient and healthcare record.

**Objective:**

- Infuse HIPPA regulations and policies into appropriate curriculum to enhance student's knowledge.

Upon completion of the professional curriculum, graduates will be prepared:

- Accurately collect, analyze and report healthcare data;
- Apply healthcare statistics and research to comprehensive health information analysis, including quality assessment and performance improvement;
- Apply legal and ethical standards to healthcare information requirements and standards;
- Demonstrate appropriate application of health information technology and systems to professional practice and;
- Apply principles of organization and management to human resources and health information services decision making.

**ADMISSION POLICIES AND PROCEDURES**

Students are eligible to apply for admission to the professional phase of the Health Information Management program after completion of all university core and required support courses. Applications for admission to the HIM program include a formal interview process and take place in the Fall semester of each academic year.

Admission criteria consists of:

- Completed university application;
- Cumulative grade point average (GPA) of 2.5, based on a 4.0 scale;
- Completion of any and all prerequisites and required support courses with the minimum grade of 2.5 or 75 percent;
- Completed application package including departmental application form, with three letters of recommendation from non-family members and
- Completion of an oral and written interview with the HIM faculty.

Applications and supporting information are reviewed by the HIM Admission and Review Committee in the Fall semester of the sophomore year for admission into the program in their junior year.

**HEALTH INFORMATION MANAGEMENT CURRICULUM (HIM)  
(Leading to the Bachelor of Science Degree)**

**General Studies**  
(See Pages 71-72)

**42**

**HIM Majors** must include in their core courses selection the following courses:



**GENERAL UNDERGRADUATE CATALOG**

<b>BIO 127 General Biology w/ Lab</b>	<b>4</b>
<b>BIO 128 General Biology w/ Lab</b>	<b>4</b>
<b>MAT 137 College Algebra</b>	<b>3</b>
<b>PSY 251 General Psychology</b>	<b>3</b>
<b>CMS 205 Public Speaking</b>	<b>3</b>
<b>Required Support Courses -- Area V</b>	<b>25</b>
ACT 214 Principles of Accounting	3
<b>CIS 205 Introduction to Computer Systems</b>	<b>3</b>
<b>ECO 254 Introduction to Economics</b>	<b>3</b>
<b>MGT 255 Business Law</b>	<b>3</b>
<b>SSC 361 Social Science Statistics</b>	<b>3</b>
or	
<b>PSY 306 Inferential Statistics</b>	<b>3</b>
<b>ENG 328 Technical and Professional Writing</b>	<b>3</b>
<b>HIM 210 The Language of Medicine</b>	<b>3</b>
<b>HIM 212 Anatomy &amp; Physiology for Health Sciences</b>	<b>4</b>
<b>Professional Level Courses</b>	<b>64</b>
<b>HIM 211 Intro to Health Information Management</b>	<b>4</b>
<b>HIM 305 Introduction to Health Statistics and Research Methods</b>	<b>2</b>
<b>HIM 310 The Study of Diseases</b>	<b>4</b>
<b>HIM 312 Development of Healthcare Information Technology</b>	<b>3</b>
<b>HIM 314 Current Trends in Healthcare Delivery Systems</b>	<b>3</b>
<b>HIM 321 Professional Development Seminar I</b>	<b>3</b>
<b>HIM 325 Applied Research</b>	<b>3</b>
<b>HIM 328 Coding</b>	<b>3</b>
<b>HIM 339 Technical Professional Affiliation</b>	<b>6</b>
<b>HIM 424 Legal Aspects of Healthcare</b>	<b>4</b>
<b>HIM 440 Management Capstone</b>	<b>4</b>
<b>HIM 442 System Analysis and Design</b>	<b>4</b>
<b>HIM 446 Quality Evaluation and Management</b>	<b>3</b>
<b>HIM 452 Application and Analysis of the Electronic Health Record</b>	<b>3</b>
<b>HIM 453 Financial Management</b>	<b>3</b>
<b>HIM 457 Professional Development Seminar II</b>	<b>3</b>
<b>HIM 459 Administrative Professional Affiliation</b>	<b>9</b>
<b>TOTAL SEMESTER HOUR MINIMUM REQUIREMENT</b>	<b>128</b>



**DEPARTMENT OF REHABILITATION STUDIES**  
**Rehabilitation Services with a concentration in addictions studies (REH)**  
**Vacant, Acting Chair**  
**Dr. Danita Henry Stapleton, Program Coordinator (REH)**  
**Dr. Mary-Anne Joseph**  
**Dr. Carmella Drake**

**PROGRAM DESCRIPTION**

The rehabilitation services program is a broad-based allied health program focused on the systematic process of assisting individuals with physical, mental, developmental, cognitive, and addiction-based disabilities achieve personal, career, and independent living goals through a variety of life activities. Graduates of the program either go to work in community based rehabilitation and substance use programs or go on to graduate school in various health and human services programs. This program prepares students with the skills and knowledge required to provide entry level services to individuals with disabilities in vocational, medical, social, and psychological rehabilitation settings.

**ACCREDITATION**

Rehabilitation Services programs are accredited through the Commission on Undergraduate Standards and Accreditation (CUSA) in conjunction with the Council on Rehabilitation Education (CORE) located at 1699 Woodfield Road, Suite 300, Schaumburg, IL 60173 and can be reached at (874) 944-1345 (URL—[www.core-rehab.org](http://www.core-rehab.org)).

**MISSION**

The mission of the Department of Rehabilitation Studies is to prepare rehabilitation professionals with the skills, compassion, and cultural competence needed to provide quality rehabilitation services to both traditional and underserved communities within the city of Montgomery, the State, and the Nation.

**GOALS**

- Foster the growth and sustainability of the Bachelor of Science in Rehabilitation Services, with a Concentration in Addiction Studies (BSRS) program.
- Strengthen the nexus between course curricula, internships/fieldwork experiences, certifications, and the professional world of work.
- Increase the percentage of BSRS students being hired in rehabilitation services or a related-field.

**OBJECTIVES**

- BSRS students will meet performance expectations during internships and fieldwork experiences.
- BSRS students will obtain a 'C' or better in required support and professional level courses, thus reducing the number of Academic Probation Plans.
- The Department will provide technology that supports its teaching, learning, research, and service endeavors.



**Student/Program Learning Outcomes-** Alabama State University's undergraduate program in rehabilitation services, with a concentration in addiction studies, will:

- Equip rehabilitation services students with the skills, compassion, and cultural competence needed to serve citizens in both traditional and underserved communities;
- Produce rehabilitation services graduates who will join the workforce of rehabilitation professionals primarily in Alabama and the Southeastern United States;
- Aid the State of Alabama in reaching its goal to reduce the negative consequences of individuals with addictive behaviors; and
- Increase the pipeline of baccalaureate degree holders committed to pursuing graduate professional education in rehabilitation counseling and allied health professions.

### COMPETENCIES

Graduates of Alabama State University's undergraduate program in rehabilitation services, with a concentration in addiction studies, will demonstrate the following competencies:

- Apply theories of addiction, counseling, independent living, and vocational rehabilitation in their work with persons with disabilities;
- Demonstrate ethical and professional behaviors that are congruent with the standards and codes of ethics of entities guiding or monitoring the work of rehabilitation professionals;
- Appropriately assess consumers' economic, educational, emotional, medical, physical, psychosocial, and vocational status;
- Develop and implement effective rehabilitation plans for consumers that are relevant to their status and desired goals, and appropriately assess intervention outcomes;
- Demonstrate critical case management skills such as planning, organizing, supervising, and delegating;
- Practice in a culturally competent manner; and
- Demonstrate life-long learning and a commitment to public/community service.

### ADMISSION POLICIES AND PROCEDURES

Students are eligible to apply for admission to the Rehabilitation Services program upon successful completion of the General Studies Curriculum and will be accepted in their junior year. Admission criteria include the following:

- Completed ASU Undergraduate Application for Admission;
- Cumulative grade point average (GPA) of 2.5, based on a 4.0 scale;
- Completed departmental application package that includes two letters of reference from non-family members and an autobiographical statement.

The student's application and supporting documents are screened by program coordinator and full-time program faculty. Applicants who have applied will be contacted via official written correspondence and informed of acceptance or rejection. Individuals who are not selected are informed of areas of deficiencies within the application process. These individuals will be encouraged to correct these deficiencies and reapply later.

### MAJORS AND MINORS

The department offers the Bachelor of Science degree in rehabilitation services with a





concentration in addiction studies. A minor is also offered in rehabilitation services.

**REHABILITATION SERVICES WITH A CONCENTRATION IN ADDICTION STUDIES CURRICULUM (REH)**  
**(Leading to the Bachelor of Science Degree)**

**General Studies** **42**  
 (See Pages 71-72)

**Required Support Courses** **21**

<b>PSY 306 Inferential Statistics</b>	<b>3</b>
<b>PSY 353 Abnormal Psychology</b>	<b>3</b>
<b>PSY 453 Psychological Methodology and Research</b>	<b>3</b>
<b>CIS 205 Introduction to Computer Information Systems</b>	
<b>or</b>	
<b>CIS 210 Introduction to Computer Systems</b>	<b>3</b>
<b>Electives**</b>	<b>3</b>
<b>Electives**</b>	<b>3</b>
<b>Electives**</b>	<b>3</b>

*\*\*200 level or Higher (BIO, CHE, HEA, PED, PHY, PSY, SOC, SWK, POS, ANT, ECO, BUS, CRJ) and must be approved by the Rehabilitation Services Advisor.*

**Professional Level Courses** **57**

<b>REH 201 Introduction to Rehabilitation Services</b>	<b>3</b>
<b>REH 301 Theories in Counseling</b>	<b>3</b>
<b>REH 302 Medical Aspects</b>	<b>3</b>
<b>REH 303 Case Management and Recording</b>	<b>3</b>
<b>REH 304 Counseling Skills and Techniques</b>	<b>3</b>
<b>REH 305 Vocational Development</b>	<b>3</b>
<b>REH 306 Assessment in Rehabilitation</b>	<b>3</b>
<b>REH 307 Assistive Technology and Resources</b>	<b>3</b>
<b>REH 308 Diversity and Disability</b>	<b>3</b>
<b>REH 309 Psychosocial Aspects</b>	<b>3</b>
<b>REH 310 Introduction to Addictions</b>	<b>3</b>
<b>REH 311 Pharmacology in Addictions</b>	<b>3</b>
<b>REH 312 Treatment Strategies in Addictions</b>	<b>3</b>
<b>REH 401 Fieldwork in Rehabilitation I</b>	<b>3</b>
<b>REH 402 Fieldwork in Rehabilitation II</b>	<b>3</b>
<b>REH 405 Group Process</b>	<b>3</b>
<b>REH 406 Seminar in Rehabilitation</b>	<b>3</b>
<b>Elective**</b>	<b>3</b>
<b>Elective**</b>	<b>3</b>

**TOTAL SEMESTER HOUR MINIMUM REQUIREMENTS** **120**



**MINOR IN REHABILITATION SERVICES**

Eighteen hours are required for a minor in Rehabilitation Services with a concentration in addiction studies. The recommended sequence of courses provides a solid foundation for students interested in the rehabilitation services profession. Students interested in a minor in rehabilitation services are encouraged to schedule a meeting with a rehabilitation services advisor.

**Required Courses 15**

<b>REH 201 Introduction to Rehabilitation Services</b>	<b>3</b>
<b>REH 308 Diversity and Disability</b>	<b>3</b>
<b>REH 309 Psychosocial Aspects</b>	<b>3</b>
<b>REH 310 Introduction to Addictions</b>	<b>3</b>
<b>REH 311 Pharmacology in Addictions</b>	<b>3</b>

**Restricted Minor Course Electives 3**

*(Students are to select any one (1) from the following 3 credit hours course)*

REH 303 Case Management and Recording	3
REH 305 Vocational Development	3
REH 307 Assistive Technology and Resources	3
REH 312 Treatment Strategies in Addictions	3
REH 405 Group Process	3

**TOTAL SEMESTER HOUR MINIMUM REQUIREMENTS 18**

**MATERNAL AND CHILD HEALTH (MCH)  
(Leading to Undergraduate Minor/Certificate)  
Mrs. Catrina Waters**

The College of Health Sciences has developed a pre-baccalaureate minor/certificate in Maternal and Child Health (MCH). The goal of this certificate program is to foster the personal, occupational and professional growth of the undergraduate students interested in careers that affect women’s and children’s health. This certificate program will be available to all undergraduate majors, but will be geared toward students completing programs in health, recreation therapy, physical education, psychology, rehabilitation services, social work, and other pre-professional programs.

**Admission Requirements:**

To be admitted to the minor/certificate program, a candidate should meet the following requirements:

- ASU undergraduate student in good standing (at least sophomore status).
- Current G.P.A. of 2.5 or greater on a 4.0 scale.
- Complete an application for the certificate program, which includes an essay.

**For more information, contact the Maternal and Child Health Improvement Office at 334.229.8818**

**MATERNAL AND CHILD HEALTH CURRICULUM (MCHP)**



**Required Courses** **8**

**MCHP 200 Introduction to Maternal and Child Health** **2**

**MCHP 201 Emerging Health Issues in MCH** **2**

**Choose two (2) from the following list of courses** **2**

**MCHP 297 Professional Development Seminar: Leadership I** **1**

**MCHP 386 Professional Development Seminar: Research** **1**

**MCHP 387 Professional Development Seminar: Special Topics** **1**

**MCHP 389 Professional Development Seminar: Epidemiology** **1**

**MCHP 390 Professional Development Seminar: Ethics** **1**

**MCHP 397 Professional Development Seminar: Leadership II** **1**

**MCHP 398 Professional Development Seminar: Fieldwork I\*** **1**

**MCHP 399 Professional Development Seminar: Fieldwork II\*** **1**

*\*Note: Students must complete two (2) credits of Fieldwork. Students may replace Fieldwork I&II (398 & 399) with prior approval from an MCH advisor from the list below:*

**HIM 339 Professional Practice I** **4**

**REC 201 Field Study in Recreational Management** **1**

**REC 304 Clinical Practicum in Recreational Therapy II** **1**

**SWK 463 Field Instruction I** **4**

**SWK 465 Field Instruction I** **4**

**REH 401 Fieldwork in Rehabilitation I** **3**

**REH 402 Fieldwork in Rehabilitation II** **3**

**Related/Support Courses** **10**

*Note: Courses required for a major degree many not count for the minor certificate related/support*

*course requirement. Please contact an MCH Advisor to confirm appropriate support course selection(s).*

**BIO 200 Introduction to the Health Profession** **1**

**BIO 320 Human Physiology** **4**

**BIO 420 Molecular Biology and Genetics** **4**

**EDU 428 Child Growth and Development** **3**

**FLS 161 Spanish (Recommended)** **3**



<b>HEA 100 Personal Health and Wellness</b>	2
<b>HEA 258 Health and Nutrition</b>	3
<b>HEA 360 Communicable and Chronic Diseases</b>	3
<b>HIM 210 The Language of Medicine</b>	3
<b>MCHP203 Health Professions and Careers</b>	2
<b>MCHP216 Introduction to Public Health</b>	3
<b>MCHP298 Life Course Seminar I: Health Disparities</b>	1
<b>MCHP299 Life Course Seminar II: Quality of Life</b>	1
<b>PSY 251 General Psychology</b>	3
<b>PSY 353 Abnormal Psychology</b>	3
<b>PSY 360 Developmental Psychology</b>	3
<b>PSY 375 Introduction to Developmental Disabilities</b>	3
<b>REH 302 Medical Aspects</b>	3
<b>REH 308 Diversity and Disability</b>	3
<b>SED 220 Special Healthcare Needs</b>	3
<b>SOC 110 Introduction to Sociology</b>	3
<b>SWK 220 Introduction to Social Work</b>	3
<b>SWK 230 Social Work in Health Settings</b>	3
<b>SWK 322 Human Behavior and Social Environment I</b>	3
<b>SWK 323 Human Behavior and Social Environment II</b>	3
<b>SWK 354 Child Welfare</b>	3
<b>SWK 455 Social Work with Families</b>	3

**CONTINUING EDUCATION AND COMMUNITY SERVICE**

In keeping with its role as a publicly supported institution of higher learning and its mission to meet community needs, ASU offers a variety of continuing education and community service programs. Through the Division of Continuing Education, non-credit courses are made available on a demand basis to those individuals, regardless of age, seeking self-improvement, professional development or personal enrichment. Whether one aspires to enhance basic academic skills (in English, math or computers); to become a better worker and manager; to learn how to swim or play a musical instrument; to improve his or her performance on a standardized test; or to discover his or her historical roots, he or she will usually find a course to meet that special need. [Suggestions for additional offerings are also welcome from the public at large.] The Division of Continuing Education also offers workshops, mini-courses and training sessions to meet special community needs. In addition, it cooperates with professional groups and community organizations in sponsoring seminars and conferences. [If your group would like to host a conference or seminar at ASU, please call 334-229-4686.]

The non-credit continuing education program offered through the Division of Continuing Education has no specific admission requirements. Persons participating in the non-credit program may enroll in as many courses as they desire. Homework assignments and examinations are not requirements, however, certificates of completion are awarded to those participants who successfully complete a course or a program.

Many of the non-credit courses allow the participants to earn Continuing Education Units (CEUs). The CEU is a nationally recognized uniform unit of measurement designed to



measure and record an individual's continuing education accomplishments. Records are kept on all participants who are awarded CEUs.

Each non-credit course has a fee. Fees are listed in the course catalog published on our website at [www.alasu.edu](http://www.alasu.edu); click on Academics/Continuing Education. You may obtain a course brochure from the office of Continuing Education, located 1030 West University Drive.

### **OFF-CAMPUS GRADUATE OFFERINGS**

Since the 1920s, Alabama State University has offered instruction for the people of Alabama at sites other than Montgomery. Currently, graduate classes are offered at sites in Birmingham, Brewton and Mobile. Courses offered at these sites are listed in the regular schedule book, and students register in Montgomery during the regular registration period. Students taking these courses must meet the same academic requirements and deadlines as students attending classes on the main campus. Instruction at these sites is of the same quality as that on the Montgomery campus. **All students in degree programs at off-campus sites must take at least 50 percent of classes required for the degree at the main campus in Montgomery.**

The Graduate School offers courses leading to the Master of Education degree, the Master of Arts degree, the Master of Science degree, A and AA certification, and recertification at off-campus sites. Students who enroll in off-campus classes can be assured of receiving high-quality instruction by an experienced and dedicated teaching staff. For information about course offerings, call the Director of off-campus programs at **(334) 229-4899 or 4250, the Birmingham site at Miles College (205) 925-2753, the Brewton site at Southern Normal School (251) 867-4831, and the Mobile site at Bishop State Junior College (251) 433-4691.**



## **DEPARTMENT OF AEROSPACE STUDIES**

**Lt .Col Ann Graham, Chair/Professor**  
**Maj Charnelle Joiner, Assistant Professor**  
**Capt Jasmine Allen, Assistant Professor**

Air Force Reserve Officer Training Corps (AFROTC) is the only military training program offered on Alabama State University's campus. Alabama State University was approved by the Department of the Air Force in April 1971 to offer the AFROTC program. The nationwide AFROTC program is the largest source of Air Force officer procurement.

The purpose of AFROTC Detachment 019 at Alabama State University is to offer educational experiences that will develop responsible citizenship and prepare students for officership, leadership and management in the U.S. Air Force. To accomplish this purpose, the Department of Aerospace Studies offers a four-year program that will lead to a commission in the U.S. Air Force. A two-year program is occasionally offered on a case-by-case basis. Through cross-town enrollment agreements, the AFROTC program at Alabama State University is available to students of Auburn University at Montgomery, Faulkner University, Huntingdon College, and Troy University at Montgomery.

### **AFROTC CURRICULUM**

The basic goal of the AFROTC curriculum is to provide military knowledge and skills which cadets will need when they become Air Force officers. The two major phases of the curriculum are the General Military Course (GMC) and the Professional Officer Course (POC).

The GMC is usually taken during the freshman and sophomore years with a one-hour lecture and a two-hour leadership laboratory each week. Aerospace Studies 100 (AS 100 level) provides lessons about the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces and aerospace support forces. Aerospace Studies 200 (AS 200 level) traces the development of air power from the balloon and dirigible era up to and through the jet age. It is a historical review of air power employment in military and nonmilitary operations in support of national objectives and a look at the evolution of air power concepts and doctrine. Enrollment in the GMC does not incur a service commitment.

The POC is usually taken during the junior and senior years with a four-hour lecture and a two-hour leadership laboratory each week. Aerospace Studies 300 (AS 300 level) is designed for juniors and Aerospace Studies 400 (AS 400 level) is designed for seniors. AS 300 provides educational and training experiences that blend knowledge, skills and attitudes designed to prepare cadets for active duty as commissioned officers in the U.S. Air Force. AS 300 includes development of communicative skills, a study of Air Force leadership at the junior-officer level, and a study of military functions, principles and techniques. AS 400 includes development of communicative skills and a survey of our national security forces in contemporary American society.

The Leadership Laboratory (LLAB) provides practical leadership training and experience in activities that closely approximate and simulate those engaged in and performed by Air



Force officer personnel. LLAB includes a mandatory physical fitness program. GMC and POC cadets study customs and courtesies, perform drill and learn about the life and work of an Air Force officer. LLAB is offered on a pass/fail system. Non-contract cadets who fail LLAB are not eligible for POC membership. Contract cadets who fail LLAB may be investigated for disenrollment in accordance with (IAW) AFROTC Instruction 36-2011.

### **THE FOUR-YEAR PROGRAM**

Students desiring to participate in the four-year program should enroll at the same time and in the same manner as they would for other classes connected with enrolling in freshman and sophomore years. Upon completion of the first two years (General Military Course/GMC) of the four-year program, a student may be selected for enrollment in the Professional Officer Course/ POC. All or a portion of the GMC may be waived by the Professor of Aerospace Studies for Air Force Junior ROTC, Civil Air Patrol, Military School Training, or prior active service in any branch of the U.S. Armed Forces. Selection into the POC is based upon satisfactory performance on the Air Force Officer Qualifying Test (AFOQT), passing an Air Force medical evaluation and completion of a two-week summer Field Training session. For most students, the field training will take place during the summer between the sophomore and junior years. All summer Field Training costs are paid by the Air Force. Field Training is explained more fully in a later paragraph. Other basic requirements for the four-year program are that the student must be a citizen of the United States or must obtain citizenship prior to POC entry and must possess sound moral character. If a cadet desires to be a pilot or navigator, he or she must be able to complete commissioning requirements prior to age 29. All other cadets must be able to complete all commissioning requirements by age 31. Cadets enrolled in the POC may also travel free on a military aircraft on a space-available basis. All AFROTC uniforms and course materials are provided by the Air Force at no cost to students. A cadet who enrolls in the POC agrees to accept a commission as a second lieutenant in the U.S. Air Force and to serve for a period of four years on active duty upon college graduation. A cadet accepted for pilot or navigator training must agree to serve on active duty for a period of ten years for pilots, and six years for navigators upon college graduation.

### **THE AFROTC SCHOLARSHIP PROGRAM**

Four-year scholarships are available for high school seniors to apply for online at [www.airforcerotc.com](http://www.airforcerotc.com). Selections are made by a selection board at AFROTC headquarters. At least two boards per year are convened--typically during the January/May time frame. Competition for scholarships covering less than a four-year period takes place at the college level.

In-college scholarships are available to qualified cadets participating in the four-year AFROTC program. Scholarships are categorized as three and one-half year, three-year, two and one-half year, and two-year. Scholarships are awarded on a competitive basis. An applicant's academic major and potential active-duty career field are taken into consideration during the screening process. Initial selection is made on campus by a board of AFROTC Detachment 019 cadre with the final selection board at AFROTC headquarters.



All AFROTC scholarships cover full tuition, laboratory and incidental fees, and provide an allowance for books. Scholarship cadets also receive a nontaxable stipend each month.

**AEROSPACE STUDIES COURSES**

<b>General Military Course</b>	<b>8</b>	
AS 101 Heritage and Values of the United States Air Force		2
AS 101X Heritage and Values of the United States Air Force Leadership Laboratory		0
AS 102 Heritage and Values of the United States Air Force		2
AS 102X Heritage and Values of the United States Air Force Leadership Laboratory		0
AS 201 Team and Leadership Fundamentals		2
AS 201X Team and Leadership Fundamentals Leadership Laboratory		0
AS 202 Team and Leadership Fundamentals		2
AS 202X Team and Leadership Fundamentals Leadership Laboratory		0
<b>Professional Officer Course</b>	<b>16</b>	
AS 301 Leading People and Effective Communication		4
AS 301X Leading People and Effective Communication Leadership Laboratory		0
AS 302 Leading People and Effective Communication		4
AS 302X Leading People and Effective Communication Leadership Laboratory		0
AS 401 National Security Affairs/Preparation for Active Duty		4
AS 401X National Security Affairs/Preparation for Active Duty Leadership Laboratory		0
AS 402 National Security Affairs/Preparation for Active Duty		4
AS 402X National Security Affairs/Preparation for Active Duty Leadership Laboratory		0

*NOTE: All students that intend to earn a commission must attend leadership laboratory sessions. Students with academic schedule conflicts must attend a scheduled alternative leadership laboratory.*

**AEROSPACE STUDIES MINOR**

For a minor in Aerospace Studies, the student must complete the above General Studies, and complete an approved business/personnel management course.

**TOTAL SEMESTER HOUR REQUIREMENT FOR MINOR** **27**

*A minor in Aerospace Studies does not satisfy minor requirements for secondary teacher certification.*

**FIELD TRAINING**

Field Training is a two-week leadership evaluation and development training course conducted during the summer at Maxwell Air Force Base in Montgomery, Alabama. Field





Training courses include leadership training and evaluation, officership training, survival training, physical training, human relations instruction, small arms familiarization, first aid, and other supplemental training.

Cadets are organized into units modeled after active duty Air Force organizations— groups, squadrons and flights. Each cadet receives several opportunities to serve in leadership positions within these units. Discipline is maintained with emphasis given to high standards of military appearance and personal grooming, courtesy, orderliness and neatness of living areas, military customs and traditions, and drill and ceremonies.

### **PROFESSIONAL DEVELOPMENT TRAINING**

POC and GMC cadets may compete to participate in additional U.S. Air Force sponsored and funded summer training programs. These programs are designed to help cadets gain knowledge of the challenges in leadership, management, and human relations encountered by a junior Air Force officer, provide a general orientation in Air Force specialties, and further motivate cadets toward an Air Force career. Opportunities include flight awareness, survival, officer shadowing, and parachute/freefall training to name a few.



## **DEPARTMENT OF MILITARY SCIENCE**

ARMY – RESERVE OFFICERS TRAINING COURSE ARMY ROTC

### **(PARTNERSHIP AGREEMENT WITH AUBURN UNIVERSITY AT MONTGOMERY)**

Army ROTC provides college-trained officers for the Army, Army Reserve and Army National Guard. The Army ROTC program is offered at more than 600 colleges and universities throughout the nation. As the largest single source of Army officers, the ROTC program fulfills a vital role in providing mature young men and women for leadership and management positions in an increasingly technical Army.

The Army is the only military service directed by Congress to grow in size, so we need thousands of new officers each year. The following ROTC benefits remain intact: training, challenges, excitement, money, career preparation and post-college employment.

### **Partnership Schools**

#### **Military Science**

#### **The Smartest Course You Can Take**

Army ROTC is a college program that ultimately leads to commission as a second lieutenant in the Active Army, Army National Guard, or Army Reserve. The first two years of Army ROTC, known as Military Science I and II, are normally taken during the freshman and sophomore college years, respectively, and incur no military obligation.

For those students who did not have the opportunity to take Army ROTC, such as transfer students from a junior college, or students who have completed two years of college without taking any ROTC courses, we offer the Army ROTC Leader's Training Course (LTC). The LTC is not the same as basic training; the emphasis is on instilling leadership skills in future officers rather than simply teaching basic soldier skills. Students who attend LTC rotate leadership positions and receive feedback on their performance. A high percentage of LTC graduates receive two-year Army ROTC scholarships.

Students who wish to continue the program sign a contract at the beginning of their junior year, when they enroll in Military Science III. These Advanced Course students attend a five-week ROTC Advanced Camp in the summer after their junior year, and then enroll in Military Science IV as seniors. Upon completion of Military Science IV and graduation with a baccalaureate degree, the students are commissioned as second lieutenants. Contracted cadets receive a monthly tax-free stipend ranging from \$450 to \$500.

Depending upon the needs of the Army and their own preferences, newly commissioned officers serve in the Active Army, or join National Guard or Army Reserve units in the area. Regardless of where you serve, you will be rewarded with the knowledge that you are a professional and are contributing to the security and welfare of the United States.

We say that "Army ROTC is the smartest course you can take," because it teaches skills that you need to be successful in college, the military, and in civilian employment. Employers know that ROTC teaches the leadership and management skills that make



people an asset to the organization. Many personnel directors and business owners are former officers themselves. When you enter civilian employment, your ROTC training and officer commission will make impressive statements on your resume. In fact, ROTC will definitely give you an edge on the competition when you are looking for that “dream” job.

Remember, Army ROTC is an elective that takes only a few hours a week. You can take ROTC right on your college campus, and there is no military obligation for the first two years. After that, you can decide if you want to pursue a commission as a second lieutenant. We’re bet-ting that after you’ve checked us out, you’ll definitely want to be a part of the ROTC program!

### Courses Offered

Military Science and Leadership (MILS)

#### Basic Courses

**MILS 1010. FOUNDATIONS OF OFFICERSHIP (1).** This course features an introduction to life in the U.S. Army. Topics include leadership; the unique duties and responsibilities of officers; the organization and role of the Army; basic life skills pertaining to fitness and communication; and an analysis of Army values and expected ethical behavior. Fall semester only; taken in conjunction with MILS 1011.

**MILS 1011. FRESHMEN FALL LEADERSHIP LAB (1).** Leadership Lab is required for all Army ROTC students. The students will receive training in drill and ceremonies, field craft, individual movement techniques, squad tactics, map reading and land navigation, first aid, and use and maintenance of the M16 Rifle. Fall semester only; taken in conjunction with MILS 1010.

**MILS 1020. BASIC LEADERSHIP (1).** This course provides students with a basic knowledge of common military skills and presents the fundamental leadership concepts and doctrine of the U.S. Army. Topics include the practice of basic skills that underlie effective problem solving; application of active listening and feedback skills; examination of factors that influence leader and group effectiveness; and an examination of the officer experience. Spring semester only; taken in conjunction with MILS 1021.

**MILS 1021. FRESHMEN SPRING LEADERSHIP LAB (1).** Leadership Lab is required for all Army ROTC students. The students will receive continued training in drill and ceremonies, field craft, individual movement techniques, squad tactics, map reading and land navigation, first aid, and use and maintenance of the M-16 Rifle. Spring semester only; taken in conjunction with MILS 1020.

**MILS 2010. INDIVIDUAL LEADERSHIP STUDIES (2).** This course develops the knowledge of self, self-confidence, and individual leadership skills as well as develops problem solving and critical thinking skills and the application of communication, feedback, and conflict resolution. Areas to be trained include personal development, goal setting, communication, problem solving and decision making, leadership, teamwork, the group process, stress management, and physical fitness. Fall semester only; taken in conjunction with MILS 2011.



MILS 2011. **SOPHOMORE FALL LEADERSHIP LAB (1)**. Leadership Lab is required for all Army ROTC students. The students will receive training in drill, physical training, rappelling, water survival, tactics, marksmanship, night operations, and land navigation. Fall semester only; taken in conjunction with MILS 2010.

MILS 2020. **LEADERSHIP AND TEAMWORK (2)**. This course focuses on self-development guided by knowledge of self and group processes by focusing on challenging current beliefs, knowledge, and skills. Spring semester only; taken in conjunction with MILS 2021.

MILS 2021. **SOPHOMORE SPRING LEADERSHIP LAB (1)**. Leadership Lab is required for all Army ROTC students. The students will receive continued training in drill, physical training, rappelling, water survival, tactics, marksmanship, night operations, and land navigation. Spring semester only; taken in conjunction with MILS 2020.

### Advanced Courses

MILS 3010. **LEADERSHIP AND PROBLEM SOLVING (3)**. This course examines the basic skills that underlie effective problem solving by analyzing the role officers played in the transition of the Army from Vietnam to the 21st century, analysis of military missions and the planning of military operations, the features and execution of the Leadership Development Program (LDP), and the execution of squad battle drills. Requires Department approval: Fall semester only; taken in conjunction with MILS 3011.

MILS 3011. **JUNIOR FALL LEADERSHIP LAB (1)**. Leadership Lab is required for all Army ROTC students. The students will receive training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival, and rappelling. Fall semester only; taken in conjunction with MILS 3010.

MILS 3020. **LEADERSHIP AND ETHICS (3)**. This course probes leader responsibilities that foster an ethical command climate by developing cadet leadership competencies and applying principles and techniques of effective written and oral communication. Students are prepared for success at the ROTC National Advanced Leadership Course. Requires Department approval; spring semester only; taken in conjunction with MILS 3021.

MILS 3021. **JUNIOR SPRING LEADERSHIP LAB (1)**. Leadership Lab is required for all Army ROTC students. The students will receive training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival, and rappelling. Spring semester only; taken in conjunction with MILS 3020.

MILS 4010. **LEADERSHIP AND MANAGEMENT (3)**. This course builds on the experience gained at the National Advanced Leadership Course in order to solve organizational and staff problems and discusses staff organization and functions, analysis of counseling responsibilities and methods, the principles of subordinate motivation, and organizational change. Students will apply leadership and problem solving principles to a case study and or simulation. Requires department approval; fall semester only; taken in conjunction with MILS 4011.



MILS 4011. **SENIOR FALL LEADERSHIP LAB (1)**. Leadership Lab is required for all Army ROTC students. The students will receive continued training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival, and rappelling. Fall semester only; taken in conjunction with MILS 4010.

MILS 4020. **OFFICERSHIP (3)**. This course is designed to explore topics relevant to Second Lieutenants entering the U.S. Army and focuses on the legal aspects of decision-making leadership, analyzing Army organization from the tactical to the strategic level, assessing administrative and logistical functions, performance of platoon leader actions, and an examination of leader responsibilities that foster an ethical command climate. Requires department approval; spring semester only; taken in conjunction with MILS 4021.

MILS 4021. **SENIOR SPRING LEADERSHIP LAB (1)**. Leadership Lab is required for all Army ROTC students. The students will receive training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival, and rappelling. Spring semester only; taken in conjunction with MILS 4020.

## Scholarships

### Campus-Based Scholarships

Veterans and eligible students enrolled in ROTC may compete for an on-campus scholarship. This may be a two- or three-year on-campus scholarship or a two-year dedicated ARNG scholarship or a two-year Guaranteed Reserve Forces Duty scholarship if you are in the National Guard or Reserves.

The Army ROTC scholarship program provides financial assistance for the education and training of qualified and motivated young men and women who desire to be commissioned as officers in the Army after graduation from college.

The Army ROTC *Green to Gold Scholarship Program* provides selected active duty enlisted members of the Army an opportunity to complete their baccalaureate degree requirements and obtain a commission through participation in the ROTC scholarship program.

The Army ROTC *Four-Year Scholarship Program* gives students who have graduated from high school the opportunity to attend college and also earn a commission through participation in the ROTC scholarship program.

Scholarship winners receive a designated book allowance of \$1,200 per academic year, and a tax-free allowance of \$300 to \$500 (based on academic classification) per month for up to 10 months for each year the scholarship is in effect. To receive a scholarship, you must be a citizen of the United States and under the age of 31 on December 31st of the year you complete all requirements for a commission and degree. To receive more information on this program, navigate to the Cadet command website at <http://www.rotc.monroe.army.mil>.

The application window for four-year national scholarships is Nov. 15 through April 1. There is an open application period for two-, three-, and four-year campus-based scholarships.



There are some application requirements for an ROTC scholarship.

### **GENERAL MILITARY COURSE (BASIC PROGRAM)**

The basic program consists of a four-semester block of instruction normally taken during the freshman and sophomore years. These general military courses consist of a wide variety of military science topics at the 100 and 200 levels.

These courses provide a foundation in basic military subjects as well as unique hands-on training. Selected courses are offered during the fall and spring semesters with one or two credit hours gained for each course. Elective credits earned apply toward degree requirements in all schools of the college. Freshman- and sophomore-level courses are one hour a week (plus one hour of leadership lab). Students enrolled in any of the basic courses do not incur any military obligation unless he or she is an ROTC scholarship student.

### **MILITARY SCIENCE I**

MSC 101 Foundation of Officership

MSC 102 Basic Leadership

MSC 104 Leadership Lab

### **MILITARY SCIENCE II**

MSC 201 Individual Leadership Studies

MSC 202 Leadership and Teamwork

MSC 204 Leadership Lab

### **OPTIONAL BASIC CAMP**

Those academically qualified students who are unable to fulfill the requirements of the basic program during their freshman and sophomore years may qualify for admission to the officer development course by successfully completing AROTC Basic Camp preparatory training. This option is primarily designed to meet the needs of transfer students, those completing sophomore year and others, including graduate students who have four semesters remaining at the university. This option provides a two-year program in lieu of the standard four-year curriculum.

The basic camp option consists of a five-week training period conducted at an active Army post during the summer months. Students desiring to exercise this option are required to submit a formal application and pass a general physical.

Students electing the basic camp training program will receive approximately \$800 in addition to travel expenses to and from the camp and academic credit on a pass/fail basis. Uniforms, housing, medical care and meals are furnished by the government at no charge to the student during the camp.

The deadline for applications to basic camp is **April 20**. Interested students should contact the **Military Science Department at (334) 244-3528**.



**OFFICER DEVELOPMENT COURSE (ADVANCED PROGRAM)**

The advanced program, which is composed of the MS 300- and 400-series courses, is designed to fully develop a cadet's leadership and management potential as well as those personal characteristics desired of an Army officer. The program's objective is to produce the highest caliber junior officer, fully capable of discharging a wide spectrum of command and management responsibilities in the modern Army.

The officer development course consists of four-semester classes of instruction normally taken during the junior and senior years. Successful completion of four courses, together with leadership laboratory, fulfills military science academic requirements for award of an officer's commission. Three credit hours per semester are earned in each of the courses. Students receive a subsistence allowance of \$450 a month (tax free), for junior; \$500 for seniors.

Service veterans, three- or four-year junior ROTC students, basic camp graduates, military junior college transfer students, and former military academy cadets may qualify for direct entry into the officer development course. Department evaluation of previous military training determines appropriate placement in the overall curriculum.

Advanced course students are eligible to participate in the Simultaneous Membership program with the Army National Guard or Army Reserve. Students participating in this program affiliate with a National Guard or Army Reserve unit as a student officer, thus affording them the opportunity for enhanced leadership development. When participating in the simultaneous membership program, students receive the drill pay of a sergeant in addition to their ROTC stipend of **\$256 per month**.

Students enrolled in the officer development course are required to successfully complete a five-week advanced camp at Fort Lewis, Wash., during the summer to become eligible for commissioning. Attendance at advanced camp normally occurs in the summer between the junior and senior years. The purpose of advanced camp training is to provide each cadet hands-on experience in leadership development positions, extensive training in military tactics and related subjects vital to success as a junior officer. Students attending advanced camp receive approximately \$800 in addition to travel expenses to and from Fort Lewis, Wash. Uniforms, housing, medical care and meals are furnished by the government at no charge to the student during the camp.

Additional voluntary training at a variety of active Army service schools is available to selected students during the summer. Students may select attendance at Airborne School, Air Assault School, the Northern Warfare Training Center and Cadet Troop Leadership Training. Students who successfully complete the appropriate course are authorized to wear the coveted Parachutist Badge or Air Assault Badge.

Students who successfully complete the Army ROTC curriculum and who gain a bachelor's degree may be commissioned a second lieutenant. Subsequent military service may be on active duty or with the Army National Guard or Army Reserve. Active duty is for a period of three to four years with the opportunity for quality officers to continue on extended service.



**ADVANCED MILITARY SCIENCE III**

MSC 301 Leadership and Problem Solving  
MSC 302 Leadership and Ethics  
MSC 304 Leadership Lab

**ADVANCED MILITARY SCIENCE IV**

MSC 401 Leadership and Management  
MSC 402 Officership  
MSC 404 Leadership Lab

**SCHOLARSHIPS**

Each year the Army offers a variety of scholarship programs to those young men and women who have demonstrated outstanding academic scholarship and leadership potential. Three-year and two-year scholarships are available directly through the professor of military science. Scholarships provide tuition to both resident and out-of-state students, textbooks, materials and laboratory fees in addition to a \$200 a month tax-free allowance. Students interested in competing for ROTC scholarships should contact the Military Science Department at (334) 244-3528.

**SIMULTANEOUS MEMBERSHIP PROGRAM (SMP)**

Students entering the officer development program (MS III) may elect to join an Army Reserve or National Guard unit and participate in the Simultaneous Membership Program (SMP). These students drill with their units one weekend per month and two weeks in the summer. They are given the duties and responsibilities of officers within their units and receive the drill pay of a sergeant grade E5 (approximately \$190 per month). Additionally, they may be eligible to receive Reserve Montgomery G.I. Bill Benefits (approximately \$200 per month). All SMP cadets also receive \$200 per month from Army ROTC, tax free. Cadets who participate in the SMP program may request active duty upon commissioning.

**ROTC CREDIT**

The amount of ROTC credit awarded in the different schools and curricula varies considerably, with a maximum of 24 hours being accepted within a 129-hour degree program in any curriculum. Acceptance of ROTC credit within a student's program is at the discretion of the individual academic department. Such credit may be applied as undesignated elective credit or toward a minor. ROTC students should check with their academic advisers to determine the amount of credit that may be accepted in their programs of study.

**PROFESSIONAL MILITARY EDUCATION (PME) REQUIREMENTS**

Students participating in the Advanced Development Course must satisfy a Professional Military Education requirement prior to receiving a commission as a second lieutenant. This education is a continuous process that begins at a pre-commissioning stage and continues





until retirement. There are a total of three PME course requirements that must be added to the ROTC curriculum to educationally qualify a cadet for commissioning. The three required courses are written communications, military history, and computer literacy.

The ROTC department has a listing of courses that fill each requirement. The listing is available upon student request.

## VII. COURSES OF INSTRUCTION

### Course abbreviations and numbering system

#### COURSE ABBREVIATIONS

The following are the official abbreviations used by Alabama State University.

Accounting	ACT
Aerospace Studies (Air Force ROTC)	AS
Anthropology	ANT
Art	ART
Biology	BIO
Business	BUS
Chemistry	CHE
Communications Media	CMM
Communications Recording Industry	CRI
Communications Recording Technology	CRT
Communications Studies (Speech/Public Speaking)	CMS
Computer Information Systems	CIS
Computer Science	CSC Cooperative
Education Internship	
College of Business Administration	BCO
College of Education	COE
Criminal Justice	CRJ
Economics	ECO
Education	EDU
English	ENG
Finance	FIN
Foreign Languages	FLF
Spanish	FLS
Geography	GEO
Gerontology	GER
Health	HEA



## GENERAL UNDERGRADUATE CATALOG

<b>Health Information Management</b>	<b>HIM</b>
<b>History</b>	<b>HIS</b>
<b>Humanities</b>	<b>HUM</b>
<b>Human Services</b>	<b>HUS</b>
<b>Library Education Media</b>	<b>LEM</b>
<b>Maternal and Child Health</b>	<b>MCH</b>
<b>Mathematics</b>	<b>MAT</b>
<b>Management</b>	<b>MGT</b>
<b>Marketing</b>	<b>MKT</b>
<b>Military Science-Army ROTC</b>	<b>MSC</b>
<b>Music</b>	<b>MUS</b>
<b>Music Education</b>	<b>MUE</b>
<b>Music Media</b>	<b>MUM</b>
<b>Music Performance</b>	<b>MUP</b>
<b>Occupational Therapy</b>	<b>OTH</b>
<b>Orientation</b>	<b>ORI</b>
<b>Philosophy</b>	<b>PHL</b>
<b>Physical Education</b>	<b>PED</b>
<b>Physical Science</b>	<b>PSC</b>
<b>Physical Therapy</b>	<b>PTH</b>
<b>Physics</b>	<b>PHY</b>
<b>Political Science</b>	<b>POS</b>
<b>Prosthetics and Orthotics</b>	<b>P&amp;O</b>
<b>Psychology</b>	<b>PSY</b>
<b>Reading</b>	<b>REA</b>
<b>Recreation</b>	<b>REC</b>
<b>Rehabilitation Counseling</b>	<b>RCOU</b>
<b>Rehabilitation Services with a Concentration in Addiction Studies</b>	<b>REH</b>
<b>Religion</b>	<b>REL</b>
<b>Safety</b>	<b>SAF</b>
<b>Social Science</b>	<b>SSC</b>
<b>Social Work</b>	<b>SWK</b>
<b>Sociology</b>	<b>SOC</b>
<b>Special Education</b>	<b>SED</b>
<b>Speech</b>	<b>SPE</b>
<b>Theater</b>	<b>THE</b>

### NUMBERING SYSTEM

The following numbering system is used in designating courses:

Freshman Courses	100-199
Sophomore Courses	200-299
Junior Courses	300-399



Senior Courses

400-499

Graduate Courses

500-900



**ACCOUNTING (ACT)**

ACT 214. **PRINCIPLES OF FINANCIAL ACCOUNTING (3)**. Basic first-level college course designed for business and non-business students. The course emphasizes the use of financial statement information (income statement, statement of owners' equity, balance sheet and statement of cash flows) for decision making. The user orientation is based on the needs of present and potential investors, creditors and other interested parties in sole proprietors, partnerships and corporations. Prerequisite: MAT 137, CIS 205.

ACT 215. **PRINCIPLES OF MANAGERIAL ACCOUNTING (3)**. A basic first-level college course designed for business and non-business students. The course focuses on the use of accounting information for sound managerial decision-making in planning and controlling business activities. Subject matter includes performance measurements, patterns of cost behavior, cost volume-profit relationships, budgets, standards, evaluation techniques and an introduction to long-range planning. Prerequisite: ACT 214.

ACT 313. **INTERMEDIATE ACCOUNTING ME (3)**. A study of financial reporting and the accounting profession that includes the conceptual framework of accounting; the accounting process; the preparation of the income statement, statement of owners' equity, balance sheet and statement of cash flows. Prerequisite: ACT 214.

ACT 314. **INTERMEDIATE ACCOUNTING II (3)**. A study of noncurrent operating assets-acquiring, utilization, impairment and retirement; investment securities trading, available-for-sale and held to maturity; long-term investments in equity securities; current liabilities; bonds and long-term notes; leases; pensions and postretirement benefits; stockholders' equity; share-based compensation and earnings per share. Prerequisite: ACT 313.

ACT 318. **INCOME TAX ACCOUNTING (3)**. A basic course in income tax law and accounting; preparation of federal individual, partnership and corporation tax returns. This course also involves tax planning and accounting records for income tax purposes. Prerequisites: ACT 215, ECO 252, MGT 255.

ACT 411. **COST ACCOUNTING (3)**. Fundamental concepts of cost accounting. Emphasis is on job order, process and standard cost systems; cost accounting as a managerial tool in decision-making processes; and preparation of various cost reports. Prerequisite: ACT 215.

ACT 415. **ADVANCED ACCOUNTING (3)**. Theory and problems relating to corporate mergers and consolidations, multinational corporations and foreign currency transactions, translations and re-measurements, insolvency and liquidations, and partnerships. Prerequisite: ACT 314.

ACT 418. **AUDITING (3)**. This course explores the "Risk-Based Auditing Approach" to audit-in and assurance engagements; orients students to auditing standards and emphasizes the accounting principles utilized in the expression of the auditor's opinion; and explains the ethics of the profession and the responsibilities of the auditor. Prerequisite: ACT 415.



ACT 419. **FUND ACCOUNTING** (3). Accounting theory, GAAP and reporting standards for governmental and not-for-profit entities such as federal, state and local governments, and private charities, mutual nonprofits, social welfare organizations, etc. Topics include the entities organization, fiscal procedures, budgetary control, classification and use of funds, auditing, financial statements and reports. Prerequisite: ACT 314.

ACT 420. **C.P.A. REVIEW** (3). Comprehensive review of the areas of concentration covered on the Uniform Certified Public Accountants Examination. Assists students who desire to sit for the C.P.A. examination. Prerequisites: All required major courses, senior standing.

ACT 421. **EDP AUDITING** (3). This course deals with the process of collecting and evaluating evidence to determine whether a computer system safeguards assets, maintains data integrity, achieves organizational goals effectively and consumes resources efficiently. Prerequisites: ACT 418, CIS 206.

ACT 422. **INTERNAL AUDITING** (3). This course introduces the student to the underlying standards, principles and procedures relating to the professional practice of internal auditing. Prerequisite: ACT 314 or consent of department chair.

ACT 424. **C.I.A. REVIEW** (3). This course serves as a review for students who intend to take the Certified Internal Auditors Examination. Prerequisite: ACT 422.

ACT 430. **ACCOUNTING THEORY SEMINAR** (3). An in-depth study of basic tenets of accounting; special emphasis on pronouncements of various authoritative bodies. History of accounting briefly reviewed. Prerequisites: ACT 315, senior standing.

### **AEROSPACE STUDIES (AS)**

AS 101/102. **HERITAGE AND VALUES OF THE UNITED STATES AIR FORCE** (2). This course covers U.S. Air Force mission and organization; functions of U.S. strategic offensive forces; basic characteristics of Air Force doctrine; officership; assessment of oral and written communication skills.

AS 101X/102X. **HERITAGE AND VALUES OF THE UNITED STATES AIR FORCE LEADERSHIP LABORATORY** (0). Provides students opportunities to build leadership and teamwork skills while following guidance/directives. Participation in a physical training program is required. This course is graded on a pass/fail basis.

AS 201/202. **TEAM AND LEADERSHIP FUNDAMENTAL** (2). This course traces the development of air power from the beginning of manned flight through 1941; deals with factors leading to the development of air power into a primary element of national security; officership; assessment of written and oral communicative skills.

AS 201X/202X. **TEAM AND LEADERSHIP FUNDAMENTAL LEADERSHIP LABORATORY** (0). Provides students opportunities to build on information from previous AS classes; provides students opportunities to build leadership and teamwork skills.



Participation in a physical training program is required. This course is graded on a pass/fail basis.

AS 301/302. **LEADING PEOPLE AND EFFECTIVE COMMUNICATION (4)**. This course teaches students to learn the importance of effective leadership and discipline; skills associated to successful job and mission accomplishment; familiarization with the military justice system; variables affecting leadership, traits and interactive approaches to leadership; introduction to military management; and the planning and organizing functions of management.

AS 301X/302X. **LEADING PEOPLE AND EFFECTIVE COMMUNICATION LEADERSHIP LABORATORY (0)**. Builds on leadership skills that the student learned over the summer at Field Training; provides students opportunities to hold leadership positions. Each position requires planning, organizational, and communication skills to accomplish large tasks. Participation in a physical training program is required. This course is graded on a pass/fail basis.

AS 401/402. **NATIONAL SECURITY AFFAIRS/PREPARATION FOR ACTIVE DUTY (4)**. This course focuses on observation and effective listening, conceptualization and formulation of ideas, writing and speaking styles; the role and function of the professional officer in a democratic society; socialization processes, prevailing public attitudes and value orientations associated with professional military service; military law, officership and special topics. Examines the political, economic and social constraints affecting the formulation of U.S. defense policy; officer classification and assignments.

AS 401X/402X. **NATIONAL SECURITY AFFAIRS/PREPARATION FOR ACTIVE DUTY LEADERSHIP LABORATORY (0)**. Provides students opportunities to hold leadership positions and prepare for responsibilities they will have after graduation. Each position requires planning, organizational, and communication skills to accomplish large tasks. Participation in a physical training program is required. This course is graded on a pass/fail basis.

### **ANTHROPOLOGY (ANT)**

ANT 113. **SOCIETIES AROUND THE WORLD (3)**. Introduction to a wide variety of cultures; examination of concepts and categories that help us understand other ways of life; use of case studies to illustrate different types of cultures; and, emphasis on contemporary cultures of Africa, Asia and Latin America and our relationship with them.

ANT 326. **INTRODUCTION TO ANTHROPOLOGY (3)**. Major concepts and perspectives of anthropology; the contribution of anthropology toward understanding human nature and overcoming ethnocentric bias; and application of anthropological perspectives to contemporary world problems.

ANT 327. **PHYSICAL ANTHROPOLOGY AND PREHISTORY (3)**. Study of the place of human beings in nature, their biological development and the origins of physical variation



(race) among human beings; and study of the major sequences of world culture prehistory, including the origins of agriculture, urbanization and civilizations.

ANT 328. **CULTURAL ANTHROPOLOGY** (3). The anthropological concepts, theories and methods that help us understand human beings and their culture, the universal features of culture as well as the variations in ways of life among people in different areas of the world and at different times from prehistory to the present.

ANT 332. **NATIVE AMERICAN CULTURES** (3). A study of the culture patterns of Native Americans, including cultures before European contact and changes in these cultures and the cultures of contemporary Native Americans.

ANT 334. **CULTURES OF AFRICA** (3). A study of the cultures and societies of Africa, including cultural achievements, social institutions, the rich diversity and common themes, the interplay between traditional cultures and modern nations, the impact of colonialism and the struggles of new nations.

ANT 340. **CULTURE AND PERSONALITY** (3). Study of the dynamics of the mutual influence of personalities on growing cultures, as well as the influence of culture in structuring the personalities of members of the selected societies. Special emphasis is placed upon application of theories of culture and personality to the contemporary social order.

ANT 342. **GLOBAL PROBLEMS** (3). A study of the application of the concepts and insights of anthropology to specific human situations and contemporary global problems, including the environment, inequality, hunger, population, war and international order.

ANT 344. **URBAN ANTHROPOLOGY** (3). Study of the development of urbanism as a way of life and the special characteristics of urbanism and civilization; the urbanization of society; problems of contemporary urbanization in Africa, Asia and Latin America as well as the Western world; and, problems of stratification and integration of ethnic minorities and rural migrants to the city.

ANT 346. **POLITICAL ANTHROPOLOGY** (3). Anthropological approach to the study of political systems and political processes with an emphasis on local group dynamics, law and the maintenance of order, corporate groups and ideology; the relationship of politics to other institutions of society.

ANT 350. **ECONOMIC ANTHROPOLOGY** (3). The economic systems of tribal, peasant and modern societies are analyzed and compared; changes in production, technology, property, trade, the growth of economic interdependence of societies, poverty and wealth in global perspective.

ANT 355. **CULTURAL ECOLOGY** (3). An introduction to the study of cultural adaptation with emphasis on the interaction of environmental, technological and population factors and their relationship to human societies and cultures.



**ART (ART)**

All Art Studio classes meet for 6 contact hours per week - Students are expected to match these hours outside of class on their own.

**ART 121. DESIGN me: 2-D FUNDAMENTALS (3).** Introduction of two-dimensional design in terms of process-production relationships, objective analysis and rational system of manipulation; the vocabulary of design and problem solving with emphasis on visual sensitivity, craftsmanship, material and techniques of design.

**ART 122. DESIGN II: 3-D FUNDAMENTALS (3).** This foundation course explores the use of the visual elements and principles of three-dimensional design. In this course the student is introduced to the study of three-dimensional form which includes the analysis of mass, volume, linear and planar forms. The student will use a variety of materials and processes to explore structural patterns of form including linear and planar analysis and exploration of mass and volume (spring semester).

**ART 123. COLOR THEORY (3).** A pre-professional studio art/design course that requires self-motivation, a serious approach towards learning and appropriate time management. This is an introductory course in color theory and the third in a three course design sequence. It is intended to give the student basic understanding of color theory and applications of color as a vital element in design and the visual arts. This course is intended to integrate basic skills and perceptual understanding of the relationships between color, light and structure of the psychological effects of each. The student develops basic skills and perceptual understanding of how color and light can be used to manipulate human emotions.

**ART 126. MIXED MEDIA WORKSHOP (3).** The exploration of two-dimensional and three-dimensional art techniques that involve the use of more than one medium in combinations.

**ART 131. ART APPRECIATION (3).** FOR NON ART MAJORS. An introductory lecture class stressing the visual awareness of the environment and growth in thinking, perception and personal interest within visual arts. Designed to inform students about the language of art, the main purpose of art, and how to live with art in everyday life. (Every semester)

**ART 132. AESTHETICS FOUNDATION (3).** Introduces expressive forms used in the visual arts that are fundamental to the approaches used in activities and/or art "experiences." This course is designed for art majors and minors.

**ART 135. INTRODUCTION TO ART (3).** FOR ART MAJORS ONLY. This is an introductory course which stresses visual awareness of the environment and growth in thinking, perception and personal interests within the visual arts. This course is designed to inform students about the language of art; the main purposes of art and how to live with art in everyday life. The major media of the visual arts are discussed with emphasis placed on the ability of art to communicate the ideas and thoughts of man throughout time. Through involvement in the course, one should gain knowledge for making informed judgments about works of art and the realization of their influence in the ability and aptitude in life experiences. One purpose of this class to provide these students with additional support in





learning about art and help them formulate their own goals for learning and working in the visual arts. Another purpose is to provide support to foster success in students' academic careers at Alabama State University and beyond. Therefore, students will participate in activities, discussions, and presentations related to art careers and preparation for work in the visual arts as well as activities geared to helping students negotiate their first semester here at Alabama State University. (Currently Fall Semester).

**ART 201. ART HISTORY SURVEY I (3).** This survey course examines the development and significance of various epochs of art from pre-historic origins to the Romanesque period as they relate to certain cultural contexts including social, religious, political and aesthetic imperatives. While the major focus is on Western art, this segment includes early Asian art and Islamic art. (Fall semester).

**ART 202. ART HISTORY SURVEY II (3).** This is a survey of the development and significance of various periods/movements of art from Gothic to early Twenty-first century as they relate to certain cultural contexts including social, religious, political and aesthetic imperatives. While the major focus is on Western art, this segment includes later Asian art as well as the art of Africa and the Indigenous Americas. (Spring semester).

**ART 209. DRAWING AND COMPOSITION I (3).** Introduction to drawing; basic studio experience in the application of techniques of composition, measuring proportion, using line, drawing from observation with different drawing media and participation in art critiques of formal elements of graphic expression and individual development of drawing skills and creative expression (Fall semester).

**ART 210. DRAWING AND COMPOSITION II (3).** A continuation of Drawing I dealing with continued experimentation and skill development in drawing; emphasizing techniques for creating value, while reinforcing the use of formal elements and concepts of drawing from observation and imagination; designed to encourage development of works that express the students skill and individuality (Spring semester). Prerequisite: ART 209

**ART 224. GRAPHIC DESIGN I (3).** This course serves to introduce students to basic visual problem solving and expand upon the student's knowledge of design principles and approaches as they relate to the field of graphic communication. This class will be organized into three major areas of concentration. The areas are; informational/technical, understanding creativity, and projects. (Fall semester).

**ART 225. GRAPHIC DESIGN II (3).** This course is an advance class to expand upon the student's knowledge of design principles and approaches as they relate to the field of graphic communication. Prerequisite: ART 224 (spring semester).

**ART 230. DIGITAL PHOTOGRAPHY I (3).** This is an intermediate course in photography with an emphasis on digital media and multi-media to communicate visual meaning. This course explores practical methods and techniques to create digital photographs. The students will develop the ability to creatively solve problems while competently working with industry equipment and software such as Adobe Photoshop and Adobe Bridge. This course is based on the visual exploration of a range of technical and intellectual problems of visual



organization. Class time will be organized by discussion, demonstration, lecture and hands-on exercises for the students. It is expected that each student will expend an equal to or greater amount of time outside of class working on assignments than class hours per week.

**ART 240. VISUAL THINKING (3)**... Use of the computer as a creative tool through demonstrations, lectures and in-class hands-on assignments, the course emphasizes use of Macintosh computers and Adobe Creative Suite software. Assignments provide in introduction to the Mac interface and functions, practice in the use of formal elements and principles of design, and an introduction to professional practices in creating computer generated, imagery and graphic design.

**ART 241. DIGITAL IMAGING (3)**. This course is a further exploration of digital design on the Mac Computer using the Adobe Creative Suite with particular focus on Adobe Photoshop and the creation of digital imagery on the computer. This class is a studio course that emphasizes the understanding and application of art and design principles and the creative process in the production of both raster and vector based digital imagery for web and print. Prerequisite: Art 240

**ART 302. 19th CENTURY ART (3)**. Major art styles of the 19th century, including Neo-Classicism, Romanticism, Realism, Naturalism, Impressionism and Post Impressionism, and the major artists of the period. Offered when warranted.

**ART 303. EARLY 20th CENTURY ART (3)**. Major styles of art that evolved in the early 20th century, including Fauvism, Expressionism, Cubism, Futurism, Abstract Expressionism and Surrealism in the context of cultural history. Offered when warranted.

**ART 304. CONTEMPORARY ART (3)**. This course covers the basic movements and the artists of the modern through contemporary time periods. Artists and styles are considered along with the theories, culture and society that influenced the visual arts of these times. It is strongly suggested that Art 201 and/or Art 202 are taken prior. Offered when warranted

**ART 305. TOPICS IN AMERICAN ART AND VISUAL CULTURE (3)**. This course will examine selected topics concerning the history of American Art and Visual Culture. The focus of the course will change each semester. Topics may include (but are not limited to): Cultural Encounters; Turn-of-the-Century American Spectacle Culture; the Jazz Age; 19th-century Landscape and Genre Painting; Portraiture; Colonial Art and Architecture; and Indigenous media. Offered when warranted

**ART 306. TOPICS IN AMERICAN ART AND VISUAL CULTURE (3)**. This course will examine selected topics concerning the history of American Art and Visual Culture. The focus of the course will change each semester. Topics may include (but are not limited to): Cultural Encounters; Turn-of-the-Century American Spectacle Culture; the Jazz Age; 19th-century Landscape and Genre Painting; Portraiture; Colonial Art and Architecture; and Indigenous media. Offered when warranted

**ART 307. TOPICS IN AMERICAN ART AND VISUAL CULTURE (3)**. This course will examine selected topics concerning the history of American Art and Visual Culture. The



focus of the course will change each semester. Topics may include (but are not limited to): Cultural Encounters; Turn-of-the-Century American Spectacle Culture; the Jazz Age; 19<sup>th</sup>-century Landscape and Genre Painting; Portraiture; Colonial Art and Architecture; and Indigenous media. Offered when warranted

**ART 309. INTRODUCTION TO AFRICAN-AMERICAN ART (3).** This course surveys the development and significance of visual art created by artists who are African Americans. It begins with the period of formation of African American expressive culture during the enslavement period and ends with the work of contemporary artists. It includes the production of visual art according to certain cultural contexts including social, religious, political and aesthetic imperatives. One of the focuses of this course is how artists who are African American have been active participants in every major art movement since the mid-eighteenth century. Offered when warranted

**ART 310. HISTORY OF GRAPHIC DESIGN (3).** This course will examine the major developments in the history of graphic design, from its origins in bookmaking to contemporary media. The main focus will be emphasis on the graphics of Europe and “postmodern” design movements of 20<sup>th</sup> Century America. It will also explore the philosophies, religions, ideas, and major events that have shaped the graphic arts and cultures of these areas. Offered when warranted.

**ART 321. PAINTING me (3).** Painting in acrylic and related media; explanations and demonstrations of media, materials and techniques; studio work utilizing subjects taken from the imagination, outdoor sketches and still-life objects; organization of realistic and abstract compositional elements into original artistic expressions.

**ART 322. PAINTING II (3).** A continuation of ART 321. Continued experimental and skill development of the painting medium; solving more challenging problems affecting color, composition, mixing, surface, etc. Prerequisite: ART 321 or permission of the instructor.

**ART 325. CERAMICS I (3)** Ceramics I focuses on the basic processes used to make ceramic objects from clay- throwing on the wheel, coiling, pinching, and slab building. Students will learn about ceramic design through planning, decorating, designing with slips, carving, stamping, glazing and firing of works.

**ART 326. CERAMICS II (3).** Ceramics II will focus on advancing and deepening the students’ skills and knowledge gained in Ceramics I with more attention given to advanced forms; glazing and firing.

**ART 327. CREATIVE CRAFTS (3).** Crafts techniques involving experiences in dyeing, reverse appliqué, stitchery, trapunto and quilting. Offered when warranted.

**ART 330. TYPOGRAPHY I (3).** This course is to develop an awareness of the principles of typography, legibility, readability, appropriateness, function, flow and form, and to gain awareness of the historical development of typographic form. (Fall semester).

**ART 331. TYPOGRAPHY II (3).** This course is an advanced class to expand upon the



student's knowledge of the principles of typography: legibility, readability, appropriateness, flow and form, and to gain awareness of the historical development of typographic form. This class will be introduced to web-design communication. Prerequisite: ART 330 (spring semester).

ART 332. **PRINTMAKING I: SERIGRAPHY** (3). Introduction to the screen printing stencil process; demonstration of various techniques including the block-out, paper stencil and film stencil methods of printing.

ART 333. **PRINTMAKING II: INTAGLIO/RELIEF** (3). Introduction to various methods used in making intaglio and relief prints including etching, dry-point and woodcut.

ART 341. **SCULPTURE I** (3). This is an introductory course to basic processes and techniques in sculpture. Students will be exposed to modeling, mold making, cast paper and/or cardboard with emphasis on craftsmanship.

ART 342. **SCULPTURE II** (3). This course involves learning additional techniques and processes of sculpture including carving, mixed media and welding. Students will be introduced to the development of ideas and content in creating sculpture. Craftsmanship continues to be an important theme. Prerequisite: ART 341 or permission of the instructor.

ART 345. **COMPUTER GRAPHICS I** (3). Students will learn basic computer techniques and be responsible for terms relating to the Macintosh interface. Students will use Photoshop for image manipulation to create designs they encounter daily. Course will also introduce students to basic web development.

ART 346. **COMPUTER GRAPHICS II** (3). Designed to increase the student's basic knowledge of computer graphics by working intensively with time-based and interactive media. Macromedia Dreamweaver, for web site construction, will be emphasized. The course will also include Macromedia Flash, a program for interactive animation. This class will broaden the student's technical skills and develop the student's aesthetic. This class is professionally oriented, and is an advanced class. Prerequisite: ART 345.

ART 350. **LIFE-FIGURE DRAWING** (3). Introduction to traditional techniques for creating drawings that accurately and expressively portray the human figure. The class builds upon techniques for composition, measuring proportion, using line and creating value introduced in Art 209 & 210. Assignments provide practice in developing a basic structural knowledge of human anatomy through drawing the figure from observation and imagination in different situations and settings. A variety of both wet and dry drawing media will be utilized in this course. Prerequisite: ART 209 and ART 210. Offered when warranted.

ART 353. **SEQUENTIAL ART I** (3). This course is an introduction to sequential art. Methods of visual storytelling and storyboarding will be introduced. Students will research genres styles and the general history of sequential art. They will be introduced to the production process with an emphasis on script breakdowns, drawing (from thumbnails to finished pencils), inking, and lettering using traditional and digital tools. Successful students will complete pages of black and white sequential art for output via print and the web.



Prerequisite: Art 210 Drawing & Composition II

**ART 354. SEQUENTIAL ART II (3).** This course is an introduction to digital coloring for sequential art. Methods of visual storytelling will be expanded to include the effective use of color effectively as a narrative element in imagery. Students will research genres styles and the general history of sequential art. They will be introduced to the production process with an emphasis on script breakdowns, flattening, coloring, and will have continued practice with lettering using digital tools. Successful students will complete pages of full color sequential art for output via print and the web.

Prerequisite: Art 210 Drawing II & ART 353 Sequential Art I

**ART 360. MIXED MEDIA WORKSHOP (3).** The exploration of two- dimensional and three-dimensional art techniques that involve the use of more than one medium in combinations. Assignments provide practice in designing and creating artworks using combinations of mediums, and build upon informed use of formal elements and principles of design and basic drawing skills. A variety of media will be utilized in this course. Prerequisites: ART 121, 122, 123, and ART 209

**ART 363. METHODS OF TEACHING ART N-6 (3).** This course deals with the basic movements and developments in art education; exploring areas of perceptual awareness in children; and the use of suitable media to develop their aesthetic and creative abilities. Laboratory experiences introduce students to media, procedures and activities used in the instruction of students in grades N-6. NOT FOR ART MAJORS.

**ART 416. ART THEORY (3).** Art theory is conducted as a seminar oriented towards the senior level art major. Aesthetics is discussed as a reflection of the cultures that produced art in history through today's contemporary artists. Students will compare these theories and define their own beliefs about the nature of art. Offered every third semester

**ART 421. PRINTMAKING III: LITHOGRAPHY (3).** Exploration of the basic techniques of lithography; techniques to be explored are the use of litho crayons and pencils and tusche. Stone is the main printing surface.

**ART 423. PAINTING III (3).** A continuation of ART 322, this course deals with the continued experimental and skill development of the painting medium; solving more challenging problems affecting color, composition, mixing, etc; and, advanced development in the technique of painting while giving attention to the expressive qualities of art work.

Prerequisite: ART 322 or permission of the instructor.

**ART 424. PAINTING IV (3).** An upper-level, advanced studio course dealing with the latest developments in painting. Contemporary techniques and personal ideas will be explored in this class.

Prerequisite: Permission of instructor is required to enroll.

**ART 425. CERAMICS III (3).** Ceramics III is an advanced ceramics course designed to further the refinement of skills, design and use of ceramic technology in order to further the development of the student's voice in clay.



ART 426. **CERAMICS IV** (3). Ceramics V is an advanced ceramics course designed to further the refinement of skills; design and use of ceramic technology in order to realize personal artist goals.

ART 443. **SCULPTURE III** (3). This is an advanced course where students will work in selected media with the focus on advanced development of skills in those media and developing their own visual vocabulary. To that end students will continue to work on the development of ideas and content in creating sculpture.

Prerequisite Art 342

ART 444. **SCULPTURE IV** (3). In this advanced course the student focus is on the creation of a body of work which shows excellent craftsmanship, a refinement of skills in the selected media, and their ability to integrate a personal vision at a higher level of quality than shown previously.

Prerequisite Art 443

ART 450. **ART STUDIO** (4). Designed for junior and senior art majors only. Fine art students will develop a contract with instructor describing creative projects to be completed for the semester culminating with a project evaluation paper. Graphic art students will produce a series of computer based projects that combine both research skills and application knowledge of all departmental computer programs.

Prerequisites: All students must have permission from the Chair, graphic students must have completed four computer graphic classes above the 200 level with a "C" or better, fine art students must have completed four studio classes above the 300 level with a "C" or better.

**THIS COURSE CAN NOT BE SUBSTITUTED FOR A REQUIRED CLASS**

ART 451. **ART STUDIO** (4) This class is a continuation of Art 450. This class is for JUNIOR AND SENIOR Art majors only. This course is a way for art students to do advanced work in visual arts areas. This class is taught at the same time and days as Art 450.

Prerequisites: All students must have permission from the Chair.

ART 452. **ART STUDIO** (4). This class is a continuation of Art 451. This class is for JUNIOR AND SENIOR Art majors only. This course is a way for art students to do advanced work in visual arts areas. This class is taught at the same time and days as Art 450 and Art 451. Prerequisites: All students must have permission from the Chair.

ART 460. **INTERNSHIP** (4).) Students are involved in off-campus learning experiences in a professional context related to studies. Students gain firsthand experience through applying their skills in a professional environment while still in college. Besides off campus learning, students are required to meet twice weekly with instructor to review progress and/or discuss problems along with submitting a weekly report to instructor. While the Department will try to help the student secure an internship, it is the responsibility of the student to secure and obtain departmental approval prior to the semester they wish to enroll in this class. Students are expected to perform 15 internship hours during the regular semester and 25 hours



during a summer semester.

Prerequisite: All students must have permission from Chair along with completing four (4) art or graphic classes above the 300 level with a Grade of “C” or better.

ART 465. **SENIOR COMPREHENSIVES** (1) This course will focus on the preparation for and the completion of the comprehensive exams in art taken by all art majors. The exam will cover material that is basic to the various fields and techniques used in art that is taught at the university. Each concentration, Fine Art and Graphic Design, have specific exams that relate to their areas only. A general exam along with a written essay exam will be addressed by both concentrations.

Prerequisites: All students must have permission from the Chair. Attendance is mandatory for all demonstrations and workshops. Students must attend all art department functions; roundtable discussions, artists’ lectures, gallery openings, departmental trips, etc. **This class in NOT offered during the summer.**

Prerequisites: Prerequisites: All students must have permission from the Chair.

ART 470. **PORTFOLIO** (1) This course is for graduating seniors in their last year of study. The class affords the graduating student guidance to build a presentation of their works accumulated over their career focusing in the fine arts, or graphic design. Under the guidance of the studio faculty, students will select and refine their work to create a graduating portfolio in different presentation methods, write artist statements, write resumes, hone interviewing skills and create finished portfolios that meet the targeted institutions/markets. Students will meet on a weekly basis for demonstrations and related topics dealing with artists’ statements, resume development, presentation and portfolio development. It is assumed that the student taking this class is motivated and mature to work at times under time constraints. The portfolio class is not for generating new works’, however, students are free to do so, on their own. Attendance is mandatory for all demonstrations and workshops. Students must attend all art department functions; roundtable discussions, artists’ lectures, gallery openings, departmental trips, etc. **This class in NOT offered during the summer.**

Prerequisites: All students must have permission from the Chair.

ART 475. **SENIOR EXHIBITION** (1). This course is for graduating seniors in their last year of study. Under the guidance of the studio faculty, students will create, present and hang a self-directed cohesive body of work for public exhibition. Students will also be required to critique and defend this work in a public forum during their senior exhibition. Students will meet on a weekly basis for discussions on progress, reviewing abstracts, gallery protocol, creating an exhibition poster and announcements. Students must work with the gallery committee prior to the senior exhibition to learn how to handle and related topics ranging from documenting artwork, gallery protocol, matting, framing, presentation and publicity. Seniors may start on this project the semester prior to enrolling so as to gain the best possible presentation. Attendance is mandatory for all demonstrations, workshops and outside of class meetings. Students must attend all art department functions; roundtable discussions, artists’ lectures, gallery openings, departmental trips, etc. **This class in NOT offered during the summer.** All students must have permission from the Chair.



**BIOLOGY (BIO)**

**BIO 127. GENERAL BIOLOGY (3).** A survey course emphasizing basic concepts and principles regarding the scientific method, biochemistry, cellular structures and processes, and genetics, and a brief overview of viruses, monerans and protists. A laboratory component is required. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

BIO 127. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

**BIO 128. GENERAL BIOLOGY (3).** A survey course offering a brief overview of fungi, plant and animal taxonomy, and a comparative study of the following body systems: integumentary, muscular, skeletal, nervous, endocrine, circulatory, lymphatic, immune, respiratory, digestive, excretory and reproductive. A laboratory component is required. Recommended prerequisite:

\*BIOL 127. **GENERAL BIOLOGY LABORATORY (1).** A laboratory course designed to acquaint students with basic experimental procedures related to the study of biochemistry, cellular structures, genetics and microorganisms. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

\*BIOL 128. **GENERAL BIOLOGY LABORATORY (1).** A laboratory course focusing on observation and/or dissection of fungi, plants and animal systems. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

\*A laboratory course that accompanies a lecture must be taken during the same term that the lecture is taken or after the lecture has been passed.

**BIO 200. INTRODUCTION TO THE HEALTH PROFESSIONS (1).** Through campus-based seminars, lectures and discussions, students interested in pursuing careers in the health professions have the opportunity to explore career options, verify their career choices and evaluate their suitability for specific career focus.

**BIO 240. GENERAL ZOOLOGY (4).** A study of invertebrate and vertebrate animals with emphasis on phylogeny, classification, morphology, life histories, physiology, ecology and population biology and the evolutionary relationships among the various animal groups. Prerequisites: BIO 127 and BIO 128. Three lectures and one lab period.

**BIO 241. GENERAL BOTANY (4).** A study of the morphology, physiology, development, and evolutionary and ecological relationship of plants. Prerequisites: BIO 127 and BIO 128. Three lectures and one lab period.

**BIO 301. PRINCIPLES OF SCIENTIFIC INTEGRITY (1).** An introduction to the basic principles of scientific integrity. Emphasis is placed on ethical and unethical practices in research and in communicating scientific results. Prerequisites: Juniors and seniors with honors status.





**BIO 305. POPULATION BIOLOGY AND EVOLUTION (3).** A study of biological diversity, natural selection, evolution of prokaryotes, evolution of eukaryotic cells and the genesis of multicellular life. The role of modern methods of systematics, including application of molecular biology, in tracing the history of life is also discussed.  
Prerequisites: BIO 240 and BIO 241.

**BIO 308. GENERAL PARASITOLOGY (4).** Organ, adaptations, physiology and ecology of parasites. Identification and life histories of representative parasitic protozoa, helminths and anthropoids, with emphasis on host-parasite relationships.  
Prerequisite: BIO 240. Three lectures and one lab period.

**BIO 310. ECOLOGY (3).** A study of the interrelationships of organisms and their environment with emphasis on ecosystems, population dynamics and population ecology.  
Prerequisites: BIO 240 and BIO 241.

**BIO 319. HUMAN ANATOMY (4).** A study of the structure and function of the various systems that compose the human body with special emphasis on homeostasis.  
Prerequisite: BIO 240 or BIO 128. Three lectures and one lab period.

**BIO 320. HUMAN PHYSIOLOGY (4).** This course is an in-depth study of the mechanisms that underline the normal functions of the cell, tissues, organs and organ systems of the human body. Multiple examples are used to show how physiological functions can become abnormal in human diseases.  
Prerequisite: BIO 240 and CHE 141. Three lectures and one lab.

**BIO 321. DEVELOPMENTAL BIOLOGY (3).** A study of the structural, biochemical and regulatory processes of zygotes during differentiation and development into tissues and organ systems of vertebrates.  
Prerequisite: BIO 240. Two lectures and one lab period.

**BIO 323. GENERAL MICROBIOLOGY (4).** A study of the fundamental principles of micro-biology and the applications of this science. Special emphasis is placed on the relationships of microorganisms to disease, sanitation and foods.  
Prerequisites: BIO 241 and CHE 142 or instructor's permission. Three lectures and one lab period.

**BIO 336. PRINCIPLES OF GENETICS (3).** A study of the fundamental concepts of heredity with emphasis on Mendelian inheritance and modern genetics of microorganisms, plants and animals including humans.  
Prerequisite: BIO 127.

**BIO 337. CELL BIOLOGY (4).** A unified description of cellular structure and function.  
Prerequisites: BIO 127 and CHE 142 or their equivalents.

**BIO 340. BIostatistics (3).** Statistical analysis of experimental biological data sets by means, analysis of variance, linear regression, linear correlation, analysis of frequencies,



and goodness of fit using a statistical software package.  
Prerequisite: MAT 137. Two lectures and one lab period.

**BIO 350. BIOLOGICAL TECHNIQUES AND INSTRUMENTATION (4).** A study of the principles, procedures and applications of modern biomedical research techniques and instruments, including radioisotope methodology, enzyme-linked immunosorbent assay (ELISA), gel electrophoresis, Western immunoblot, transformation, restriction analysis, polymerase chain reaction (PCR) and Southern hybridization techniques.  
Prerequisite: BIO 337. One lecture and two lab periods.

**BIO 420. MOLECULAR BIOLOGY AND GENETICS (4).** A study of the basic principles and concepts of molecular biology and genetics, focusing primarily on DNA structure, replication, transcription, translation, recombination and repair, and on the control of gene expression in prokaryotic and eukaryotic cells.  
Prerequisite: BIO 337.

**BIO 421. ANIMAL HISTOLOGY (4).** The study of animal tissues, involving a discussion of the structure and physiology of the basic types. Relationships of tissues to cells and organs are studied.  
Prerequisite: BIO 320. Three lectures and one lab period.

**BIO 424. PRINCIPLES OF VIROLOGY (3).** An introduction to modern virology with a focus on a molecular approach to the structure of virus particle and genomes, virus replication, control of gene expression, virus pathogenesis (including AIDS) and prion diseases. Prerequisite: BIO 337.

**BIO 425. IMMUNOLOGY (3).** A course dealing with humoral and cellular immunity, including antibody structures and synthesis and the use of antigen- antibody reactions as a tool in biology studies.  
Prerequisite: BIO 323 or its equivalent.

**BIO 426. Cancer Biology (3).** This course will provide a comprehensive view of the etiology and pathogenesis of cancer. Specifically, the course is designed to cover: analysis of biological changes as normal cells transform to tumor cells; the impact of the cell cycle (proliferation), gene mutations and apoptosis in cancer; the progression of the disease through invasion and metastasis; discussion of applied/translational research in cancer diagnosis and novel targeted therapeutic agents in the treatment of cancer; the clinical relevance of important biomarkers through epidemiological assessment of the cancers in various populations.

**BIO 427. ENVIRONMENTAL MICROBIOLOGY (3).** A study of the biology, behavior and function of microorganisms in natural environment in relation to past and present environmental conditions on Earth. The role of microorganisms in ecologically and environmentally significant processes is also considered through discussion of specific topics such as elemental cycles, nutrient cycling, and transformation of pollutant chemicals, waste water treatment and environmental biotechnology.  
Prerequisite: BIO 323 or BIO 310. Two lectures and one lab period.



**BIO 448. Zoonoses (3).** A course which focuses on the study of diseases that can spread from animals to humans under natural conditions. These diseases can include any type of organism including viruses, bacteria, parasites and prions. They may spread directly from animal to people or indirectly through the environment.  
Prerequisite: BIO 323 or consent of instructor.

**BIO 450. SEMINAR IN BIOLOGY (1).** Presentations and discussions of current research publications in the life sciences.  
Prerequisite: senior standing.

**BIO 460. SENIOR HONORS RESEARCH (2-4).** Pursuit of an independent research problem in the biological sciences under the supervision of members of the faculty.  
Prerequisite: 3.0 GPA in the sciences and consent of instructor.

### **BIOMEDICAL ENGINEERING (BME)**

**BME 110. Introduction to Biomedical Engineering (3)**  
An introduction to engineering in general with specific emphasis on biomedical engineering. Education requirements; the design process; teamwork, communication, ethics and present and future societal demands on the profession. Prerequisites: MAT 165 “or consent of instructor”  
Introduction to the profession of engineering, engineering specialties;

**BME 200. Statics**  
Forces; Free Body Diagrams; Equilibrium of Simple Objects; and Machines and Structures Joined by Engineering Connections, Trusses, Friction, and Moments of Inertia. Prerequisites: PHY 210, MAT 266 “or consent of instructor”

**BME 210. Introduction to Computer for Engineers (3)**  
This is an intensive introductory course in the application of computers in solving engineering problems with emphasis on the technique of algorithm development and programming style. MAT 265 “or consent of instructor”

**BME 220. Introduction to Biomechanics (3)**  
This course focuses on the stress strain characteristics of musculoskeletal system. Course will involve fundamental concept of vectors, internal and external forces, functional anatomy, and work and energy paradigm. In addition, students will also learn about kinematics and dynamics of human movement, viscoelasticity, and failure analysis from classical mechanics. Course will also include joint and muscle movements, fractures and failures. Students will be involved in current development in the field through scientific discussions, presentations/seminars, and paper. Prerequisites: BIO 128 PHY 210 BME 200 “or consent of instructor”

**BME 221. Introduction to Biomechanics Lab (1)**  
This course focuses on the practical aspects of biomechanics that include stress strain characteristics of musculoskeletal system. This laboratory course will involve



fundamental applications of the concept of vectors, internal and external forces, functional anatomy, and work and energy paradigm. In addition, students will also learn about experimental applications of kinematics and dynamics of human movement, viscoelasticity, and failure analysis from classical mechanics. The course will also include experiments on joint and muscle movements, fractures and failures. Students will be involved in current development in the field through scientific discussions, presentations/seminars, and paper. Prerequisites: BME 110, Concurrent with BME 220 “or consent of instructor”

**BME 230. Computational System Biology (3)**

Objective of this course is to introduce students with basics of Biocomputing. The idea behind the course is to develop concrete concept and skills to identify numerical methods to represent or solve scientific problems in a specific biological and physiological system. The course will provide an overview of the systems component and the biology component in specific biomedical applications including hemodynamics and cellular biology. To solve problem numerically computer software such as introduction to UNIX, MATLAB and FORTRAN will be utilized. An innovation of the course is the introduction of medical informatics concepts. Prerequisites: BIO 128, BME 210 “or consent of instructor”

**BME 250. Thermodynamics for Engineers (2)**

Principles of thermal energy conversion; properties of pure substance; work and heat; first law of thermodynamics, control volume, steady state and steady flow process; uniform state and uniform flow process; second law of thermodynamics, entropy, availability; power and refrigeration cycles. Prerequisites: MAT 265 and PHY 210.

**BME 290. Introduction to Materials (3)**

Fundamentals of materials engineering, including terminology, structure/property/performance interrelationships, mechanical testing and behavior, heat treating, and processing. Materials selection and use of familiar materials - metals, ceramics, polymers, electronic materials and composites in electronics, structural, biomedical and other engineering applications. Prerequisites: CHE 141, PHY 210 or consent of instructor.

**BME 310. Biomaterials (3)**

Physical, Chemical and Mechanical properties of materials used for biomedical applications. Prerequisites: BME 110, CHE 142, BME 290 “or consent of instructor”

**BME 312. Mechanics of Materials (3)**

This course provides an introduction to the mechanics of solids with applications to medicine and engineering. This course provides students with an awareness of various responses exhibited by solid engineering materials when subjected to mechanical and thermal loadings; an introduction to the physical mechanisms associated with design-limiting behavior of engineering materials, especially stiffness, strength, toughness, and durability; an understanding of basic mechanical properties of engineering materials, testing procedures used to quantify these properties, and ways in which these properties characterize material response; quantitative skills to deal with materials-limiting problems



in engineering design; and a basis for materials selection in mechanical design.

Prerequisites: BME 220 “or consent of instructor”

**BME 315. Physical Materials**

This course focus on structure of metals, ceramics and polymers; crystal bonding; phase diagrams, diffusion, dislocations and grain boundaries. Applications to the iron-carbon system, including heat treatment. Prerequisites: BME 290 “or consent of instructor”

**BME 322. Developmental Systems Biology (3)**

Course focuses on the structural, biochemical and regulatory processes of vertebrates. Includes studies on the development of tissue and organ systems and the co-functioning of the body systems. Prerequisites: BIO 128 “or consent of instructor”

**BME 323. Developmental Systems Biology Lab (1)**

Course focuses on the experimental structural, biochemical and regulatory processes of vertebrates. It also includes the experimental studies on the development of tissue and organ systems and the co-functioning of the body systems. Prerequisites: BIO 128, Concurrent with BME 322 “or consent of instructor”

**BME 325. Biological Transport Phenomena (3)**

Basic Mechanisms and mathematical analysis of transport processes with biological and biomedical applications. Analysis of flow, transport and reaction processes with biological and biomedical applications. Analysis of flow, transport and reaction processes for biological fluids and biological molecules with application towards development of artificial organs, drug delivery systems and tissue engineering products. Prerequisites: PHY 211, BME 110, MAT 350 concurrently “or consent of instructor”

**BME 330. Biofluid Mechanics (3)**

This is a basic introduction to biological fluid mechanics and heat and mass transport in Biological systems. Emphasis on the study of models and applications of biofluid flows in physiological processes taking place in human blood circulation and underlying physical mechanisms from an engineering perspective, and on chemical and physical transport processes with applications toward the development of drug delivery systems, bioartificial organs, and tissue engineering. Prerequisites: BME 325 “or consent of instructor”

**BME 337. Molecular Pathways and Signaling (3)**

This course will be designed to exploit the technologies available to understand various pathways at molecular level such as receptor ligand binding, cell signaling, protein trafficking and associated changes in gene expression controlling cell growth, cell death, cell migration, cell-cell interaction and as well to extracellular matrix. Students will be required to build mathematical models for these biological phenomena. This course will provide an overview of techniques involved such as gene sequencing, protein structures, enzymatic activities and detections, cellular processes which can have therapeutic potentials. Prerequisites: BIO 128, BME 322 “or consent of instructor”

**BME 370. Biomedical Devices & Systems (3)**

Time and frequency domain analysis of electrical networks; hydrodynamic, mechanical,



and thermal analogs; basic medical electronics, and energy conversion systems. Design of biological sensors. Prerequisites: BME 110, MAT 266 Concurrent with BME 371 “or consent of instructor”

**BME 371. Biomedical Devices & Systems Lab (1)**

Experiments and demonstrations dealing with basic medical electronics and signal analysis. Provides an overview of current biomedical technology and its uses. Concurrent with BME 370 “or consent of instructor”

**BME 375. Probability and Statistics for Engineers (3)**

Introduction to probability and statistics; treatment of data; probability distributions; random variables; probability density functions; regression analysis; introduction to quality control. Prerequisite: MAT 265 or “consent of instructor”

**BME 380. Signals and Systems (3)**

This course develops the mathematical foundation and computational tools for processing continuous and discrete-time signals in both time and frequency domain. Key concepts and tools introduced and discussed in this class include linear time-invariant systems, impulse response, frequency response, convolution, filtering, sampling and Fourier transform. The course provides background to a wide range of applications including speech, image and multimedia processing, bio and medical imaging, sensor networks, communication systems and control systems. BME 370 “or consent of instructor”

**BME 400. Biomedical Undergraduate Research/Internship for Engineers (1)**

Pursuit of research relating to Biomedical engineering under the supervision of a faculty mentor, or an internship position in the field of Biomedical Engineering. Prerequisites: Permission of instructor

**BME 412. Tissue Engineering (3)**

This course would have: (a) the fundamentals and tools which are fundamentals of polymer scaffolds and their use in artificial tissues; Regulation of cell responses in the rational design and development of engineered replacement tissue; Understanding the biological, chemical and mechanical components of intra and intercellular communication; Preliminary discussions on real-life clinical experiences. (b) Biomed and Biotechnological Applications which will cover the applications of tissue engineering and builds upon the prior course fundamentals and tools. Emphasis is placed on applying the fundamental principles and concepts to problems in clinical medicine and large scale industrial manufacturing. Topics include: skin replacement, cartilage tissue repair, bone tissue engineering, nerve regeneration, corneal and retinal transplants, ligaments and tendons, blood substitutes, artificial pancreas, artificial liver, tissue integration with prosthetics, vascular grafts, cell encapsulation and angiogenesis. Prerequisites: BIO 128, CHE 142, BME 110 “or consent of instructor”

**BME 420. Independent Study (1-6)**

Independent Study in Biomedical Engineering.



**BME 430. Biomedical Polymeric Materials**

This course discusses various aspects pertaining to processing methods, structure/engineering/property relationships, and applications of polymeric materials. CHE 142; PHY 210 “or consent of instructor”

**BME 435. Applied Bioengineering Mathematics (3)**

Course will focus on mathematical modeling concepts and analysis used for studying biological processes. Mathematical techniques from prior courses will be applied to study models of chemical kinetics, physiological control and growth. Prerequisites: BME 322, PHY 211, MAT 350 “or consent of instructor”

**BME 440. Human Physiology (3)**

Course focuses on human structure and function of the systems of the human body as well as the mechanisms of function of the systems. Both typical and pathological examples of the system structures will be examined. Prerequisites: BME 322 “or consent of instructor”

**BME 441. Human Physiology Lab (1)**

Course focuses on human structure and function of the systems of the human body as well as the mechanisms of function of the systems. Both typical and pathological examples of the system structures will be examined. Concurrent with BME 440 “or consent of instructor”

**BME 450. Biomedical Imaging**

An overview of diagnostic imaging techniques including X-ray/CT, Ultrasound Magnetic Resonance and in vivo molecular imaging approaches. The physical principles of image formation and image interpretation as well as patient safety will be discussed. Prerequisites: BME 110, BME 370, MAT 266 “or consent of instructor”

**BME 451. Bioelectric Systems (3)**

This course would introduce to the understanding of bioelectric phenomena that occur in physiological systems. This includes the origin of bio-potentials, the use of bio-potential electrodes in their measurements and subsequent amplification, signal processing and analysis of their physiological relevance. Applications of physical principles and basic electric engineering techniques are emphasized. Prerequisites: BME 230 “or consent of instructor”

**BME 452. Biomedical Image Analysis (3)**

This course covers the development of an overview of the field of biomedical image processing, Understanding the fundamental algorithms and how to implement them. It includes the preparation of the student on how to read the current biomedical image processing research literature. The course also includes gaining experience in applying biomedical image processing algorithms to real biomedical problems. Prerequisites: BME 230, 450 “or consent of instructor”

**BME 490. Senior Design I Lecture/Projects (3)**

The purpose of this course is to give the student a comprehensive design and practice



experience in biomedical engineering field. The design would be for manufacturability and aesthetic considerations and social/environmental impact. The student will complete a design project under the supervision of a faculty member. The project will basically involve the computational study of a design-oriented problem in biomedical engineering. As senior year, the final design will be completed by the end of the semester follow by both written and oral reports. BME 220, 221, 325, 370, 371 and Senior Standing

#### **BME 491. Senior Design II Lecture/Projects (3)**

A continuation of Senior Design I. The purpose of this course is to give the student a comprehensive design and practice experience in biomedical engineering field. The design a continuation of Senior Design I. The purpose of this course is to give the student a comprehensive design and practice experience in biomedical engineering field. The design would be for manufacturability and aesthetic considerations and social/environmental impact. The student will complete a design project under the supervision of a faculty member. The project will basically involve the computational study of a design-oriented problem in biomedical engineering. As senior year, the final design will be completed by the end of the semester follow by both written and oral reports. BME 220, 221, 325, 370, 371, 490 and Senior Standing

#### **BUSINESS COOPERATIVE EDUCATION (BCO)**

BCO 401, 402 and 403. **BUSINESS COOPERATIVE INTERNSHIP (3, 3, 3).**

Open to students in College of Business Administration who have maintained a satisfactory standard of scholarship and who show high promise of success in their areas of concentration. A student who has been accepted by a firm for Business Cooperative Education becomes a member of the staff during the period of training and registers as a regular student at the university, receiving three hours credit for each experience, not to exceed nine hours credit toward graduation. The student lives where required by assignment and is allowed to take additional courses only with permission of the dean. To assist in the evaluation of the student's performance, the supervisor and the student submit periodic reports on the student's performance and progress to the placement director and faculty coordinator. Students cannot use their full-time or part-time employment to substitute for Business Cooperative or Internship to earn credit hours.

BCO 404. **BUSINESS COOPERATIVE INTERNSHIP AUDIT (no credit).** Students are allowed a fourth Business Cooperative Education experience without credits toward graduation.

#### **BUSINESS/MARKETING EDUCATION (BUS)**

BUS 200. **KEYBOARDING (3).** Covers the use of keyboards, with emphasis on efficiency, formats and document typing.

BUS 201. **BEGINNING TYPEWRITING (3).** A study of the principles of touch typewriting as well as analysis and understanding of the functions and operations of the typewriter. Special attention is given to practice in preparing typewritten outlines, reports and letters. Accuracy





and speed are stressed. Minimum speed requirement is 30 gross words per minute with a five-error allowance on a three- minute timing.

**BUS 202. INTERMEDIATE TYPEWRITING (3).** Emphasis is on increased skill development in typewriting techniques and the applications of this skill to basic problems. Minimum speed requirement for a grade of “C” is 40 gross words per minute with a five-error allowance on a five-minute timing. Prerequisite: BUS 201.

**BUS 203. ADVANCED DOCUMENT PREPARATION (3).** This course is a study of typewriting on the advanced level. The student must be able to type at a minimum speed of 50 gross words per minute with a five-error limit on a five- minute timing for a grade of “C.” Stress is placed on production typing. Prerequisite: BUS 202.

**BUS 204. BUSINESS COMMUNICATIONS (3).** The fundamentals of English leading to a better knowledge of the business letter and other forms of business communications, both oral and written, are studied.

**BUS 210. BUSINESS MATHEMATICS (3).** Simple arithmetic and algebraic operations, introduction to statistics, percentage and business applications, simple and compound interest, discount annuity, amortization and sinking funds.

**BUS 301. BEGINNING SHORTHAND (3).** The principles of Gregg shorthand theory are learned. Emphasis is placed on the details of business practice as it relates to the stenographer. The ability to write shorthand at the rate of 50 words per minute on a three-minute take at 95 percent accuracy is required for a grade of “C.”

**BUS 302. INTERMEDIATE SHORTHAND (3).** Emphasis is given to building speed skill of 70-90 words per minute on three-minute takes. The student must be able to take dictation at 70 words per minute on three-minute takes at 95 percent accuracy for a grade of “C.” Prerequisites: BUS 202 and BUS 301 or the equivalents.

**BUS 303. ADVANCED SHORTHAND (3).** The student must be able to take dictation at the rate of 100 words per minute on three-minute takes at 95 percent accuracy for a grade of “C.” Transcription of mailable letters is also emphasized. Prerequisites: BUS 202 and BUS 302 or the equivalent.

**BUS 304. MODERN OFFICE MACHINES (3).** Instruction in the care and the use of more important types of modern-day office machines is provided. Practical assignments are given to develop skill and efficiency in operation of the machines.

**BUS 305. RECORDS MANAGEMENT (3).** This course covers the laboratory instructions underlying the effective management of records. Technical aspects of records control with sound principles of management are covered.

**BUS 308. OFFICE PROCEDURES (3).** This course serves as the connecting link between school and business by means of which the student is initiated into business practices and procedures. Skills that the student has already learned are integrated by providing office-



like situations.

**BUS 385. MATERIALS AND METHODS OF TEACHING BUSINESS/MARKETING (3).** This course will emphasize methodology in teaching the skill and non-skill courses in business teacher education on the secondary level. It is designed for teacher-trainees, teacher educators, and in-service teachers. The historical and legislative backgrounds of business education are presented, and the relationship between career education and business education is covered with emphasis placed on the importance of career education to the business education field.

**BUS 400. PRODUCTION TYPEWRITING (3).** Develops production competency in typewriting, in editing, in composing documents and in report writing; qualifies the student for high-level positions of responsibility in administrative support services and business teaching.

**BUS 405. ADMINISTRATIVE OFFICE MANAGEMENT (3).** This is a management course applied to office services, supervision of personnel, work flow, reports, and regulation of office communications, banking, payrolls, tax records, office equipment and supplies.

**BUS 406. SECRETARIAL PROCEDURES (3).** This is a capstone course that helps the student utilize all secretarial skills in various simulated office situations, such as legal insurance, data processing, filing, executive and editing. Prerequisites: BUS 203, 303, 305.

**BUS 407. WORD PROCESSING (3).** Covers the systems approach to word processing. Prerequisites: BUS 204 and senior classification or permission of the instructor.

**BUS 408. BUSINESS USE OF COMPUTER APPLICATIONS (3).** Covers the use of the micro-computer to its full potential. Allays apprehensions about hardware and demonstrates useful programs.

**BUS 430. INTERNSHIP IN BUSINESS (3).** This course prepares the student in the necessary training to become an effective office worker. It is the capstone or culminating experience in which the student translates the educational background into actual office practices. Prerequisites: BUS 203, 405 and 406 or consent of instructor.

**BUS 482. INTRO TO CAREER TECHNICAL EDUCATION PROGRAMS (3).** The philosophy, history and principles of vocational office and distributive education in secondary schools.

**BUS 483. WORK-BASED LEARNING IN CAREER TECH (3).** A study of new approaches of organization, operation and supervision of the Cooperative Office Education Program and the understanding of the recent emphasis in vocational education and work-study programs.

**BUS 484. WORKFORCE AND CAREER DEVELOPMENT (3).** This course is designed to provide business education students with knowledge of vocational training theories and sources of occupational analysis and educational information.



**BUS 485. CERTIFIED PROFESSIONAL SECRETARY REVIEW COURSE (3)**  
Environmental relationships in business, business and public policy, economics and management, financial analysis and the mathematics of business, communications and decision-making, and office procedures.

**BUS 488. RESEARCH METHODS OF BUSINESS EDUCATION (3).** Basic consideration in the planning and conducting of research in business education.

### **CHEMISTRY (CHE)**

**CHE 141, 142. GENERAL COLLEGE CHEMISTRY I, II (4, 4).** A study of the relationship of atomic and molecular structure to chemical behavior of common elements and of compounds. The periodic classification of elements and principles of atomic theory, oxidation-reduction and stoichiometry are also studied.  
Prerequisite: CHE 141 for 142. Three lectures and one lab period.

**CHE 211, 212. ORGANIC CHEMISTRY I, II (5, 5).** An introduction to some of the fundamental chemistry of carbon compounds. Preparations, reactions and reaction mechanisms are introduced for some representative organic compounds. Structural theory, functional groups and their spectroscopic properties are studied.  
Prerequisite: CHE 142. Four lectures and one lab period.

**CHE 220. FORENSIC SCIENCE SURVEY (3).** An introduction to forensic science including a general overview of the work of forensic science practitioners, and of the various disciplines of forensic science. Lecture.

**CHE 320. FORENSIC CHEMISTRY (4).** An introduction to the legal and scientific principles governing the sampling, storage, and chemical analysis of forensic samples. This course demonstrates the importance of analytical chemistry and its use in forensic science. Lecture and Laboratory.  
Prerequisite: CHE 342.

**CHE 321, 322. PHYSICAL CHEMISTRY (4, 4).** Fundamental relationships among the properties of gases, liquids, solids and solutions, and basic principles of thermodynamics, thermochemistry, homogeneous and heterogeneous equilibria, chemical kinetics, and quantum and nuclear chemistry are stressed.  
Prerequisites: CHE 142, PHY 211 and MAT 266. Three lectures and one lab period.

**CHE 342. QUANTITATIVE ANALYSIS (4).** Chemical equilibria and stoichiometry are described as part of the background and theory of methods involving primarily volumetric and gravimetric analysis.  
Prerequisite: CHE 142. Three lectures and one lab period.

**CHE 343. INSTRUMENTAL ANALYSIS (4).** An introduction to analytical techniques and experiments using electronic instrumentation. Laboratory practice is emphasized.  
Prerequisite: CHE 321 or permission of the instructor. Three lectures and one lab period.



CHE 418. **CHEMISTRY SEMINAR** (2). Discussions of recent advances in chemistry, review of current literature and research, and applications of research problems.  
Prerequisite: CHE 212 or permission of the instructor.

CHE 419. **PHYSICAL ORGANIC CHEMISTRY** (4). Organic structure, reactions and reaction mechanisms are described and discussed in some detail for significant functional groups. Prerequisite: CHE 212 or permission of the instructor.

CHE 421. **BIOCHEMISTRY** (4). The chemical structure and some of the reactions of carbohydrates, lipids, proteins and nucleic acids as important substances in plant and animal systems are introduced.  
Prerequisite: CHE 212 or permission of the instructor. Three lectures and one lab period.

CHE 422. **BIOCHEMISTRY** (4). Continuation of CHE 421. Reactions of the substances of major importance on living systems are described. Emphasis is on metabolism.  
Prerequisite: CHE 421. Three lectures and one lab period.

CHE 423. **ORGANIC SYNTHETIC METHODS** (4). Introduction to selected techniques and procedures employed in research and in industrial laboratories for the preparation of representative organic compounds.  
Prerequisite: CHE 419.

CHE 431. **SENIOR HONORS RESEARCH** (2). Carefully selected topics are investigated under the supervision of a faculty adviser. Laboratory work involving frequent consultation with the faculty adviser is conducted. Use of chemical literature is stressed.  
Prerequisites: senior standing and permission of the instructor. May be repeated once for credit.

CHE 432. **ADVANCED INORGANIC CHEMISTRY** (4). A presentation of modern concepts and principles of inorganic chemistry. The topics may include ligand field theory, quantum theory, magnetic properties, modern acid-base theories, as well as coordination chemistry.  
Prerequisite: CHE 322.

CHE 433. **INTRODUCTION TO CHEMICAL THERMODYNAMICS AND QUANTUM CHEMISTRY** (4). The laws of thermodynamics and their applications to chemical systems and principles of quantum mechanics as applied to chemical problems are introduced. Experimental and theoretical methods are presented.  
Prerequisite: CHE 322.

CHE 434. **CHEMICAL LITERATURE** (1). The course is designed to acquaint chemistry majors with primary and secondary reference sources in chemical literature.  
Prerequisite: CHE 212 or equivalent.

CHE 460. **INTERNSHIP IN FORENSIC CHEMISTRY** (6). Open to senior chemistry majors only. This course provides opportunities for students to link experience with theory while



working in forensic science laboratories. Periodic reports on work experiences are required. Students must fulfill security requirements of the assigned laboratory.

### **COMPUTER INFORMATION SYSTEMS (CIS)**

**CIS 205. INTRODUCTION TO COMPUTER INFORMATION SYSTEMS (3).** This course provides hands-on instruction on microcomputers using various kinds of software such as Microsoft Windows, Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Microsoft Front Page. Introductory theoretical concepts of hardware and software are covered along with business applications of computer technology.

**CIS 206. BUSINESS PROGRAMMING LANGUAGES (3).** Basic concepts of databases are covered with the hands-on use of Microsoft Access. The fundamentals of computer programming are introduced using Visual Basic. Programming topics focus on developing object-oriented, event-driven applications. The World Wide Web and the development of multimedia presentations are also covered.

Prerequisite: CIS 205.

**CIS 302. INTERNET PROGRAMMING (3).** This course provides the students with a working knowledge of developing web pages. Topics include Hypertext Markup Language (HTML), XML, CSS, Web management and publishing software (Microsoft Expression and Microsoft Visual Studio), graphic/imaging software (Adobe Creative Suite-Flash and Photoshop) and JavaScript for client- side programming. Basic concepts and practice of e-business will also be covered. Prerequisite: CIS 206.

**CIS 303. “C” PROGRAMMING LANGUAGE (3).** This course is designed to provide students with a working knowledge of “C” programming language, including the use of “C” pre-processor commands. A thorough coverage is given to basic data types, operators, various program constructs, special data structures, file I/O techniques and commonly used library functions. Prerequisite: CIS 206.

**CIS 304. PROGRAMMING IN JAVA (3).** This course provides students with a comprehensive knowledge and hands-on experience with the Java programming environment and features. Students will design, write, debug, and run Java stand-alone programs and Java applets. Topics covered include: Java language fundamental, syntax, elements, operators, flow control, declaration, access control, arrays, string manipulation, object-oriented programming, handling events, graphics, user interface components, common classes, layout manager, I/O operations. Prerequisite: CIS 206.

**CIS 309. COBOL (Common Business Oriented Language) (3).** Study of structured COBOL with emphasis on hands-on development of business applications in a mainframe environment. Prerequisite: CIS 206.

**CIS 310. NETWORKING FUNDAMENTALS (3).** This course will provide students hands-on instruction using the CCNA material developed in partnership with Cisco. Topics covered will include network terminology and protocols, local- area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools,



routers, router programming, Ethernet, Internet Protocol (IP) addressing, network standards, initial router configuration, Cisco IOS Software management, routing protocol configuration, TCP/ IP, and access control lists (ACLs). Students will develop skills on how to configure a router, manage Cisco IOS Software, configure routing protocols, and create access list controlling access to the router.

Prerequisite: CIS 206.

**CIS 313. OBJECT-ORIENTED PROGRAMMING IN C++** (3). This course discusses different programming paradigms and introduces students to object-oriented design methodology. Concepts of data abstraction, inheritance, and encapsulation are discussed. Additionally, this course presents an overview of the C++ programming language. Topics discussed will include classes, operator and function overloading and virtual functions. Students are required to develop several programming assignments using Microsoft Visual C++.

Prerequisite: CIS 303.

**CIS 320. ADVANCED BUSINESS PROGRAMMING LANGUAGE** (3). An investigation of advanced topics in the use of Visual Studio 2005 with the C# programming language for developing ASP.net applications for the web.

Prerequisite: CIS 206.

**CIS 329. BUSINESS PROCESS INTEGRATION USING SAP** (3). This course will provide students with a fundamental knowledge and hands-on experience of the SAP R/3 environment. Students will learn business process integration through the configuration of a hypothetical company from the ground up using SAP R/3. Throughout the semester, students will create the organization structure, master data and business rules to support the core business buy, make, sell and track (accounting) processes of the company. Testing will also be completed to ensure that the processes function as anticipated.

Prerequisite: CIS 206.

**CIS 331. GLOBAL SUPPLY CHAIN MANAGEMENT** (3). This course covers issues relating to global supply chain management and coordinating production and services plans across the world. Key issues of global operations and SCM will be addressed, including how to develop and manage an efficient and effective global supply chain. The course also discusses the development of a comprehensive global SCM strategy, including strategic planning for individual global operations. Also addressed are issues relating to cost/benefit analysis, transportation and physical distribution, global facility location, labor productivity differentials, tariffs and quotas, and cultural differences.

Prerequisite: Junior standing.

**CIS 391. MANAGEMENT SCIENCE** (3). This course covers fundamental concepts and business applications of mathematical programming and trail-and- error problem-solving techniques. Topics include linear programming, integer programming, dynamic programming, distribution models, inventory models, queuing models and computer simulation. Also, students are required to implement algorithms using a spreadsheet program or writing computer code using a programming language.

Prerequisite: MGT 321.



**CIS 402. DATA COMMUNICATIONS (3).** Combines study of fundamental concepts of data communications and networking with practical applications for computer-based business data communications. Topics include data communications and networking hardware, media, software, protocols and planning, design, and implementation of communications networks such as LANs, WANs and VANs. All coursework is framed within current issues and future trends.

Prerequisite: CIS 206.

**CIS 404. DATABASE ADMINISTRATION (3).** Study of databases and database management systems from four viewpoints: those of the database user, the database designer, the database implementer and the database manager. Emphasis is placed on the relational database model in a PC environment using Access and Visual Basic.

Prerequisite: CIS 206.

**CIS 410. SYSTEMS ANALYSIS (3).** This course covers comprehensive and contemporary analysis and design of information systems as an integration of information technology, management and human behavior. Structured system development approach and modeling tools are covered with computer-assisted software engineering (CASE) technology. Systems investigation, analysis, design, implementation and documentation are covered with real-world applications. The object-oriented development approach will also be introduced. Students are required to complete a semester project.

Prerequisites: CIS 404.

**CIS 415. MANAGEMENT INFORMATION SYSTEMS (3).** Study of the theoretical foundations of information systems and the development, management and application of Management Information Systems (MIS) for effective decision making. Topics include fundamental concepts of information systems; decision support systems and expert systems; information systems planning and implementation; and end-user computing. Students are also required to develop an MIS project using IS Tools and languages such as Front Page, Access and Visual Basic.

Prerequisite: CIS 329.

**CIS 422. COMPUTER INFORMATION SYSTEMS FIELD PROJECT (3).** Practical computer information systems development experience is provided by allowing the student to design, develop, code and implement a CBIS to facilitate decision making.

Prerequisites: CIS 404, CIS 410 and CIS 415.

**CIS 460. ADVANCED PROGRAMMING LANGUAGE - CICS (3).** This course presents the concepts and fundamental features of CICS, with particular emphasis on the use of coding models and efficient program design. Students learn to implement interactive programs through use of CICS command-level COBOL interface and report writer facilities.

Prerequisite: CIS 319.

**CIS 461. ADVANCED DATABASE SYSTEMS (3).** A second course in database management systems that builds on the fundamentals of relational database management systems covered in CIS 404. The primary focus is on integrating database systems into the



Web environment using technologies such as ASP and JSP. Other topics covered are architectures for web-based information systems, content delivery networks, XML and databases, data warehouses, multimedia databases and advanced SQL.

Prerequisite: CIS 404.

### **COMMUNICATIONS MEDIA (CMM)**

**CMM 211. INTRODUCTION COMMUNICATION MEDIA STUDIES (3).** A study of American mass media: development, structure, problems and opportunities; mass communication theory and processes. Required of all communications majors and minors.

**CMM 212. INTRODUCTION TO MULTIMEDIA NEWSWRITING (3).** An introduction to newswriting. The primary focus is on practical experience in locating news sources, interviewing and note taking, evaluating and organizing facts, writing basic news stories and using proper newspaper style and format. Includes lab.

Prerequisite: CMM 211.

**CMM 213. INTRODUCTION TO PHOTOJOURNALISM (3).** An introductory course in black and white photography that covers the basic skills needed to process, print and finish in black and white. Includes basic camera and darkroom operating techniques, as well as print-making processes.

Prerequisite: permission of the instructor.

**CMM 215. TELEVISION PRODUCTION SKILLS (3).** A hands-on laboratory/lecture course intended to teach basic studio operation and television production skills. This course will enable students to gain a reasonable working knowledge of different aspects of television studio operation and production.

Prerequisite: CMM 211.

**CMM 244. RADIO AND TELEVISION NEWSWRITING (3).** A study of the basic styles, principles and techniques of broadcast news editing and writing. Emphasis is placed on application of these principles and techniques in practical and realistic assignments. Includes lab.

Prerequisites: CMM 211 and CMM 212.

**CMM 310. INTRODUCTION TO PUBLIC RELATIONS (3).** Studies theories, principles, practices and fundamentals of public relations. Students learn history, philosophy and purpose of public relations. Concentration is on definition of the profession and on public relations planning. Students learn how to develop the four-step public relations plan, how to evaluate public relations programs and become acquainted with the various media employed in public relations. Includes lab.

Prerequisites: CMM 211 and CMM 212 or permission of the instructor.

**CMM 313. MULTIMEDIA EDITING (3).** Surveys the editing process with practice in editing news copy, writing headlines, evaluating news, processing wire copy, selecting news and feature photographs, writing captions and the composition of front and inside pages.

Includes lab. Prerequisites: CMM 211 and 212.





**CMM 320. MULTIMEDIA WRITING FOR PUBLIC RELATIONS (3).** Addresses the need of the public relations professional to transform and translate general and specialized information to audiences using various devices. Focuses on the techniques, methods and procedures for preparing and writing public relations pieces for general audiences: news releases, broadcast news and features, advertising copy, speeches and scripts; and for specialized audiences: annual reports, newsletters and brochures, position papers, memos, reports and proposals.

Prerequisites: CMM 211 and 310.

**CMM 321. MULTIMEDIA ADVERTISING AND DESIGN (3).** A hands-on skill training course that will teach the student advertising fundamentals, basic marketing techniques and specific computer information, including word processing, desktop publishing (using QuarkXPress), Internet training and graphics (multimedia presentation, layout and design).

Prerequisites: CMM 310 and CMM 320.

**CMM 323. RADIO AND TELEVISION ANNOUNCING (3).** Study, practice and application of basic announcing techniques for radio and television.

Prerequisites: CMM 211, SPE 260 or 205. Includes lab.

**CMM 324. RADIO PROGRAMMING AND PRODUCTION (3).** This course is designed to enable students to acquire basic information about audio and radio studios with laboratory experiences in equipment manipulation, writing, producing and performing various types of radio programs. Prerequisite: CMM 211.

**CMM 327. FEATURES AND SPECIALIZED FORMATS (3).** This course in feature writing involves studying markets, writing query letters, planning, gathering information, organizing and writing non-fiction articles for print media, and possibly web sites. Includes lab.

Prerequisites: CMM 211 and CMM 212 or permission of instructor.

**CMM 330. ETHICAL ISSUES IN MASS MEDIA (3).** Course explores theoretical background and practical applications of ethical issues confronting mass media practitioners. Reviews a wide range of issues from privacy rights and other constitutional guarantees to traditional media social responsibility theories and the evolution of ethical values. Uses case studies and practice assignments to highlight inherent ethical responsibility in mass media practice.

**CMM 333. INTRODUCTION TO THE INTERNET (3).** Course focuses on internet fundamentals such as internet language, search engines, internet applications for the media professions, ethical concerns and the writing and development of websites.

**CMM 344. OPINION WRITING AND NEWS BLOGS (3).** This course is designed to teach techniques used by column, editorial and broadcast commentary writers. By critiquing and writing such items, students develop a degree of proficiency in opinion writing. Includes lab.

Prerequisites: CMM 211 or permission of instructor.



**CMM 400. PUBLIC RELATIONS CAMPAIGNS (3).** Designing, planning and maintaining public relations programs for various types of organizations and agencies. Developing rationale for positioning the public relations function in its most effective place in an organization. Preparing and using public relations materials to address specific problems. Includes lab.

Prerequisites: CMM 211, CMM 310, CMM 320 and CMM 321.

**CMM 402. LAW OF COMMUNICATION (3).** A study of the statutes and regulations governing press, broadcasting and films; comparative analysis of defamation, contempt, privacy and copyright, legal rights and privileges of the mass media.

Prerequisite: CMM 211 or permission of the instructor.

**CMM 404. MASS MEDIA AND SOCIETY (3).** Analysis of the role and responsibilities of the mass media in society, including institutional functions and effects in the social, political, economic and cultural spheres affecting mass communication processes.

Prerequisites: CMM 211 and permission of instructor.

**CMM 405. STRATEGIC SOCIAL MEDIA (3).** This course is designed to present students with an overview and steps involved in developing and implementing an organizational social media campaign for the modern workplace. Specific content will focus on strategy/strategic thinking, user personal development, content design and social media measurement.

**CMM 408. ELECTRONIC NEWSGATHERING (3).** This course allows students to develop the skills needed in electronic newsgathering and reporting. Students learn how to shoot and edit video news footage and refine their research and interviewing abilities while learning the aesthetics of good news and documentary production.

Prerequisite: permission of instructor.

**CMM 412. ENTREPRENEURSHIP IN COMMUNICATION (3).** This course assists students who are interested in becoming digital media entrepreneurs with learning the necessary skills to create their own prototypes for a viable media-focused startup.

**CMM 414. ADVANCED BROADCAST NEWS REPORTING AND PRODUCTION (3).** Includes advanced methods of news gathering, equipment handling, and analysis of news sources and problem areas unique to broadcast journalism. Includes lab.

Prerequisite: CMM 211.

**CMM 415. BROADCAST CABLE MANAGEMENT (3).** Examination of the internal functioning of broadcast stations in the U.S. Specific focus includes station operation; management and problem-solving methodologies for programming, scheduling, and audience researching and marketing analysis. Includes lab.

Prerequisite: CMM 211.

**CMM 418. BEAT REPORTING ACROSS MEDIA (3).** This advanced reporting and writing course requires students to cover public affairs activities such as the county commission and city council meetings, court sessions, police departments, the state legislature, etc., to



report news. Includes lab. Prerequisites: CMM 211 and CMM 212.

**CMM 420. CASE STUDIES IN PUBLIC RELATIONS (3).** Study of typical and atypical problems in public relations. Development of approaches and strategies for solving problems. Familiarization with contingency planning in public relations. Includes case histories and communication campaigns. Includes lab.

Prerequisites: CMM 211, CMM 310 and CMM 321 or permission of the instructor.

**CMM 423. PRACTICUM (1).** Designed to give students an opportunity to develop skills for various journalistic activities: working on the student newspaper or magazine; campus radio or television station.

Prerequisite: senior standing and permission of the practicum/internship supervisor.

**CMM 424. INTERNSHIP (2).** Students work and study at a radio or television station, newspaper, public relations office, advertising agency or other sites in their area of concentration. Periodic reports on their work and on special readings are made to their faculty supervisor.

Prerequisites: CMM 423 (practicum), senior standing and permission of the practicum/internship supervisor.

**CMM 425. ADVANCED TELEVISION PRODUCTION (3).** A hands-on laboratory/lecture course intended to teach advanced techniques in television production and direction. Emphasis is on the art of producing programs for television, scripting and directing as applied to various television program formats. Prerequisite: CMM 211.

**CMM 426. ADVANCED AUDIO VISUAL PRODUCTION (3).** This is an intensive production course during which qualified students work on their professional "Demo Reel" projects. Preferably limited to graduating students only. Students must have completed all other production courses.

**CMM 430. INTRODUCTION TO COMMUNICATION RESEARCH METHODS (3).** The course focuses on the fundamentals of research methodologies in communications.

**CMM 440. MEDIA ADVERTISING AND SALES (3).** Theory and practice of advertising sales in broadcast, print and internet media.

### **COMMUNICATION STUDIES (CMS)**

**CMS 200. VOICE AND DICTION (3).** This course is designed to assist students in improving vocal quality, pronunciation, enunciation and articulation using standard American English. The course includes the study and use of the International Phonetic Alphabet.

**CMS 205. PUBLIC SPEAKING (3).** A first course in the fundamental principles of effective oral communication. Special attention is given to the selection and organization of materials, the presentation of speeches and the development of an acceptable speaking voice.



**CMS 208. INTRODUCTION TO HUMAN COMMUNICATION (3).** This course focuses on understanding communication as a dynamic and complex system of interactions. Emphasis is placed on applying communication theories in everyday communication situations.

**CMS 210. INTERPERSONAL COMMUNICATION (3).** This course explores the dynamics of face-to-face communication. Students participate in activities that illustrate concepts such as interpersonal attraction, self-concept formation, nonverbal communication, relationship development and maintenance, responsive language and listening, conflict management and resolution, and conversational analysis.

**CMS 260. PERFORMANCE STUDIES (3).** An introduction to the analysis of literature and to the principles of its oral presentation by the interpreter. Prerequisite: CMS 205 or permission of instructor.

**CMS 300. PROFESSIONAL COMMUNICATION (3).** This course focuses on communication skills and problems within professional contexts. Emphasis is placed on communication competencies relevant to concepts such as team building, interviewing, business meetings and written communication. Prerequisites: CMS 205 and CMS 210 or permission of instructor.

**CMS 301. ARGUMENTATION AND DEBATE (3).** Principles of logical proof as applied in argumentation and debate. Theory and practice in analysis, investigation, brief-making refutation, evidence, forms of argument, fallacies and debate procedures. Prerequisite: CMS 205 or permission of instructor.

**CMS 310. NONVERBAL COMMUNICATION (3).** This course examines the roles and functions of nonverbal behavior in the communication process. Topic areas include paralanguage, environment and space, time, body movement and gestures, touch, smell, appearance, eye behavior and facial expressions. Prerequisites: CMS 208 and CMS 210 or permission of instructor.

**CMS 320. READERS THEATER (3).** This course focuses on the techniques of selection, adaptation, compilation, rehearsal and staging of literature. Students will be required to participate in public presentations. Prerequisite: CMS 260 or permission of instructor.

**CMS 323. ADVANCED PRESENTATIONAL COMMUNICATION (3).** This course focuses on the preparation and delivery of technical and presentational speaking within a wide variety of communication settings. Prerequisite: CMS 205 or permission of instructor.

**CMS 324. FORENSIC ACTIVITIES (1).** Designed for students wanting to excel in public-speaking activities, this course provides students opportunities to compete locally, statewide and even nationally in debates and other forensic activities. May be repeated several semesters. Prerequisite: CMS 205 or permission of instructor.

**CMS 325. SMALL GROUP COMMUNICATION (3).** The study of group process, interpersonal relations and leadership within the small group, conferences and public forum, with



emphasis on practice in various types of public discussion, with materials drawn from current issues. Prerequisite: CMS 205 or permission of instructor.

**CMS 330. INTERCULTURAL COMMUNICATION (3).** This course explores the effect of cultural customs, behaviors, beliefs, and values on communication processes in interpersonal and organizational contexts. Prerequisite: CMS 210 or permission of instructor.

**CMS 340. COMMUNICATION THEORY (3).** This course examines models and theories of persuasion. The course will include a survey of the research on attitude change and the implications for communication behavior. Prerequisite: CMS 208 or permission of instructor.

**CMS 350. ORGANIZATIONAL COMMUNICATION (3).** This course explores concepts and theories relevant to human communication within organizational settings. Emphasis is placed on dyadic, small group and public communication processes within the organizational context. Prerequisites: CMS 210 and CMS 325 or permission of instructor.

**CMS 370. LEGAL COMMUNICATION (3).** This course focuses on the use of competent communications skills in judiciary settings. Emphasis is placed on the application of theory and research during legal proceedings. Case studies will be examined and field observation will be required. Prerequisites: CMS 210 and CMS 340 or permission of instructor.

**CMS 375. POLITICAL COMMUNICATION (3).** This course examines the role of communication in political campaigns. It uses communication theory to explore the strategies political candidates use to appeal to voters and analyzes the impact of issues such as message structure, delivery and credibility on voter behavior. Prerequisite: CMS 205 or permission of instructor.

**CMS 401. HISTORY OF AMERICAN PUBLIC ADDRESS (3).** This course explores speechmaking as a force in American political and intellectual history from the colonial period to the present. Speeches related to political, cultural, social and economic issues are examined. Prerequisite: CMS 205 or permission of instructor.

**CMS 425. RHETORICAL THEORY AND CRITICISM (3).** This course examines the origins and development of rhetorical theory as well as methods of analyzing public communication. Students use models and theoretical approaches to evaluate messages. Prerequisite: CMS 205 or permission of instructor.

**CMS 490. COMMUNICATION STUDIES INTERNSHIP (3).** Students will work and study in a professional setting that is consistent with their career goals. Students will prepare and submit field notes to the internship supervisor periodically. Students will prepare a term paper that integrates communication theory and principles with the internship experience. Prerequisites: senior standing and permission of the internship supervisor.

### **RECORDING INDUSTRY (CRI)**

**CRI 241. SURVEY OF THE RECORDING INDUSTRY (3).** Examination of the industry



including, but not limited to, artist development, songwriting, publishing, record companies, record marketing and promotion, copyright, performance rights and careers.

**CRI 350. ARTIST REPRESENTATION (3).** Examination of the roles of recording artist's representatives. Topics include personal management, business management and entertainment attorney's roles in representation of artist.  
Prerequisites: ACT 214, ACT 215, CRI 341.

**CRI 360. MARKETING AND BRANCH SALES IN THE RECORDING INDUSTRY (3).** Special emphasis on the particular structures and problems involved in the movement of recordings from manufacturer to the buying public. Topics include product marketing, promotion and distribution. Prerequisite: CRI 341.

**CRI 361. PUBLIC RELATIONS IN THE RECORDING INDUSTRY (3).** Experiencing in creating publicity materials and developing media relations press releases press kits and publicity campaigns. Prerequisite: CRI 341.

**CRI 370. LEGAL ASPECTS OF THE RECORDING INDUSTRY (3).** An overview of legal problems encountered in the recording industry with specific attention to contractual considerations in recording and producing. Prerequisite: CRI 341, ACT 214, ACT 215.

**CRI 380. COPYRIGHT LAW (3).** Examination of copyright law with particular reference to the music industry. Emphasis on understanding and applying the law to work in the industry. Prerequisite: CRI 341, ACT 214, ACT 215, CRI 370.

**CRI 390. RECORDING INDUSTRY PRACTICUM (1).** Designed to give students an opportunity to develop skills and network with professionals in the recording industry. Prerequisites: Senior standing and Permission of the Professor.

**CRI 396. TALENT AGENCY AND CONCERT PROMOTION (3).** An in- depth study of the theoretical and practical aspects of presenting contemporary arts and entertainment performances. Topics include talent acquisition, contracts and riders, production, venues, budgeting, ticket services and promotion. Prerequisite: CRI 341.

**CRI 450. ENTREPRENEURSHIP IN RECORDING INDUSTRY (3).** Emphasis on decision making for starting a recording business. Special emphasis on accounting methods royalty statements balance and income sheets, cash flow, operational and regulatory taxes, break even analysis, financing, project (financial/acquisition/forecast/ touring), and creation of a business plan.  
Prerequisites: All CRI courses or permission of professor.

**CRI 496. RECORDING INDUSTRY INTERNSHIP (2).** Practical experience for advanced students in a professional recording industry setting. This course may be repeated for additional credit.  
Prerequisite: CRI 341, ACT 214, ACT 215.



CRI 497. **SENIOR SEMINAR IN RECORDING INDUSTRY (3)**. Provides hands on experiences in research in the recording industry. Involvement in group projects to provide music and/or consumer research services to various clients in the industry. Class is workshop oriented. Prerequisites: All CRI courses or permission of professor.

### **RECORDING TECHNOLOGY (CRT)**

CRT 223. **MUSICIANSHIP FOR AUDIO ENGINEERS (3)**. A variety of music subjects are explored within the context of commercial music as related to audio recording and production. Specific topics include music fundamentals, commercial music theory, commercial form and styles, and basic aural and keyboard skills. Prerequisites: None.

CRT 242. **PHYSICS OF MUSIC (3)**. This course addresses the basic production of musical sound. Concert includes examinations of how sound is produced by acoustic instruments and the human voice as well as with synthesizers and other electronic sources. Prerequisite: MAT 137 and CRT 224.

CRT 244. **BASIC RECORDING FOR AUDIO ENGINEERS (3)**. Students in this course will investigate the basic concepts involved in studio recording. Emphasis is placed on recording various types of ensembles, utilizing mixing boards and studying computerized recording techniques. Prerequisites: MAT 137 and CRT 224 or Permission from Instructor.

CRT 245. **ADVANCED RECORDING FOR AUDIO ENGINEERS (3)**. A Continuation of Basic Recording for Audio Engineers (CRT 244). Prerequisite: CRT 244.

CRT 310. **SURVEY OF AMERICAN POPULAR MUSIC (3)**. A social and musical analysis of the origin and development of contemporary popular music in the 20th century. Musical genres include Tin Pan Alley, Jazz, Rhythm and Blues, Rock N' Roll and Country and Western. Prerequisites: ENG 132 and CRI 341.

CRT 324. **ADVANCED MUSICIANSHIP FOR AUDIO ENGINEERS (3)**. This course is a continuation of CRT 223 - Musicianship for Audio Engineers. Classes will consist of furthering the application of musical concepts previously learned to popular music. New topics will include syncopation, modulation, two-handed accompaniment patterns, and selected secondary chords. A special segment will include an introduction to music notation software and the preparation of a lead sheet. Prerequisite: CRT 223.

CRT 338. **DIGITAL AUDIO WORKSTATION (DAW) THEORY AND APPLICATIONS (3)**. Designed to acquaint the student with digital system basics, the fundamentals of micro-computers and the musical instrument digital interface (MIDI). Prerequisite: CRT 245.

CRT 339. **AUDIO PRODUCTION (3)**. This course addresses issues such as sound cause and effect, formats, distortion in reproduction and general principles of audio production. Prerequisite: CRT 338.

CRT 342. **SONGWRITING (3)**. Organization of ideas, words, and music into the writing of



popular songs. Analysis of songwriting trends. Students are expected to play guitar or piano and sing. Prerequisites: CRT 224, CRT 310 and ENG 132.

CRT 343. **ARRANGING** (3). This course is designed to teach the basic techniques used in modern popular arranging. Prerequisites: CRT 224 and CRT 342.

CRT 397. **SOUND REINFORCEMENT** (2). A study of equipment, system concepts, design, and acoustical problems involved in sound reinforcement for live performances and road work as related to a professional concert situation. Prerequisites: CRT 242, CRT 244, and CRT 245 or permission of instructor.

CRT 415. **PRACTICUM IN RECORDING** (1). A course design to provide practical experiences by visiting recording studios, television and radio studios, and related entities. Prerequisites: CRT 241 and CRT 339.

CRT 416. **RECORDING INTERNSHIP** (2). Students are placed in an appropriate recording industry venue. Prerequisite: CRT 339.

CRT 499. **SENIOR CD PROJECT** (1). The culminating public presentation of the Bachelor of Arts in recording a production. The presentation will utilize various applications audio and video computer technology. Prerequisites: CRT 339 and CRT 416.

### COMPUTER SCIENCE (CSC)

CSC 200. **COMPUTERS AND SOCIETY** (3). This course presents concepts of social value and valuations, introduces models that describe the impact of computers on society and presents tools and techniques that are applicable to problems posed by the social impact of computers.

CSC 210. **INTRODUCTION TO COMPUTER SCIENCE** (3). An intensive introductory course in computer science with emphasis on the technique of algorithm development and programming style.

CSC 211. **PROGRAMMING CONCEPTS, STANDARDS AND METHODS** (4). Introduction to structured programming concepts, problem solving and algorithm development, coding, debugging, testing and documenting programs in a modern high-level language. Prerequisite: CSC 210.

CSC 212. **INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS** (4). A continuation of CSC 211 with emphasis on modules and information biding, data abstraction through classes, structures and unions, recursion, pointers and dynamic data, and linked lists. Object-orienting programming, algorithm analysis, searching, sorting and trees. Prerequisite: CSC 211.

CSC 280. **SOFTWARE ENGINEERING ME** (4). Introduction to formal models of structured programming, demonstrations of code reading and corrections, stepwise refinement and





reorganization, segmentation, top-down design and development, information bidding, interactive enhancement and structured design. Prerequisite: CSC 212.

**CSC 311. INTRODUCTION TO COMPUTER ORGANIZATION (4).** Hardware organization of computers; main memory, processing unit, control unit, address structure and interrupts; system software; assembler, loaders and library, sub-routines and macros; a study of the organizations and programming of the on-campus computer system. Prerequisites: CSC 212 and MAT 256.

**CSC 312. INTRODUCTION TO COMPUTER SYSTEMS (4).** System and processor architectures; assembly language; I/O and storage devices and control techniques; addressing; and, segmentation and linkage techniques, macros. Prerequisites: CSC 311. Two lectures and two lab hours.

**CSC 315. DATA COMMUNICATION AND NETWORKING (4).** Introduction to basic data communication and networking concepts, including asynchronous and synchronous communication, multiplexing, local and wide area networks, layered architectures, and inter-connecting networks. Prerequisite: CSC 212, MAT 256.

**CSC 330. ARCHITECTURE OF DIGITAL COMPUTERS (3).** An introduction to the internal structure of digital computers. The design of gauges, flip flops, registers and memories to perform operations on numerical and other data represented in binary form. Prerequisite: CSC 212.

**CSC 380. ALGORITHMS (3).** The selection and construction of appropriate algorithms to solve practical problems on the computer. Design and analysis of efficient algorithms, integration of structures, algorithms and media. Prerequisite: CSC 311.

**CSC 414. INTRODUCTION TO OPERATING SYSTEMS (4).** Topics in the area of operating systems and computer architecture. Multiprogramming systems, memory management, job and task management. Prerequisite: CSC 311.

**CSC 420. NUMERICAL METHODS (3).** The course includes solutions of linear equations; solutions of equations, both algebraic and transcendental; and, systems of using computers to prove theorems and analyze the difference between theory and the actual results. Prerequisites: CSC 212 and MAT 266.

**CSC 421. DATA STRUCTURE AND ALGORITHM ANALYSIS (4).** Theory of data structures and their computer representations. This includes linked lists, stacks, recursion, trees, graphs, sorting and searching, hashing and data compression. Prerequisite: CSC 212.

**CSC 431. ORGANIZATION OF PROGRAMMING LANGUAGES (3).** This course introduces students to the formal study of programming language specification and analysis and helps them to develop an understanding of the organization of programming languages, especially the run-time behavior of programs. It continues the development of problem solution and programming skills introduced in the elementary-level materials. Prerequisite:



CSC 312.

CSC 435. **DATABASE AND INFORMATION RETRIEVAL** (4). Study of relational database model, relational database design principles: E-R modeling and normalization, structured query language (SQL), query processing. Students develop a database application using a commercial RDBMS product. Prerequisite: CSC 280 and CSC 421.

CSC 437. **SOFTWARE ENGINEERING II** (3). Topics: software life cycle, planning, cost estimation, requirements definition, design and implementation issues, quality assessment and maintenance. Prerequisite: CSC 280.

CSC 440. **AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGE** (3). This course offers a diverse sampling of the areas of theoretical computer science and their hierarchical interconnections. Prerequisite: CSC 431.

CSC 441. **COMPILER DESIGN** (4). Introduction to techniques used in current compilers for computer languages; the syntactic specification of programming languages and an introduction to syntax-directed compiling. Prerequisite: CSC 312.

CSC 442. **COMPUTER GRAPHICS** (3). Introduction to fundamentals of computer graphic systems, including software components of computer graphics system, two-dimensional and three-dimensional transformations, display files, clipping and windowing; interactive graphics, shading and hidden-line elimination. A survey of application is introduced.

CSC 445. **SUPERCOMPUTING** (4). Basic concepts of supercomputing. This includes hardware and software elements of parallel machines, optimization, concurrency, parallelism, vectorization and pipelining. Prerequisite: senior standing.

CSC 447. **OBJECT-ORIENTED PROGRAMMING** (4). Introduction to basic object-oriented design and object-oriented programming concepts, including inheritance, and polymorphism. Prerequisite: CSC 212.

CSC 460. **ARTIFICIAL INTELLIGENCE** (3). This course introduces students to the basic concepts and techniques of artificial intelligence. The use of natural language and vision system in the application of intelligence systems research to other disciplines is emphasized.

CSC 490-491. **SPECIAL TOPICS** (3, 3). Lecture course in topics of current interest. Prerequisite: consent of instructor.

CSC 492. **SPECIAL TOPICS** (4). Projects and/or lecture course in modern areas of interests. Prerequisite: consent of instructor.

## CRIMINAL JUSTICE (CRJ)



CRJ 201. **INTRODUCTION TO LAW ENFORCEMENT** (3). Origin, development and organization of police practices.

CRJ 202. **PRIVATE SECURITY** (3). This course is an introduction or overview to the area of private security which is a part of security management and includes loss prevention and control for industry, business and government.

CRJ 247. **INTRODUCTION TO THE AMERICAN COURT SYSTEM** (3). The course is designed to provide the student with functional knowledge of the historical development, traditional values and complex operation of the American criminal court system.

CRJ 248. **INTRODUCTION TO CRIMINAL JUSTICE** (3). A basic and broad overview of the origins, historical developments and contemporary practices of criminal laws, police, criminal courts, penal systems and juvenile justice process.

CRJ 249. **CRIMINAL LAW I** (3). The study of substantive crimes and their punishment, elements of various crimes, and rules of evidence, criminal procedure and mechanics of the courts.

CRJ 251. **INTRODUCTION TO CORRECTIONS** (3). A survey of the correctional components of the criminal justice system, providing a basic orientation and comprehension of the philosophy, nature, structure and functions of corrections in America.

CRJ 252. **POLICE-COMMUNITY RELATIONS** (3). Course investigates the need for a relationship between the police and the community; course also explores problems in reaching the goal of good police-community relations; future trends for relationship are examined.

CRJ 253. **INTRODUCTION TO JUVENILE JUSTICE** (3). An introductory course to the juvenile justice system in America. The main emphasis is on the system and the relationships among the police, juvenile court, juvenile probation, correctional institutions, juvenile parole and juvenile rights.

CRJ 255. **COMMUNITY OFFENDER SUPERVISION** (3). Examines the variety of correctional programs commonly referred to as “community-based corrections” and describes the applications of these programs to specific offender groups.

CRJ 349. **CRIMINAL LAW II** (3). Supplemental to Criminal Law I, this course places emphasis on constitutional foundations and restraints on the exercise of governmental power. The case study method is used, emphasizing decisions of the United States Supreme Court in areas of basic rights and liberties pertinent to arrest and restraint, rights to counsel, search and seizure, due process and the role of the judiciary in the rule of law. Prerequisites: CRJ 248 and CRJ 249.

CRJ 351. **LEGAL RIGHTS OF THE CONVICTED** (3). An in-depth analysis of correctional law and legal cases involving correctional practices and administration.



CRJ 353. **POLICE ADMINISTRATION** (3). Organization and function of law enforcement agencies. Analysis is made of most effective management theories and practices.

CRJ 354. **JUVENILE INSTITUTIONS** (3). Presents an overview of the major delinquency prevention and control intervention points; covers pre- and post- adjudicatory programs used for prevention and control of juvenile delinquency, to include detention, probation, community and institutions.

CRJ 355. **CORRECTIONAL INSTITUTIONAL MANAGEMENT** (3). Emphasizes supervisory functions in jail and prison settings, including staff selection and development, decision making and staff morale, all within the overall context of the prison social structure.

CRJ 358. **CRIMINALISTICS** (3). The evaluation of evidence through the use of forensic science. Practical experience is achieved through actual laboratory experiments.

CRJ 359. **PATROL ADMINISTRATION** (3). A comprehensive survey of the police patrol function, its history and development. Patrol force distribution and the comparative effectiveness of several patrol methods are emphasized.

CRJ 360. **HIGHWAY TRAFFIC ADMINISTRATION** (3). The traffic-control problem; the administration of enforcement, engineering and accident investigation methods and techniques; record keeping and reports; supervisory problems.

CRJ/SOC 362. **DRUGS AND DRUG ABUSE** (3). A comprehensive study of drugs, including historical, medical and legal perspectives. Special emphasis is placed on the effects of intoxication and abuse, the efforts at control of drug use and abuse, and the particular drugs currently being abused in the city, the state and across the nation.

CRJ 434. **CURRENT TRENDS IN JUVENILE JUSTICE** (3). Examination of contemporary thought and philosophy regarding juvenile justice policy and delinquency causation, treatment and control.

CRJ/SOC 442. **CRIMINOLOGY** (3). A comprehensive study of the theoretical explanations of crime causation and its implications for social institutions and criminal justice policies.

CRJ 446. **PERSPECTIVES ON CORRECTIONS AND JUVENILE JUSTICE** (3). Examination of the current philosophical issues and approaches that impact juvenile and adult corrections to include the use of boot camp.

CRJ 453. **PROFESSIONAL INTERNSHIP I** (5). Open to seniors only. Part-time opportunities are provided to have casework experience by working with various community-based and criminal justice organizations.

CRJ 454. **CRIMINAL INVESTIGATIONS** (3). The theory and scope of criminal investigation; collection and preservation of evidence; police science laboratory; investigation of specific crimes; and, interrogation techniques.



CRJ 455. **LAW OF EVIDENCE (3)**. A comprehensive analysis of the rules of evidence. Particular subjects include judicial notices, presumptions, the nature of real and circumstantial evidence, burden of proof, province of court and jury, documentary evidence, hearsay evidence, confessions and admissions, and witnesses. The course gives particular emphasis to evidence in criminal cases.

CRJ 456. **CRIMINAL JUSTICE SEMINAR (3)**. Open to seniors only. Discussion centers on assigned and selected readings addressing the contemporary issues of the criminal justice field.

CRJ 459. **PROFESSIONAL INTERNSHIP II (12)**. Open to those seniors with a minimum overall 2.5 GPA and who may or may not have taken CRJ 453 (Professional Internship I). Full-time opportunities are provided to have casework experiences in various community-based and criminal justice organizations.

## **DANCE (DAN)**

### **DAN 103 Modern I (2)**

This course provides students with the fundamentals of modern dance technique and is the level I preparation for the level I B modern dance course. Emphasis is placed on strengthen, stretching and fortifying the body by using the Lester Horton technique as its base. Additional concerns will be placed on developing body awareness, body alignment, musicality, and self-expression through complex dance combinations.

### **DAN 103L Modern I Lab (2)**

This course provides students with the fundamentals of modern dance technique and is the level I Lab preparation for the level II modern dance course. Emphasis is placed on strengthen, stretching and fortifying the body by using the Lester Horton technique as its base. Additional concerns will be placed on developing body awareness, body alignment, musicality, and self-expression through complex dance combinations.

### **DAN 203 Modern II (2)**

This course provides students with the fundamentals of modern dance technique and is the level II preparation for the level II Lab modern dance course. Emphasis is placed on strengthen, stretching and fortifying the body by using the Lester Horton technique as its base. Additional concerns will be placed on developing body awareness, body alignment, musicality, and self-expression through complex dance combinations.

### **DAN 203L Modern II Lab (2)**

This course provides students with the fundamentals of modern dance technique and is the level II Lab preparation for the level III modern dance course. Emphasis is placed on strengthen, stretching and fortifying the body by using the Lester Horton technique as its base. Additional concerns will be placed on developing body awareness, body alignment, musicality, and self-expression through complex dance combinations.

### **DAN 303 Modern III (2)**



This course provides students with the fundamentals of modern dance technique and is the level III preparation for the level III Lab modern dance course. Emphasis is placed on strengthen, stretching and fortifying the body by using the Lester Horton technique as its base. Additional concerns will be placed on developing body awareness, body alignment, musicality, and self-expression through complex dance combinations.

**DAN 303L Modern III Lab (2)**

This course provides students with the fundamentals of modern dance technique and is the level III Lab preparation for the level IV modern dance course. Emphasis is placed on strengthen, stretching and fortifying the body by using the Lester Horton technique as its base. Additional concerns will be placed on developing body awareness, body alignment, musicality, and self-expression through complex dance combinations.

**DAN 403 Modern IV (2)**

This course provides students with the fundamentals of modern dance technique and is the level IV preparation for the level IV Lab modern dance course. Emphasis is placed on strengthen, stretching and fortifying the body by using the Lester Horton technique as its base. Additional concerns will be placed on developing body awareness, body alignment, musicality, and self-expression through complex dance combinations.

**DAN 403L Modern IV Lab (2)**

This course provides students with the fundamentals of modern dance technique and is the final level of the modern dance sequence. Emphasis is placed on strengthen, stretching and fortifying the body by using the Lester Horton technique as its base. Additional concerns will be placed on developing body awareness, body alignment, musicality, and self-expression through complex dance combinations.

**DAN 211 Improvisation (2)**

This course will explore creating spontaneous movement through the process of improvising and will look at various aspects of utilizing improvisation in dance through structured improvisation, improvisation as performance, and improvisation for movement generation for the use of choreography

**DAN 404 Dance Production (3)**

This course prepares students for their Senior Projects by guiding them through the basic components of how to self-producing a dance concert. This course will cover the elements of producing a dance concert including, but not limited to, grant writing, collaborating, marketing and publicity, effectively communicating with designers, production organization, through its development and implementation.

**DAN 110 Tap I (2)**

This course serves as an introduction to tap technique and preparation for Tap II. In the Tap sequence of courses students will learn history, terminology, proper technique, body placement, understand rhythm, develop style, improve sound clarity, and increase speed.

**DAN 210 Tap II (2)**



This level II Tap course serves as a continuation of level I and is a preparation for level III. In the Tap sequence of courses students will learn history, terminology, proper technique, body placement, understand rhythm, develop style, improve sound clarity, and increase speed.

**DAN 310 Tap III (2)**

This level III Tap course serves as a continuation of level II and is a preparation for level IV. In the Tap sequence of courses students will learn history, terminology, proper technique, body placement, understand rhythm, develop style, improve sound clarity, and increase speed.

**DAN 410 Tap IV (2)**

This level IV Tap course serves as a continuation of level III and is the final level of the Tap sequence of courses. In the Tap sequence of courses students will learn history, terminology, proper technique, body placement, understand rhythm, develop style, improve sound clarity, and increase speed.

**DAN 107 Jazz I (2)**

This level I Jazz dance technique course will focus on developing increased personal awareness of the body and strengthen the body through technical Jazz exercises and combinations, musicality, and a focused approach to performance skills. The class will consist of a warm-up, floor work, center preparation, across the floor combinations, center combinations, jazz leaps, jumps and turns.

**DAN 207 Jazz II (2)**

This level II Jazz dance technique course is a continuation of Jazz I and will further focus on developing increased personal awareness of the body and strengthen the body through technical Jazz exercises and combinations, musicality, and a focused approach to performance skills. The class will consist of a warm-up, floor work, center preparation, across the floor combinations, center combinations, jazz leaps, jumps and turns.

**DAN 307 Jazz III (2)**

This level III Jazz dance technique course is a continuation of Jazz II and will further focus on developing increased personal awareness of the body and strengthen the body through technical Jazz exercises and combinations, musicality, and a focused approach to performance skills. The class will consist of a warm-up, floor work, center preparation, across the floor combinations, center combinations, Jazz leaps, jumps and turns.

**DAN 407 Jazz IV (2)**

This level IV Jazz dance technique course is a continuation of Jazz III and is the final level of the Jazz sequence. This course will further focus on developing increased personal awareness of the body and strengthen the body through technical Jazz exercises and combinations, musicality, and a focused approach to performance skills. The class will consist of a warm-up, floor work, center preparation, across the floor combinations, center combinations, Jazz leaps, jumps and turns.

**DAN 102 Freshman Dance Seminar (1)** is designed to prepare students for collegiate level dance training as well as educate students on various dance career options through



written assignments, video presentations, research projects and faculty mentorship.

**DAN 105 Stretch and Body Conditioning for Dance (2)** is designed to introduce and expand the student knowledge of body awareness, strength and alignment through class participation, written assignments, movement exercises and assessments. Each class will progress through center- floor and barre warm-ups as well as center-floor combinations to work on integrating movement concepts into physical experience.

**DAN 112 African Dance I (2)** is designed to introduce and expand the student knowledge of contemporary African dance. This course will explore the history and movement of the Umfundalai technique through a physical experience with supported videos, written assignments and vocabulary. Each class will progress through center floor warm-ups, across the floor exercises and center floor combinations to work on integrating mind, body and spirit concepts.

**DAN 212 African Dance II (2)** is designed to expand the student knowledge of contemporary African dance. This course will further explore the history and movement of the Umfundalai technique through a physical experience with supported videos, written assignments and vocabulary. Each class will progress through center floor warm-ups, across the floor exercises and center floor combinations to work on integrating mind, body and spirit concepts.

**DAN 312 African Dance III (2)** is designed to further expand the student knowledge of contemporary African dance. This course will further explore the history and movement of the Umfundalai technique through a physical experience with supported videos, written assignments and vocabulary. Each class will progress through center floor warm-ups, across the floor exercises and center floor combinations to work on integrating mind, body and spirit concepts.

**DAN 412 African Dance IV (2)** is designed as an advance study in contemporary African dance. Students will further explore the history and movement of the Umfundalai technique through a physical experience with supported videos, research projects and written assignments. Each class will progress through enter floor warm-ups, across the floor exercises and center floor combinations to work on integrating mind, body and spirit concepts.

**DAN 114 Hip-Hop Dance I (2)** is designed to introduce and expand the student knowledge of Hip-Hop Dance through class participation, group research project presentations, written assignments, film screenings, movement exercises and assessments. The course will explore various aspects of Hip-Hop dance and Hip-Hop culture in the United States and abroad.

**DAN 214 Hip-Hop Dance II (2)** is designed to further expand the student knowledge of Hip-Hop dance through research projects, group presentations, written assignments, film screenings, movement exercises and assessments. Student will explore the difference between old school Hip-Hop dance and new school Hip-Hop dance in a physical experience.





**DAN 314 Hip-Hop Dance III (2)** is designed to further expand the student knowledge of Hip-Hop dance through research projects, group presentations, written assignments, film screenings, movement exercises and assessments. Emphasis will be placed on Commercial Hip-Hop technique and performance. Each class will progress through center floor warm-ups, across the floor traveling exercises and center floor combinations to work on integrating movement concepts into a physical experience.

**DAN 414 Hip-Hop Dance IV (2)** is designed as an advance study of Hip-Hop dance through research projects, group presentations, written assignments, movement exercises and assessments. Students will also explore hip-hop dance theatre, which combines the elements of Hip-Hop dance with spoken word and music. An informal presentation will be given as a final assessment.

**DAN 235 Dance Anatomy and Kinesiology (3)** is designed to introduce and expand the student knowledge of human anatomy and kinesiology for dancers. Emphasis is placed on the structure and function of the muscular and skeletal systems through research projects, group presentations, written assignments and assessments.

**DAN 411 Senior Dance Seminar (2)** is designed for senior dance major as a capstone to their university dance training education and experience. Students will create a notebook portfolio that will explore their interest in dance also their final assessment of their senior choreographic project.

**DAN 101 Ballet I (2)**

This introductory course is designed to focus on the foundation of classical ballet technique and terminology. It introduces students to barre, center work, proper body alignment and stretching in order to develop classical technique in preparation for Ballet I Lab.

**DAN 101L Ballet I Lab (2)**

This course is designed to further enhance the fundamental practices of classical ballet technique focusing on barre, center work, stretching and strengthening. The students will also focus on basic vocabulary in preparation for Ballet II.

**DAN 201 Ballet II (2)**

This beginner intermediate course is designed to further enhance the fundamental practices of classical ballet technique with emphasis on barre and center work. The course will introduce students to turns, jumps, traveling steps and grand allegro. It will also provide vocabulary in preparation for Ballet II Lab. (Introduction to pointe work will be available.)

**DAN 201L Ballet II Lab (2)**

This beginner intermediate course is designed to further enhance practices of classical ballet barre and center work. Students are expected to demonstrate awareness of basic techniques, appropriate timing, and musicality and will learn to communicate expressions in their movements. Students will continue to work on traveling steps, turns, and jumps and will be introduced to petit allegro. (Introduction to pointe work will be available.)



**DAN 301 Ballet III (2)**

This intermediate ballet course will require students to have an understanding and foundation based on classical concepts and vocabulary. Students must be able to adequately demonstrate use of artistry, line, and musicality and performance ability. Students at this level will have extended barre and center exercises with an introduction to increasingly complex center combinations. (Pointe work during center is optional.)

**DAN 301L Ballet III Lab (2)**

This intermediate ballet course will require students to have a strong understanding and foundation of classical concepts and vocabulary. Students at this level will have extended barre and center exercises with increasingly complex center combination. Students will also be expected to learn and execute classical ballet variations. (Pointe work during barre and center is optional)

**DAN 401 Ballet IV (2)**

This intermediate advanced course will offer complex barre combinations and center with an emphasis on clarity and precise execution. The course will re-evaluate movements previously learned and provide complexity to challenge the student's technique. It will also reiterate alignment, technique, stamina, artistry and musicality. Additionally students will continue to learn classical variations, which challenge them individually. (Pointe shoes can be worn during barre and center)

**DAN 401L Ballet IV Lab (2)**

This advanced course is a continuation from Ballet IV. It will offer complexity of barre and center combinations with an emphasis on clarity and precise execution, refining technique and will continuing to challenge the students ability: as they will be expected to perform at a professional level. Additionally students will continue to learn classical variations, which challenge them individually. (Pointe shoes can be worn during barre and center)

**DAN 140 Composition I (2)**

The course will introduce students to the basic principles of understanding the choreographic process, generating movement and basic fundamentals of dance making. The course will cover terminology and the ability to review, critically analyze, and critique his/ her opinion. Students will be required to participate in an informal studio showing, creating a solo or duet. The showing will reflect the student's choreographic studies and performance abilities, which they have developed throughout the course. This course is a preparation for Composition II.

**DAN 240 Composition II (2)**

The course will provide students with additional choreographic techniques to enhance their creativity and movements. It will also require students to create compositions for pas de deux, trios, and quartets. Students will not be allowed to dance in their own work. A studio showing will reflect the students choreographic studies developed throughout the course. This course is a continuation of Composition I and preparation for Composition III.

**DAN 340 Composition III (2)**

The course will provide students with additional choreographic techniques to enhance their



creativity and movement. It will also require students to create compositions for medium and large groups and musical theater work. Students will not be allowed to dance in their work. Students will be required to participate in an informal studio showing which will reflect the students choreographic studies developed throughout the course.

**DAN 245 Dance Partnering (2)**

The course will focus on the structure and basic principles of classical ballet and modern partnering to establish the fundamentals of partnering and its physics. The emphasis will be on partnership, balance, body alignment, placement, strengthening and trust. Partnering is designed to be challenging physically, intellectually and emotionally. Through the technique of partnering, students will discover how to express their energy, musicality, and artistry as one unit.

**DAN 125 Dance Performance I (1)**

The course will introduce students to the basic principles of understanding Technical Theater as it relates to dance performance. The course also provides students with an opportunity to enhance their performing skills by participating in the ASU Dance Company or Eclectic Dance Company. Students will be required to learn repertory beginning with a solo. Students will also be required to provide technical support for formal and informal BFA dance concerts. The course will conclude with students completing their first rotation of technical theater duties in preparation for Dance Performance II.

**DAN 225 Dance Performance II (1)**

The course will provide students with an opportunity to enhance their performing skills by participating in the ASU Dance Company or Eclectic Dance Company. Students will be required to learn Ballet or Jazz repertory of a noted choreographer. The course will require students to provide technical support for formal and informal BFA dance concerts. The course will conclude with students completing their second rotation of technical theater duties in preparation for Dance Performance III.

**DAN 325 Dance Performance III (1)**

The course will provide students with an opportunity to enhance their performing skills by participating in the ASU Dance Company or Eclectic Dance Company. Students will be required to learn a pas de deux from a noted modern or Ballet choreographer. Students must identify and contact a choreographer to set an original or existing solo work that they will perform as a part of their Senior Project. The course will also require students to provide technical support for main stage performances and informal BFA concerts. The course will conclude with students completing their third rotation of technical theater duties in preparation for Dance Performance IV.

**DAN 425 Dance Performance IV (1)**

The course will provide students with an opportunity to enhance their performing skills by participating in the ASU Dance Company, Eclectic Dance Company, or Senior Projects. Students will be learn and rehearse their solo in preparation for their Senior Projects. The course will also require students to provide technical support for formal and informal BFA dance concerts. This course concludes the student's final performance credit requirements, preparing them for Senior Dance Seminar.



**DAN 335 Dance History I (3)**

This course examines Western dance history, from 18<sup>th</sup> to 19<sup>th</sup> centuries, and illuminates significant developments in teaching and training methodologies, theory, composition, and performance practices.

**DAN 336 Dance History II (3)**

This course examines Western dance history, from 20<sup>th</sup> to 21<sup>th</sup> centuries, and illuminates significant developments in teaching and training methodologies, theory, composition, and performance practices with a particular focus on the African diaspora.

**ECONOMICS (ECO)**

**ECO 201. MATHEMATICS FOR BUSINESS AND ECONOMICS (3).** This course provides essential mathematical background for students of business and economics, including linear equations and their applications, break-even analysis, linear supply and demand functions, systems of linear equations and inequalities, mathematics of finance and its applications, summation, differential calculus and integral calculus.

Prerequisite: MAT 137.

**ECO 202. BUSINESS STATISTICS I (3).** Topics covered are types of data and levels of measurement, sampling, and measures of central tendency, measures of dispersion, frequency distributions and histograms, probability, discrete probability distributions, continuous probability distributions, sampling distributions, confidence intervals for one population. Prerequisite: ECO 201.

**ECO 250. CREDIT MANAGEMENT AND CONSUMER FINANCE (3).** This course will describe the nature and types of consumer and business credit. It also discusses the current techniques and strategies used by credit managers in credit decisions and controlling. No prerequisite.

**ECO 251. PRINCIPLES OF MACROECONOMICS (3).** A study of the basic economic concepts underlying the structure and functioning of the American economic system, with emphasis on basic macroeconomic analysis. References are also given for issues on contemporary economic problems in areas such as unemployment and poverty, labor relations and economic development.

**ECO 252. PRINCIPLES OF MICROECONOMICS (3).** A study of the basic economic concepts, with emphasis on household behavior, marginal utility and demand- supply analysis; firm behavior, producing and pricing output, factor market analysis and resource employment; and international economics.

**ECO 254. INTRODUCTION TO ECONOMICS (3).** A general study of basic micro- and macroeconomic analysis, with special references to fiscal and monetary policies, stability and growth, the price system and resource allocation. Designed for other than business administration students.



**ECO 331. BUSINESS STATISTICS II AND DECISION THEORY (3).** Topics covered include hypothesis testing for one population, hypothesis testing on the means of two populations, tests of two proportions, chi-square test for independence, one-way analysis of variance, two-way analysis of variance, simple and multiple linear regression.  
Prerequisite: ECO 202.

**ECO 341. INTERMEDIATE MICROECONOMIC THEORY (3).** This course is a study of the pricing system and resource allocation in the private economy. It covers the theories of demand and production, the determination of prices for commodities and factors of production in competitive and noncompetitive markets, and behavior of markets.  
Prerequisite: ECO 252.

**ECO 342. INTERMEDIATE MACROECONOMIC THEORY (3).** Aggregate economic analysis emphasizing the determination of the levels of income, employment, output and distribution of income. The treatment is largely nonmathematical beyond the simple geometrical tools and equations.  
Prerequisite: ECO 251.

**ECO 440. ECONOMETRICS (3).** An application of econometric techniques to economic problems. An examination of econometric models, probability, estimation estimators, random variables, regression and correlation as tools in economic analysis.  
Prerequisites: ECO 331, ECO 341, ECO 342.

**ECO 442. MANAGERIAL ECONOMICS (3).** This course surveys the analytical tools and the institutional characteristics of the production process. It develops and integrates principles and practices from various fields of economics and management that apply to management Decision-making and policies regarding production. The course draws upon the wealth of models and prescriptions of the analytical tools of decision making.  
Prerequisite: ECO 252.

**ECO 451. URBAN ECONOMICS (3).** Analysis of the economy of the city, its growth and development; theory and empirical analysis of urban markets and problems, and policies of urban economics.  
Prerequisite: ECO 252.

**ECO 455. MONEY AND BANKING (3).** A general study of money, the organization, function and operation of commercial banks. Emphasis is placed on the organization, power and responsibility of the Federal Reserve authorities. Included is a study of domestic and international monetary policies.  
Prerequisite: ECO 251.

**ECO 459. PUBLIC FINANCE (3).** A study of the public economy at the national, state and local levels. The course is divided into the microeconomic topics of resource allocation and income distribution and the macroeconomic topics of employment and price stability. Particular topics include the rationale for government expenditures in a market economy; cost-benefit analysis and budgeting; evaluation of taxes; and efficiency and equity effect.



Prerequisites: ECO 251 and ECO 252.

**ECO 470. BUSINESS CYCLES AND FORECASTING (3).** This course explores the nature, the characteristics and the causal factors of business cycles. It also covers the measurement of economic fluctuations and the forecasting of economic activity.

Prerequisites: ECO 331 and ECO 341.

**ECO 471. ECONOMICS OF ENERGY (3).** This course introduces learners to the analysis of energy and environmental policy issues and their economic impacts on business and industry. Prerequisite: ECO 252.

### **EARLY CHILDHOOD EDUCATION (EDU)**

**EDU 360. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION (3).** This course is designed to introduce prospective teachers to the historical development and current trends of early childhood education. In addition to on-campus class sessions, participation in a laboratory experience is required.

**EDU 361. CREATIVE LEARNING IN EARLY CHILDHOOD EDUCATION (3).** This course is designed to develop those skills necessary to involve children in discovering and demonstrating creative talents through intellectual, social, emotional and physical stimulation. All areas of the early childhood curriculum are explored through the development and implementation of creative teaching and learning materials.

**EDU 369. TEACHING LANGUAGE ARTS IN EARLY CHILDHOOD EDUCATION (3).** This course is designed to introduce prospective teachers to methods and materials used in teaching language arts in early childhood education. Emphasis is placed on the relationship of theory to practice in teaching children ages 3-8. In addition to on-campus class sessions, participation in a laboratory experience is required.

Required: Due to emphasis on integration of subject matter, the student must also be enrolled in EDU 370 and EDU 371.

**EDU 370. TEACHING MATHEMATICS AND SCIENCE IN EARLY CHILDHOOD EDUCATION (3).** This course is designed to introduce prospective teachers to methods and materials used in the instruction of mathematics and science in early childhood education. Emphasis is placed on the relationship of theory to practice in the instruction of children ages 3-8, and emphasis is on how children learn math concepts. In addition to on-campus class sessions, participation in a laboratory experience is required.

Required: Due to emphasis on integration of subject matter, the student must also be enrolled in EDU 369 and EDU 371.

**EDU 371. TEACHING SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION (3).** This course is designed to introduce prospective teachers to methods and materials used in teaching social studies in early childhood education. Emphasis is placed upon the relationship of theory to practice in teaching children ages 3-8. In addition to on-campus class sessions, participation in a laboratory experience is required.

Required: Due to emphasis on integration of subject matter, the student must also be



enrolled in EDU 369 and EDU 370.

**EDU 423. PRACTICUM IN EARLY CHILDHOOD EDUCATION (3).** Systematic study of concepts pertinent to the growth and development of children. Includes an analysis of methodological solutions to problems encountered in Early Childhood Education. Involves regular visits to schools and community enterprises and other points of interest in order to broaden the student's perspective in the area.

**EDU 424. MANAGING DEVELOPMENTALLY APPROPRIATE CLASSROOMS (3).** A study of classroom management as related to the preschool and primary school classroom settings and the guidance of the appropriate behavior of the young child. Emphasis is on practical application of management ideas and is based upon educational theory and current related philosophies.

**EDU 428. CHILD GROWTH AND DEVELOPMENT (3).** A study of factors affecting childhood growth and development, beginning with the prenatal period. The course emphasizes each period of growth and development with experiences in developing curriculum that is appropriate to the child's growth.

**EDU 462. PROFESSIONAL INTERNSHIP IN EARLY CHILDHOOD EDUCATION (12).** Participation in this course entails one semester or 16 weeks of supervised, full-day experience in assisting and teaching in an early childhood program. Placements are made on two levels (P-K and 1-3). The work is supervised by an on-site cooperating teacher and a university supervisor. Prerequisite: Admission to teacher education and completion of coursework. Adviser approval required.

**EDU 492. INTERNSHIP IN SPECIAL EDUCATION (12).** Internship for a single teaching field. Supervised teaching for one full semester in a public school or residential setting with disabled students under the supervision of a cooperating teacher and a university supervisor. Prerequisite: Admission to teacher education and completion of coursework. Adviser approval required.

**EDU 494. HOME, SCHOOL AND COMMUNITY INVOLVEMENT (3).** This course is designed to foster theoretical, philosophical and practical bases for systematically involving the parent, school and community in the enhancement of learning for children. Specific emphasis addresses the concept and role of home/school cooperation and offers numerous interactional techniques to enhance the effectiveness of teachers and parents in working with each other and in dealing with the children for whom they share responsibility.

#### **ELEMENTARY EDUCATION (EDU)**

**EDU 374. TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3).** This course is designed to help students identify and use methods of teaching social studies to elementary school children. It includes development of social studies programs in the elementary school. Prerequisites: HIS 131 or HIS 351-352, HIS 132 and ECO 254, GEO



206, PSY 251.

**EDU 375. TEACHING MATHEMATICS IN ELEMENTARY SCHOOL (3).** Materials and methods of teaching mathematics. Emphasizes scope, sequence and content of mathematics program. Computational skills, problem solving and discovery learning pre-emphasized. Includes field experiences.

Prerequisites: nine hours of mathematics: MAT 136 or higher and MAT 320.

**EDU 376. CLASSROOM MANAGEMENT (3).** A study of classroom management as related to the elementary school setting. Emphasis is on practical application of management ideas obtained from the professional literature.

**EDU 377. TEACHING SCIENCE IN ELEMENTARY SCHOOL (3).** Scope, sequence, materials and methods. Emphasis on teaching and development of content and process skills. Additional field experiences required.

Prerequisites: BIO 127, BIO 128, PSC 4 hours.

**EDU 405. TEACHING LANGUAGE ARTS IN ELEMENTARY SCHOOL (3).** A study of the methods, materials and principles of teaching language arts in elementary school. Basic concepts are emphasized. A field experience in an elementary school setting is required.

Prerequisites: ENG 131, ENG 132 or equivalent, ENG 209 or ENG 210, EDU 461, REA 373.

**EDU 461. CHILDREN'S LITERATURE (3).** Introduces students to library materials for children, criteria for evaluation, tools for selection according to needs of the child and purposes of the elementary school program; gives students experience in the examination and reading of books and related materials and in storytelling.

**EDU 472. PROFESSIONAL INTERNSHIP IN ELEMENTARY SCHOOL (12).** One semester or sixteen (16) weeks of supervised full-day experience in assisting and teaching in an elementary school situation. Work is supervised by a cooperating teacher and a university supervisor. Placements in K-2 and 3-6 are required.

Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.

## **SECONDARY EDUCATION (EDU)**

**EDU 482. PROFESSIONAL INTERNSHIP IN SECONDARY SCHOOL (12).** One semester (16 weeks) of observing and teaching in area(s) of specialization in a secondary setting.

Prerequisites: Admission to teacher education and completion of coursework. Adviser approval required.

**EDU 485. COMMUNICATION SKILLS FOR EDUCATORS: A SEMINAR FOR IMPROVING WRITING AND SPEAKING SKILLS (3).** An improvement of communication skills. Emphasis is on mastery of writing skills and on development of effective speaking skills.





EDU 486. **CLASSROOM MANAGEMENT IN SECONDARY SCHOOL SETTING** (3). This course is primarily designed to acquaint students with a study of classroom management as related to the secondary school setting. Emphasis is on practical application of management ideas researched from professional literature.

EDU 487. **METHODS OF TEACHING ENGLISH LANGUAGE ARTS IN THE SECONDARY SCHOOL** (3). This course provides the secondary English Language Arts education major with a theoretical and conceptual framework that encompasses the organization of the secondary school curriculum, curricular trends and strategies, and effective decisions about teaching and learning in grades 6-12. It is designed to provide curriculum standards, instructional strategies and techniques for teaching English Language Arts. The content from this course reflects the conceptual framework of Alabama State University, the professional standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INITASC), and the National Council of Teachers of English (NCTE) because of its focus on constructivism, behaviorism, and the use of technology to enhance candidate learning.

EDU 488. **METHODS OF TEACHING MATHEMATICS IN THE SECOND-ARY SCHOOL** (3). This course provides the secondary mathematics education major with a theoretical and conceptual framework that encompasses the organization of the secondary school curriculum, curricular trends and strategies, and effective decisions about teaching and learning in grades 6-12. It is designed to provide curriculum standards, instructional strategies and techniques for teaching Mathematics. The content from this course reflects the conceptual framework of Alabama State University, the professional standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INITASC), and the National Council of Teachers of Mathematics (NCTM) because of its focus on constructivism, behaviorism, and the use of technology to enhance candidate learning.

EDU 489. **METHODS OF TEACHING SOCIAL SCIENCE IN THE SECONDARY SCHOOL** (3). This course provides the secondary History education major with a theoretical and conceptual framework that encompasses the organization of the secondary school curriculum, curricular trends and strategies, and effective decisions about teaching and learning in grades 6-12. It is designed to provide curriculum standards, instructional strategies and techniques for teaching History. The content from this course reflects the conceptual framework of Alabama State University, the professional standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INITASC), and the National Council of Teachers of Social Studies (NCSS) because of its focus on constructivism, behaviorism, and the use of technology to enhance candidate learning.

EDU 490. **METHODS OF TEACHING SCIENCE IN THE SECONDARY SCHOOL** (3). This course provides the secondary Science education major with a theoretical and conceptual framework that encompasses the organization of the secondary school curriculum,



curricular trends and strategies, and effective decisions about teaching and learning in grades 6-12. It is designed to provide curriculum standards, instructional strategies and techniques for teaching Science. The content from this course reflects the conceptual framework of Alabama State University, the professional standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INITASC), and the National Science Teachers Association (NSTA) because of its focus on constructivism, behaviorism, and the use of technology to enhance candidate learning.

P-12

EDU 495. **PROFESSIONAL INTERNSHIP IN N-12 SCHOOL SETTING** (12). Sixteen (16) weeks of supervised full-day experience in assisting and teaching in an N-12 school setting. Work is supervised by a cooperating teacher and a university supervisor. This course is for N-12 education majors in art, music or physical education. Eight (8) weeks are spent in N-6. Eight (8) weeks are spent in 7-12. Ten days of full-time teaching will be completed at each level. Prerequisite: Admission to teacher education and completion of coursework. Adviser approval required.

### ENGLISH (ENG)

ENG 129, 130. **BASIC COLLEGE ENGLISH I-II** (3, 3). Laboratory courses designed to provide freshmen an opportunity to develop the basic skills necessary for satisfactory performance in college-level writing. Emphasis is on writing – sentences, paragraphs, and whole essays, as well as grammar and mechanics. Non-degree credit.

ENG 131, 132. **ENGLISH COMPOSITION** (3, 3). An introduction to the fundamentals of Writing. Emphasis is placed on the clear, adequate and coherent expression of thought within the sentence, the paragraph and the essay; effective use of a variety of rhetorical modes; and the procedure for writing the research paper. Parallel readings are used for the study of structure and style, and a research project is required.

ENG 140, 141. **ENGLISH COMPOSITION – HONORS** (3, 3). An accelerated sequence for beginning freshmen who exhibit a firm grasp of the rules of Standard English grammar and usage and the fundamental principles of writing. The courses offer instruction in various forms of expository and creative writing and provide an opportunity for students to develop and refine a personal writing style. Parallel readings are used for the study of structure and style, and a research project is required.

ENG 209. **INTRODUCTION TO LITERATURE** (3). An introduction to literary forms and types through analysis of representative examples of literature. Prerequisite: ENG 132 or ENG 141.

ENG 210. **INTRODUCTION TO LITERATURE** (3). An introduction to literary forms and types through analysis of representative examples of literature. Prerequisite: ENG 209 or permission of the instructor.



ENG 218. **INTERMEDIATE COMPOSITION** (3). Development of writing skills at the intermediate level with particular attention to clarity of exposition and the ability to communicate effectively in work situations. Stress will be on the student's learning to critique and to edit his or her own written material. Prerequisite: ENG 131 and 132 or equivalent.

ENG 219. **INTRODUCTION TO RESEARCH METHODS** (3). Fundamentals on finding, recording using, and documenting research data. Clarity of writing as well as correctness of grammar and sentence structure is stressed. Prerequisite: ENG 141 or "B" grade average in ENG 131, 132.

ENG 220. **INTRODUCTION TO LINGUISTICS** (3). This introduction to the study of language will look at subjects such as where our language came from, how it is acquired, what causes it to change, as well as some regional and cultural language differences. Attention will be given to the interrelation of sound, syntax, and meaning in the English language. Prerequisite: ENG 132 or ENG 141.

ENG 221, 222. **ENGLISH LITERATURE I, II** (3, 3). English literature from Beowulf to the present is studied as a reflection of life and thought of the times and as literary art. The aim of the course is to give a sound foundation for more literary study. Prerequisites: ENG 131, ENG 132 or ENG 140, ENG 141. (ENG 221, fall semester; ENG 222, spring semester)

ENG 240. **INTRODUCTION TO LITERARY THEORY** (3). This course introduces English majors to the movements and writers associated with the study of contemporary literary theory. Required of all English majors. Prerequisite: ENG 209 or permission of the instructor.

ENG 301, 302. **AMERICAN LITERATURE I, II** (3, 3). Designed to give the student an understanding and appreciation of American writers from the Colonial period to the present. Prerequisites: ENG 131, ENG 132 or ENG 140, ENG 141. (ENG 301, fall semester; ENG 302 spring semester)

ENG 303. **ADVANCED GRAMMAR** (3). A linguistic approach to English using transformational-generative grammar with some consideration of historical backgrounds. Prerequisite: ENG 131 or 141.

ENG 304. **THE SHORT STORY** (3). A critical study of the short story from its beginning to the present day. Prerequisites: ENG 131, 132, ENG 140, 141, or permission of the instructor. (Alternate years)

ENG 305. **MODERN ENGLISH USAGE AND VOCABULARY DEVELOPMENT** (3). This course is designed to improve the student's working vocabulary through intensive word study and to focus on problems of contemporary English usage. (Alternate semesters)

ENG 307. **AFRICAN-AMERICAN LITERATURE** (3). A study of the select writing of significant African-American authors from the 18th century to the present day. Prerequisite:



ENG 141 or 209.

ENG 315. **SEVENTEENTH-CENTURY PROSE AND POETRY (3)**. A study of the major writers, excluding Milton, from Donne through the post-Restoration period. Prerequisite: ENG 221. (Alternate years)

ENG 317. **EIGHTEENTH-CENTURY PROSE AND POETRY (3)**. An introduction to Neoclassicism and the Enlightenment through major writers: Dryden, Steele, Addison, Swift, Pope, Boswell and Defoe. Prerequisite: ENG 221 or permission of the instructor. (Alternate years)

ENG 318. **ADVANCED COMPOSITION (3)**. Advanced instruction in prose writing; attention to fundamentals of prose styles in argumentation, exposition, description and in the writing of reports. Prerequisite: ENG 132, or ENG 141.

ENG 319. **CREATIVE WRITING (3)**. Practice at writing short fiction, drama, poetry and autobiographical pieces along with readings from model works of prose and poetry. Designed for students who love to write. Prerequisite: ENG 131 or ENG 141.

ENG 321. **EARLY ENGLISH LITERATURE (3)**. A study of the literature and culture of Early England from Anglo-Saxon writings up to the early Renaissance. The course material will include a variety of genres, authors and thematic issues and may address such areas as morality and mystery plays, chivalric romance, types of epic, the sonnet tradition and literary criticism, among other things. Prerequisite: ENG 210 or permission of the instructor.

ENG 322. **EARLY MODERN BRITISH LITERATURE [excluding Shakespeare] (3)**. A study of the literature and culture of England from the early Renaissance to the Restoration. The course material will include a variety of genres, authors, and thematic issues, and may address such issues as colonial expansion, literary patronage, emergent capitalism, and nationalism, the role of women in society and culture, and travel literature. Attention will be given to nontraditional as well as traditional texts and writers of the period. Prerequisite: ENG 210 or permission of the instructor.

ENG 323. **RESTORATION AND ENLIGHTENMENT (3)**. An introduction to the literature of the Restoration and the eighteenth-century, including Dryden, Pope, Swift, and Samuel Johnson, among others. Prerequisite: ENG 210 or permission of the instructor.

ENG 324. **NINETEENTH-CENTURY BRITISH LITERATURE (3)**. Offers a chronological and thematic investigation of British literature of the nineteenth century. Attention will be given to nontraditional as well as traditional texts and writers of this period. Prerequisite: ENG 210 or permission of the instructor.

ENG 325. **MODERN AND CONTEMPORARY BRITISH LITERATURE (3)**. Offers a chronological investigation of British literature of the twentieth-century. Attention will be given to nontraditional as well as traditional texts and writers of this period. Prerequisite: ENG 210 or permission of the instructor.



ENG 328. **TECHNICAL AND PROFESSIONAL WRITING** (3). Career- related writing: resumes, memos, reports, proposals and business letters. Clarity of language and correctness of grammar are stressed. Prerequisites: ENG 131 or ENG 141 and a declared major.

ENG 331. **COLONIAL AND EARLY NATIONAL AMERICAN LITERATURE** (3). A chronological study of early American literature, the course will cover a variety of genres, authors, and thematic issues, including contact between Europeans and Native Americans, the Puritan heritage and the founding of a new nation. Prerequisite: ENG 210 or permission of the instructor.

ENG 332. **NINETEENTH-CENTURY AMERICAN LITERATURE** (3). A chronological study of nineteenth-century American literature, the course will cover a variety of genre, authors, and thematic issues, including the literary movements, Romanticism, Realism, and Naturalism. Prerequisite: ENG 210 or permission of the instructor.

ENG 333. **MODERN AND CONTEMPORARY AMERICAN LITERATURE** (3). A chronological study of twentieth-century American literature, the course will cover a variety of genres, authors and thematic issues, including the literary movements, modernism, postmodernism, and contemporary writing. Prerequisite: ENG 210 or permission of the instructor.

ENG 411. **AMERICAN NOVEL** (3). A study of the novel as a literary form; readings from Cooper, Hawthorne, Melville, Howells, James and others. Prerequisites: ENG 301 and ENG 302 or permission of the instructor. (Alternate years)

ENG 412. **SEMINAR IN AMERICAN LITERATURE** (3). This course is an intensive study of a particular period or of a particular group of authors within the general field of American literature. Students must do individual research, make presentations and prepare scholarly papers. Prerequisites: English major and senior classification.

ENG 415. **THE ROMANTIC POETS** (3). A study of the rise of the Romantic Movement in English literature, its antecedents, its nature and the poetry of the early nineteenth-century. Prerequisite: ENG 222 or permission of the instructor. (Alternate years)

ENG 416. **VICTORIAN POETRY** (3). A study of the poetry of the Victorian age with Tennyson and Browning as the two great figures of the period, but also including works of other Victorian poets. Prerequisite: ENG 222 or permission of the instructor. (Alternate years)

ENG 417. **MASTERPIECES OF THE ENGLISH NOVEL** (3). A study of major developments in the English novel during the 18th, 19th and 20th centuries, focusing on a reading of representative works by authors such as Richardson, Fielding, Austen, Dickens, Thackeray, George Eliot, Hardy, Joyce, Lawrence and Woolf. Prerequisite: ENG 221 or ENG 222 or permission of the instructor. (Alternate years)

ENG 418, 419. **SEMINAR IN WRITING AND RHETORIC** (3, 3). Provides students



opportunities to explore in-depth and intriguing approaches and techniques in writing and rhetoric. Prerequisites: Two 300-level English courses and senior standing or permission of the instructor.

ENG 423. **SHAKESPEARE** (3). Introduces students to the works of William Shakespeare. Selections will be taken from different genres and stages of Shakespeare's career and will address a number of thematic issues, such as the differences between comedy and tragedy, literary representations of Elizabethan history and culture, the sonnet tradition, etc. Required of all English majors. Prerequisites: Two 300-level literature courses.

ENG 429. **SEMINAR IN ENGLISH LITERATURE** (3). This course, a concentrated study of a certain period or of a selected group of writers, is studied in the scope of English literature. The student is required to do individual research, to make presentations and to prepare scholarly papers. Prerequisites: English major and senior classification. Required of all seniors. (Spring semester)

ENG 440, 441. **SPECIAL TOPICS ON LITERATURE IN TRANSLATION** (3, 3). Addresses matters not covered in any other course. The focus changes from semester to semester. Prerequisite: A 300-level literature course.

ENG 444, 445. **SEMINAR IN CRITICAL THEORY** (3, 3). Offers an in-depth investigation of critical theory and its methodological applications. Prerequisites: Two 300-level courses and senior standing or permission of the instructor.

ENG 450, 451. **SPECIAL TOPICS IN GENDER STUDIES** (3, 3). Addresses issues of gender and sexuality in literature. The focus of the course changes with each offering. Prerequisites: Two 300-level courses.

ENG 460, 461. **SEMINAR: TOPICS IN LITERATURE** (3, 3). In-depth study of select topics, works or authors. Prerequisites: Two 300-level courses and senior standing or permission of the instructor.

ENG 470, 471. **SPECIAL TOPICS IN MULTICULTURAL LITERATURE** (3, 3). The scope of this course varies from focusing on writers in a single country, through writers in a region, to international writers, and at times includes literature in translation. Prerequisites: Two 300-level courses.

## **FINANCE (FIN)**

FIN 321. **ESSENTIALS OF MANAGERIAL FINANCE** (3). An introductory course of the theory of business finance: the financial environment, risk and return, the time value of money, valuation models, cost of capital, capital budgeting, sources/uses of funds and capital structure of the firm. Prerequisites: ACT 215, ECO 202, ECO 252, CIS 206.

FIN 323. **INTERMEDIATE FINANCIAL MANAGEMENT** (3). An advanced study of risk and return, evaluation models, cost of capital, capital budgeting and project evaluation. Also considers forecast-based financial analysis and financial planning and evaluation of current



items: cash, marketable securities, receivables and payables, and inventories. Prerequisite: FIN 321.

FIN 324. **PRINCIPLES AND PRACTICES OF REAL ESTATE FINANCE** (3). This course is designed to provide a clear and detailed understanding of every aspect of real estate with special emphasis on new federal legislation affecting real estate along with chapters on analysis for the investment decision. Prerequisites: FIN 321, MGT 321, MKT 321.

FIN 331. **GLOBAL FINANCE** (3). This course is a study of global financial markets and the financial decision making of multinational firms. Topics include international monetary systems, exchange rate determination, foreign currency derivatives, risk management techniques, multinational capital budgeting, multinational corporate governance, and investments, financing and operations in global markets. Prerequisite: Junior standing.

FIN 416. **INSURANCE** (3). This course is designed to give the student a basic knowledge of the various types of insurance, warranties, liabilities and coverage peculiar to each one treated. Attention is also given to distinctions and divisions within each type. Prerequisite: ECO 252

FIN 417. **REAL ESTATE FINANCE** (3). An overall view of the real estate market. The course surveys the different property ownerships. It looks at real estate as a business opportunity. Finally, the course covers the area of evaluation and appraisal of real estate property. Prerequisite: ECO 252.

FIN 418. **REAL ESTATE APPRAISAL** (3). A course designed primarily for finance majors. Emphasis is placed on the development of a keen sense of judgment in an attempt to obtain a just and fair opinion or estimate of the value of a parcel of real property. Prerequisite: FIN 417.

FIN 421. **INVESTMENTS** (4). A study of various investment instruments and their characteristics, investor choice, and an introduction to the basics of security analysis, portfolio management and speculative markets. Prerequisite: ECO 321.

FIN 423. **FINANCIAL INSTITUTIONS** (3). A study of the functions, operations and structure of the financial institutions industry. Analysis of similarities and differences in their sources and uses of funds. Prerequisite: FIN 252.

## **FOUNDATIONS OF EDUCATION (EDU)**

EDU 100. **PREPARATION FOR ADMISSION TO TEACHER EDUCATION** (1). This course is **REQUIRED** for all education majors. This course is designed to assist students in their attempt to meet requirements for admission to teacher education and includes instruction in reading for information, applied mathematics, and writing in preparation for the basic skill assessment of the Alabama Prospective Teacher Testing Program (APTTP).

EDU 300. **FOUNDATIONS OF EDUCATION** (3). A brief orientation to the field of education,



specifically focusing on the various roles and responsibilities of teachers. An integral aspect of the course is a school-observation requirement.

**EDU 301. EVALUATION IN EDUCATION (3).** An introductory course for elementary and secondary school teachers, which is designed to improve the methods of observing and evaluating pupil growth in the classroom. While consideration is given to standardized tests, the major focus of the course is devoted to the less formal methods of evaluating employed by classroom teachers. Field-based experience is required.

**EDU 321. INSTRUCTIONAL TECHNOLOGY FOR EDUCATORS (3).** Using current technology in instruction; including selection of equipment and software, strategies and techniques for use, and incorporating instructional technology into the K-12 curriculum. An introductory course that deals with principles, theories, selection, evaluation and uses of materials for instructional purposes. Laboratory experience in the operation of instructional technology equipment is provided.

**EDU 385. TEACHING IN AREA OF SPECIALIZATION (1).** This course is designed to further strengthen the teacher candidate's knowledge and understanding of core curricular subjects, including mathematics, science, social sciences, language, reading, music, health education, physical education, etc. This course will provide the candidates with theoretical background and research studies that influence our understanding of educational policies and competing ideas and practices in education.

**EDU 400. PSYCHOLOGY OF LEARNING (3).** A study of the psychological basis of education and the application of principles of psychology to the learning process. Emphasis is given to human development, learning theory and managing students in groups.

**FRENCH (FLF)**

**FLF 141, 142. FRENCH I and II (3, 3).** Grammar, pronunciation and the study of idioms; introduction to basic conversation and composition. Extensive laboratory exercises included. FLF 141 is prerequisite for FLF 142. (Every semester)

**FLF 241, 242. FRENCH III and IV (3, 3).** Thorough grammar review and continued laboratory practice; introduction to selected literary masterpieces as well as to light scientific prose. FLF 242 is conducted in the target language. Prerequisite: FLF 142 or qualifying examination. FLF 241 is prerequisite for FLF 242. (FLF 241, fall and spring; FLF 242, spring and summer)

**FLF 243. FRENCH CIVILIZATION (3).** Conversation about topics of French civilization; daily written assignments on contemporary French society; vocabulary building through acquisition of synonyms; and elementary aspects of French style. Prerequisite: FLF 241. (Alternate years)

**FLF 341, 342, 343. SURVEY OF FRENCH LITERATURE I, II, III (3, 3, 3).** A comprehensive review of French literature from the *Chansons de geste* to the present day. Prerequisite: FLF 242 or equivalent. (Alternate years)





FLF 441. **CONTEMPORARY FRENCH LITERATURE** (3). Well-known prose works of Sartre, Camus, Valery, Bulor, et al.; poetic works from Baudelaire to Surrealism and black voices of the present. Conducted in French. Prerequisite: FLF 242 or equivalent. (Alternate years)

FLF 442. **MODERN FRENCH THEATER** (3). Transformations from classical to avant garde art from Gireaudoux to Beckett. Conducted in French. Prerequisite: FLF 242 or equivalent. (Alternate years)

### **FORENSIC SCIENCE (FRS)**

FRS220 - **FORENSIC SCIENCE SURVEY** (3). An introduction to forensic science including a general overview of the work of forensic science practitioners, and of the various disciplines of forensic science. Lecture.

FRS319 - **FORENSIC BIOLOGY** (4). An overview of the biological evidence and techniques used in forensic science. Topics will include serological study, hair and fiber analysis, fingerprinting, pathology used in identification and trauma to the human body, blood spatter patterns, and toxicology. The course will also include an examination of the techniques used in recovery, replication and analysis of DNA that contributes to DNA profiling, particularly RFLP, VNTR, and STR-PCR analysis, and an overview of population variability and demographics.

FRS320 - **FORENSIC CHEMISTRY** (4). The study of the chemistry, physics, and legal issues of forensic science. Topics typically include the legal aspects of forensic science, drug analysis, forensic toxicology, explosives and arson investigation, glass analysis, hair and fiber analysis, paint analysis, blood and semen analysis, soil examination, blood and breath alcohol content analysis, questioned document examination, and firearm examination.

FRS400 – **FORENSIC RESEARCH** (3) .Pursuit of a research problem in forensic science under supervision of member(s) of the forensic science faculty. . A minimum of 200 contact hours is required. **PREREQUISITE** – Successful completion of Forensic Biology (FRS319) or Forensic Chemistry (FRS320) or permission of the instructor.

FRS412 - **FORENSIC ANALYSIS, CSI & ETHIC** (4). This course will focus on issues which the forensic scientist must be aware of when working in a forensic science laboratory in both the private and public sectors. These will include but not be limited to discussions of the following issues: ¿Ethical responsibilities of a forensic scientist in **conducting** analyses , writing reports, and testifying in court; Examples of ethical problems which issues which have occurred and impact trust in forensic science laboratories; Codes of Conduct and what they mean; Development of a cultural awareness of how forensic conducting forensic science research; The requirements for quality assurance systems and quality control to maximize the effectiveness of the laboratory work-product; Accreditation of forensic science laboratories and the certification of forensic scientists; Employment in a forensic science laboratory: search for opening, writing resumes, preparing for interviews, and following-up with



employers.

**FRS423 - PRINCIPLES OF FORENSIC TOXICOLOGY (4).** To introduce the student to the practices and policies of Forensic Toxicology. Give the student basic guidelines on how to analytically approach samples of suspected toxins as well as samples where no information is available as to what toxic substance, if any, may be present. The course will also cover problems in interpretation of analytical findings along with those methods that are considered insufficient for trial and those that are considered the gold standards as accepted by today's judiciary.

**FRS424 - FORENSIC MICROSCOPY (3).** Learn techniques in the analysis of forensic microscopic evidence. Topics include property of light, compound microscopy, micrometry, refraction, dispersion, stereomicroscopy, sample preparation, polarizing light microscopy, and instrumental microscopy. FRS25 needs to be taken at the same time.

**FRS425 - FORENSIC MICROSCOPY LAB (1)** Learn techniques in the analysis of forensic microscopic evidence. Topics include property of light, compound microscopy, micrometry, refraction, dispersion, stereomicroscopy, sample preparation, polarizing light microscopy, and instrumental microscopy. FRS424 needs to be taken at the same time.

**FRS450 – EXPERT TESTIMONY IN FORENSIC SCIENCE (3)** - This course covers contemporary developments in the field of Forensic law, and the admission of scientific evidence into a court of law. The historical development of Forensic Science and the admissibility of scientific evidence under State and Federal Rules of Evidence will be examined and discussed in depth. Several of the most common scientific techniques will be examined to include DNA, Speed Detection, Fingerprint Science, and Alcohol Intoxication Testing. Students will participate in courtroom exercises.

**FRS466 - FORENSIC SCIENCE INTERNSHIP (3).** Opportunity to shadow an examiner in their discipline or section of interest. This shadowing shall include observing how atypical samples are received, processed through the laboratory, and how data is analyzed and reported. If possible students are encouraged to view expert testimony of an examiner. A minimum of 200 contact hours is required.

**FRS499 - SENIOR CAPSTONE SEMINAR (1).** Discussion of recently published experimental findings and advances in the forensic sciences. Students will also be expected to research issues and present their research findings. **PREREQUISITE –** Senior Standing or Permission of the Instructor

## **GEOGRAPHY (GEO)**

**GEO 206. WORLD GEOGRAPHY (3).** An examination of the earth in terms of the land, the people and the culture. Current events are integrated into the course as a reinforcement tool. Maps are introduced and explained, and students are instructed in the basic skills



necessary for their use and understanding. World landforms, bodies of water, climate and climate regions are presented. Major physical features of the earth are introduced, and the student is required to have an in-depth knowledge about the location and significance of these factors. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

**GEO 300. GEOGRAPHIC SKILLS (3).** A beginning course in the techniques of map making; interpretations of maps, models and graphs used in illustrating geographic facts and concepts.

**GEO 302. URBAN GEOGRAPHY (3).** This course deals with the spatial aspects of urban development; the morphology, function and evolution of cities. Special attention is given to the problems of cities against the background of a changing society.

**GEO 307. GEOGRAPHY OF NORTH AMERICA (3).** This course provides an organized and balanced regional analysis and an exploration of the geographical interpretation of North America. Discussions on climate, natural resources, population, economic activities, industry, culture and religion are included.

**GEO 309. GEOGRAPHY OF EUROPE (3).** Geographic interpretation of cultural and physical regions of Western Europe.

**GEO 312. GEOGRAPHY OF AFRICA (3).** A regional interpretation of Africa in terms of its physical and cultural patterns. Emphasis is given to the distribution and activities of its people in relation to the physical, economic, political and social patterns and the various stages and problems of development.

**GEO 315. PHYSICAL GEOGRAPHY (3).** A study of the natural environment of man: distribution, relationships and processes of landforms, climates and weather, soils, vegetation and water; the importance of the physical environment to humans.

**GEO 320. CULTURAL GEOGRAPHY - HONOR (3).** Aerial studies of people of the world and their environment: components and spatial patterns of humanity; patterns and problems of settlement, population, language, religion, politics and economic developments examined from such perspectives as origin and diffusions, cultural ecology and process, cultural landscape and cultural regions. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

### **HEALTH INFORMATION MANAGEMENT (HIM)**

**HIM 210. THE LANGUAGE OF MEDICINE (3).** The course will commence with a comprehensive pretest, to assess the student's knowledge. This course is designed to provide students the skills to communicate effectively and comprehend medical terminology by demonstrating the ability to spell and define word elements in medical language with a practical application in medical records. The skills provided by this course of study will be developed through teaching emphasis on body systems, prefixes, suffixes, root terms,



pronunciation and spelling. Emphasis on surgical instruments, medical procedures, and abbreviations for each body system will be given during the semester. This course will provide a knowledge base for the student on terms related to Cancer Medicine, Radiology, Nuclear Medicine, Medical Records, Pharmacology, Psychiatry, systemic disorders and autopsy procedures. Prerequisite: Biology 127-128.

**HIM 211. INTRODUCTION TO HEALTH INFORMATION MANAGEMENT (4).** This course introduces the health information management profession and departmental functions related to filing and numbering methods, records management, the use and content of the health record, health care data sets, vocabulary standards, primary and secondary records, retention and storage, and forms design. Various aspects related to health record documentation guidelines and standards will be explored, as well as the influence of accreditation and regulatory bodies. Health information processes and relationships among organizational departments and healthcare providers will also be addressed.

**HIM 212. ANATOMY AND PHYSIOLOGY FOR HEALTH SCIENCES (4).** This course is an in-depth study of the mechanisms that underline the normal functions of the cell, tissues, organs, and the organ systems of the human body. This course focuses on the acquisition of knowledge and skills related to the study of anatomy and physiology. Multiple examples are used to show how physiological functions can become abnormal in human diseases. Designed for prospective health science majors in preparation for required courses in pathophysiology. Three lectures and one lab period is required. Prerequisite: HIM 210, BIO 127 and 128.

**HIM 305. INTRODUCTION TO HEALTH STATISTICS AND RESEARCH METHODS (2).** This health statistical/research course is fundamental for the Health Information Management curriculum and provides the HIA student a basic understanding to determine what data elements and research methods are utilized in presentation of healthcare data and will focus on building the students skills to collect, evaluate, interpret, analyzed and report conclusions. The student will assess data needs, design data collection, process and coordinate data collection to analyze and present data for health care decision making and effectiveness in quality management, utilization review, risk management and patient care-related studies. Prerequisite: MAT 137, ACT 214, SOC 361 or PSY306.

**HIM 310. THE STUDY OF DISEASES (4).** This course addresses the study of the nature, cause, treatment and management of pathologic disease processes with emphasis on manifestations of disease, diagnostic and therapeutic procedures and pharmacology for the body systems with an emphasis on the understanding and applications of the disease processes as they relate to Health Information Management. Prerequisite: BIO 127, BIO 128, HIM 210, HIM 212.

**HIM 312. DEVELOPMENT OF HEALTHCARE INFORMATION TECHNOLOGY (3).** An overview of information systems and the application in health care organizations; issues and challenges in system design, implementation and systems security. Prerequisite: CIS 205, HIM 211.



HIM 314. **CURRENT TRENDS IN HEALTHCARE DELIVERY SYSTEMS** (3). This course provides an orientation to the United States healthcare delivery system and the various types of health-related providers/professions, facilities, modes of delivery and financing. History and classification of organizations within the healthcare delivery system and the functional roles of individual departments and external pressures are examined. Subsequent courses will draw on the understanding of these aspects. Prerequisite: HIM 211.

HIM 321. **PROFESSIONAL DEVELOPMENT SEMINAR I** (3). Focus on professional development in healthcare and management. A discussion of each of the healthcare settings and documentation requirements for alternative healthcare settings, healthcare information models, data content and analysis are mastered. **Prerequisite:** HIM 210, HIM 305, HIM 314, ENG 328, CIS 205.

HIM 325. **APPLIED RESEARCH** (3). This health statistical/research course is fundamental for the Health Information Administrative curriculum and provides the HIA student a basic understanding to determine what data elements and research methods utilized in presentation of healthcare data and will focus on building the students skills to collect, evaluate, interpret, analysis and report conclusions. The student will assess data needs, design data collection, process and coordinate data collection to analyze and present data for health care decision making and effectiveness in quality management, utilization review, risk management and patient care-related studies. Prerequisite: MAT 127, ACT 214, SOC 361 or PSY 306, HIM 305, HIM 314.

HIM 328. **CODING** (3). Introduction to nomenclature and classification systems with an emphasis on ICD-10 CM and PCS, Procedural Coding System (HCPCS) used for hospital outpatient and physician billing and reporting requirements for ambulatory care, CPT coding. The course is composed of lecture and lab sessions. The students demonstrating entry level competency in coding will be introduced to computerized coding of diagnoses and procedures with emphasis on Major Diagnostic Categories (MDC's) and the assignment of the Diagnoses Related Groupers (DRG's) for inpatient, outpatient and rehabilitative services. Student must demonstrate a 75 percent competency. Included with this course will be lecture and HIM laboratory practice on site and part of the HIM 339 technical affiliations. Prerequisite: HIM 210, HIM 212, HIM 310.

HIM 339. **TECHNICAL PROFESSIONAL AFFILIATION** (6). Supervised 240 hours (8 weeks) of technical activity at an approved healthcare facility practice site where the student focuses on applying theory from the ASU Health Information Management (HIM). Technical activities/assignments include an emphasis on: filing and retrieval, registration processes, assembly/analysis of paper/electronic health records; privacy/confidentiality and release of information (ROI) policies and procedures; security, storage and retention of the health records; and HIM departmental systems analysis and work flow, organization/functions; and the paper/electronic form designs. Prerequisite: ENG 328, HIM 321.

HIM 424. **LEGAL ASPECTS OF HEALTHCARE** (4). This course introduces Health



Information Management students to the ethical and legal responsibilities encountered by health information professionals—including the HIPAA, confidentiality, Release of Information (ROI) and how to protect the patient, customer, healthcare organizations and adhering to state and federal laws. Prerequisite: HIM 339, HIM440, HIM 446, HIM 453, HIM 442.

HIM 440. **MANAGEMENT CAPSTONE (4)**. This final management capstone course addresses the principles of Health Information Administration with an emphasis on theory and leadership styles; the functions of planning, directing, organizing, actuating, budgeting and controlling as applied to effective operation within healthcare organizations are analyzed. Prerequisite: HIM 339.

HIM 442. **SYSTEM ANALYSIS AND DESIGN (4)**. This course covers the fundamentals and tools of systems analysis, operations and design. Students participate in a systems analysis projects for directed practice experience. This course also focuses on computer applications and the design and layout of facilities. Prerequisite: HIM 339, CIS 205.

HIM 446. **QUALITY EVALUATION AND MANAGEMENT (3)**. A study of the process of accreditation, certification and licensure, standards and requirements applicable to healthcare organizations, both internal and external which establishes outcome measures, evaluates and improves the quality, efficiency and effectiveness of health care relative to CMS, JCAHO, AOA, and national and state requirements. Prerequisite: HIM 210, HIM 325, HIM 339, CIS 205, ENG 328.

HIM 452. **APPLICATION AND ANALYSIS OF THE ELECTRONIC RECORD (3)**. Principles of design and implementation of the electronic health record (EHR). Examines the background of electronic health record development and current trends. Focus on strategic planning, data infrastructure assessment, challenges to EHR adoption and implementation. Prerequisite: HIM 211, HIM 339, HIM 442, CIS 205.

HIM 453. **FINANCIAL MANAGEMENT (3)**. Overview of financial management functions at departmental level; budgeting and cost analysis for department-level operations and capital expenditures; financing of healthcare including the various reimbursement/payment systems. Prerequisite: ACT 214, HIM 305, HIM 310, CIS 205.

HIM 457. **RHIA Preparation Seminar (3)**. The administrative seminar is designed to provide discussions, and activities that enable the student to make the transition from a HIM student to HIM working professional. Topics discussed include career plans, resume preparation, interviewing skills, job hunting, and professional competencies in the HIM domains. This course is also geared toward ensuring students are prepared for the RHIA examination. Prerequisite: HIM 339, HIM 440, HIM 442, HIM 446. HIM 453.

HIM 459. **ADMINISTRATIVE PROFESSIONAL AFFILIATION (9)**. This is the final professional affiliation experience for the Health Information Administrative student. It is intended to provide supervised management activities in an approved healthcare organization. This 240 hours administrative affiliation provides a capstone experience allowing the student to integrate knowledge, behaviors, and professional theories acquired



throughout the curriculum, necessary to the practice of health information administration. Emphasis is placed on the managerial structure of the affiliation, the HIM department and the managerial responsibilities within, including the HIM director with exploration of the administrative and budgetary policies and procedures. Prerequisite: HIM 339.

### HEALTH EDUCATION (HEA)

HEA 100. **PERSONAL HEALTH AND WELLNESS** (2). This survey course draws from the biological and social sciences to enhance an individual's general wellness through the study of health content, health promotion, and voluntary behavior change activities. Selected health content areas include family and social health, psychoactive substances, communicable and chronic diseases, and personal health and physical activity.

HEA 200. **INTRODUCTION TO HEALTH EDUCATION** (3). A course designed to provide a study of the basic aims, objectives, scope, professional literature, professional organizations and career opportunities in school health and community health.

HEA 250. **SCHOOL AND COMMUNITY HEALTH SERVICES** (3). A study of the comprehensive school health program that includes the development, maintenance and protection of students, including examinations, screening, special services, communicable disease control, emergency care and school health records; and, the relationship between personal health and the community, including influences of the environment, the nature of diseases and comprehensive health planning on regional, state and national levels. Prerequisites: HEA 100 and HEA 200.

HEA 252. **CONSUMER HEALTH** (3). A course designed to provide basic health principles relative to the selection and use of health products and services. The evaluation of health care information and health care delivery systems is included taught in this course. Prerequisite: HEA 100.

HEA 253. **FIRST AID, SAFETY AND CPR** (3). A comprehensive course dealing with the theories and practices of first aid emergency care and CPR. Course leads to Red Cross certification.

HEA 258. **HEALTH AND NUTRITION** (3). An introductory course in nutrition awareness that explores the relationship of nutrients, the environment and their relationship to health, physical fitness and nutritional status. Topics covered include basic nutrients, food groups, the U.S. Exchange System, nutritious diets, eating disorders, meal planning, nutrition and disease, food-borne illness, and food labeling. Prerequisite: HEA 100.

HEA 300. **ALCOHOL AND DRUG STUDIES** (3). This course involves the study of psychoactive substances, their use and abuse. The psychological, physiological, sociological and political aspects, actions and consequences of psychoactive substance use, misuse and abuse are explored in this course. The classification and composition identification of alcohol and drugs are presented. Prerequisite: HEA 100.

HEA 301. **HUMAN SEXUALITY** (3). This course involves the study of basic anatomy and



physiology of reproduction, the sexual response cycle, sexually transmitted diseases, hormonal influence on sexuality, and the psychology and sociology of human sexuality, to include behavior patterns, emotions and socio-cultural factors. Additionally, the course probes the study of sex-role values, with emphasis committed to family units, child-rearing practices, life-cycle sexuality, communicating about sex, improving sexual satisfaction, and cross-cultural variations in sexual expression. Prerequisite: HEA 100.

**HEA 339. METHODS AND MATERIALS FOR ELEMENTARY SCHOOL HEALTH EDUCATION AND PHYSICAL EDUCATION (3).** Designed as an introduction to the fields of Physical Education. The historical development, basic foundations, scope, trends and issues relative to Physical Education are addressed. Prerequisites: HEA 100, PED 100 level activity class (es).

**HEA 343. METHODS AND MATERIALS FOR ELEMENTARY SCHOOL HEALTH EDUCATION (3).** Designed to provide teacher candidates the opportunity to acquire the skills that will enable them to assess their teaching behaviors in light of current health content when designing and implementing effective instructional programs for elementary and middle school health education settings. Prerequisite: HEA 100. Clinical Field Experience required.

**HEA 360. COMMUNICABLE AND CHRONIC DISEASES (3).** This course investigates communicable and chronic diseases and conditions that impact physical, social, and environmental health. Diseases and conditions covered are emerging infectious diseases and the chronic diseases identified by the Centers for Disease Control and Prevention (CDC), the National Center for Health Statistics (NCHS) as the leading causes of death of adults (by race, gender, age) in the U.S. Emphasis is placed on etiology, disease determinates (predisposing factors, risk factors), diagnosis, treatment/management of the condition, prevention strategies, and health behaviors that reduce risk. Prerequisite: HEA 100.

**HEA 443. METHODS AND MATERIALS FOR MIDDLE, JUNIOR HIGH AND HIGH SCHOOL HEALTH EDUCATION (3).** Designed to provide teacher candidates the opportunity to acquire the skills that will enable them to assess their teaching behaviors in light of current content when designing and implementing effective instructional programs for junior high and high school health education settings. Prerequisites: HEA 100, HEA 200, HEA 250 and HEA 343. Clinical Field Experience required.

**HEA 460. SPECIAL TOPICS IN HEALTH EDUCATION (3).** Reading, researching and reporting on current and relevant topics in health (six dimensions) under the guidance of a department faculty member. Prerequisites: HEA 100, HEA 250, HEA 300, and HEA 301. Junior standing, 24 hours in health major, and permission of the instructor.

## **HISTORY (HIS)**

**HIS 131, 132. WORLD HISTORY (3, 3).** World History introduces students to the development of social thought and social organization from prehistory through the present and provides opportunity to develop basic skills useful to the pursuit of a bachelor's degree.





Emphasis is placed on connections between the past, the present and projections for the future and on recall, logical reasoning, writing and public speaking. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

HIS 251, 252. **HISTORY OF THE UNITED STATES I, II** (3, 3). A basic course in American history that covers the period from the discovery of America to the present. Economic, social and cultural developments are emphasized; and attention is given to such areas as the Civil War, Reconstruction, growth and development of American economic institutions, emergence of big business and the role of the United States as a world power.

HIS 303. **ANCIENT HISTORY** (3). A survey of historical developments in the Middle East and the Mediterranean regions from prehistoric origins through the emergence of civilization to the rise and decline of classical Greek and Roman societies.

HIS 319. **AFRICAN HISTORY: ANCIENT HISTORY TO 1945** (3). A survey of Africa's formative era, starting with migrations and settlements, contacts with the Arab/Muslim world, the arrival of Europeans, and the colonial period until the Manchester Pan-African Congress in 1945. Although northern Africa, from Western Sahara and Morocco to Egypt, are discussed, the course's emphasis is on the evolution of Sub-Saharan Africa.

HIS 321, 322. **HISTORY OF ENGLAND I, II** (3, 3). A study of the English people through a survey of political, economic, social and religious development from early times to the present.

HIS 330. **HISTORY OF LATIN AMERICA** (3). A study of the political, social and economic evolution of colonial and independent Latin American states and their efforts to achieve political stability, economic strength and cultural progress. HIS 350. **AFRICAN-AMERICAN HISTORY TO 1877** (3). A study of the essential facts in the history of black Americans from their African beginnings through the era of Reconstruction.

HIS 360. **MEDIEVAL HISTORY** (3). A survey of the cultural, political, and intellectual history of Europe from the fall of Rome in 410 A.D. to the Renaissance in the fourteenth century A.D.

HIS 400. **HISTORIOGRAPHY** (3). A course in how to study, research and write history.

HIS 402. **SLAVERY AND THE ABOLITIONIST MOVEMENT** (3). A study of ante-bellum slavery and the efforts to eradicate it, concentrating on the nature of slavery in the period before the Civil War, slave culture, slave resistance, and the role of abolitionists and antislavery societies in the movement to destroy the system of human bondage in the United States.

HIS 404. **THE CIVIL RIGHTS MOVEMENT AND THE BLACK POWER REVOLT** (3). An examination of the Modern Civil Rights Movement and the effort by black militants to intensify and refocus it, with emphasis on conditions giving rise to these periods, the ideologies upon which the eras under study were based, important leaders, organizations, and events of the time.



HIS 415. **RENAISSANCE AND REFORMATION** (3). A study of the political, economic and social impact of the Renaissance and Reformation on Europe and the world.

HIS 419. **EUROPE SINCE 1815** (3). A study of the political, social and cultural development of Europe since the fall of Napoleon; the rise of totalitarianism and world political upheavals that led to first and second World Wars.

HIS 425. **RUSSIAN HISTORY: 1917 TO 1991** (3). A study of the evolution of the Union of Soviet Socialist Republics (U.S.S.R.) from its origin in the 1917 Bolshevik Revolution to the disintegration of the Communist Party and the Soviet Union.

HIS 450. **AFRICAN-AMERICAN SEARCH FOR IDENTITY** (3). A study of blacks in the period since the end of Reconstruction to the present, with special emphasis on their search for identity and recognition.

HIS 452. **THE COLONIAL PERIOD IN AMERICAN HISTORY** (3). This course covers events in American history from 1492 to 1789, with special emphasis on the American Indian, exploration and settlement, European colonization, slavery, colonial wars and the Revolutionary War.

HIS 460. **CIVIL WAR AND RECONSTRUCTION** (3). A study of the events leading to the outbreak of the Civil War; the presidency of Abraham Lincoln, secession and war; prosecution of the war; and Reconstruction.

HIS 470. **TWENTIETH CENTURY UNITED STATES HISTORY TO 1945** (3). An intensive examination of the years 1900 to 1945, emphasizing the interplay of political, social, economic, diplomatic, and military forces in the development of modern America.

HIS 471. **TWENTIETH CENTURY UNITED STATES HISTORY AFTER 1945** (3). An intensive examination of the United States as a leading world power after World War II to the present.

HIS 480. **ECONOMIC HISTORY OF THE UNITED STATES** (3). A survey of the economic development of the United States from the adoption of the Constitution in 1788 to the present. It places emphasis on the impact of economic factors on the development of America.

HIS 485. **HISTORY INTERNSHIP** (3). Academically supervised field practicum for seniors and advanced juniors in good academic standing.

HIS 490. **THE HISTORY OF ALABAMA AND THE SOUTH** (3). A survey of the geography and resources and the treatment of the Indians, their wars and their removal from the state; the settlements of Spain, France and England; the coming of the early settlers; pre-Civil War and Reconstruction days; and modern growth and development of the South.



**HUMANITIES (HUM)**

HUM 101, 102. **INTERDISCIPLINARY HUMANITIES** (3, 3). An integrated, cross-cultural study of history, religion, philosophy, art, music and literature as these reflect and perpetuate cultural values and reveal the many ways through which human beings seek spiritual identity, individual expression and personal freedom. Prerequisites: ENG 131, ENG 132 or ENG 140, ENG 141; reading requirement.

**MATERNAL AND CHILD HEALTH (MCH)**

MCHP 200. **Introduction to Maternal and Child Health** (2). This course is an introduction to the historical perspective of maternal and child health, and to maternal and child health career opportunities. This course is designed to provide students with the necessary information and resources to develop a clear understanding of maternal and child health. Prerequisite: Admission to certificate program.

MCHP 201. **Emerging Health Issues in Maternal and Child Health** (2). This course purpose is for students to develop a working knowledge of the health issues facing mothers and children, primarily in the United States. Following this introduction to key elements/issues in the field, the course will cover the major health problems, programs, and policies of different groups of women and children. Individual and family factors will be examined. General public health principles as they apply to children and families will be discussed. Contemporary public health dilemmas will be examined through case studies, classroom discussions and focused readings. The course will conclude with an introduction to the concepts of health disparities. This course includes an integrated learning laboratory component. Students will be engaged in hands-on application of the basic concepts learned through integrated learning and self-reflection. Lab hours included.

MCHP 297. **Professional Development Seminar: Leadership I** (1). The purpose of this course is to provide a basic working knowledge of developing future leaders. Prerequisite: MCHP 200.

MCHP 298. **Life Course Seminar I: Health Equity** (1). This course is designed to address the serious and persistent disparities in minority populations of infants and mothers not only during pregnancy, but also before and after pregnancy as well as earlier in life. This seminar course is particularly relevant to understanding and addressing health disparities, because social and physical factors underlie socioeconomic and racial/ethnic disparities in health. Prerequisite: MCHP 200.

MCHP 299. **Life Course Seminar II: Quality of Life** (1). The purpose of this course is based on the Life Course Perspective, which theorizes that differences in exposure to protective and risk factors over the span of a woman's life impacts her ability to achieve healthy birth outcomes. This seminar will address fundamental health risks that may occur early on the lifespan, when prevention, early intervention and health promotion can yield the greatest benefit, can improve life-long health and quality of life, one of the major goals of Health People 2020. Prerequisite: MCHP 200.



MCHP 386. **Professional Development Seminar: Research (1)**. The purpose of this professional development seminar course for students to understand the importance of research related to children and families. Students will learn and apply scientific/clinical terminology and a review of the literature. Prerequisite: MCHP 200.

MCHP 387. **Professional Development Seminar: Special Topics (1)**. This course will introduce students to special topics in MCH through case study analysis, focused readings, and in depth discussions. Prerequisite: MCHP 200.

MCHP 388. **Professional Development Seminar: Epidemiology (1)**. This course will introduce students to Epidemiology; through definition, applications, and will gain a clear understanding of how it affects the MCH Populations. Prerequisite: MCHP 200.

MCHP 389. **Professional Development Seminar: Health Professions (1)**. The purpose of this course is to introduce the students to the variety of healthcare professions and professionals who interact with women and children. Prerequisite: MCHP 200.

MCHP 390. **Professional Development Seminar: Ethics (1)**. This course will promote students' awareness of ethical questions and knowledge of their historical contexts, particular, we will examine a variety of ethical issues by focusing on those that affect children and families.

MCHP 397. **Professional Development Seminar: Leadership II (1)**. The purpose of this course is to foster and broaden the knowledge base of students as future leaders in careers that impact women and children. Prerequisite: MCHP 200 and MCHP 297.

MCHP 398. **Professional Development Seminar: Fieldwork I (1)**. The purpose of this professional development seminar course is to enable students to gain practical experience under conditions conducive to educational and professional development through clinical/field observation. This course is a time- limited, supervised period of community health/public health activities, carried out in a related professional environment. Prerequisite: MCHP 200.

MCHP 399. **Professional Development Seminar: Fieldwork II (1)**. The purpose of this professional development seminar course is to enable students to gain practical experience under conditions conducive to educational and professional development through clinical/field observation. This course is a time- limited, supervised period of community health/public health activities, carried out in a related professional environment. Prerequisite: MCHP 200

## MATHEMATICS (MAT)

MAT 129. **PRE-COLLEGE ALGEBRA (3)**. Lecture-laboratory course designed for students who need to strengthen their skills in basic mathematics and beginning algebra by focusing and applying the fundamental principles governing fractions, decimals, percent, properties of real numbers and exponents, evaluation of algebraic expressions, solving linear



equations, basic geometry and application problems. Non-degree credit.

MAT 130, 131. **INTERMEDIATE ALGEBRA I, II** (3, 3). Lecture-laboratory course designed for students who need to enhance their knowledge of algebraic computational skills by focusing and applying the fundamentals governing real numbers, linear equations in one and two variables, inequalities, applied problems, systems of equations, exponents, polynomials, factoring, rational expressions and equations, radicals and quadratic equations.

Non-degree credit.

MAT 136. **FINITE MATHEMATICS** (3). A study of linear equations and functions, systems of linear equations and matrices, linear programming, sets and counting, probability and statistics, and finance. This course is designed for non-science majors and is intended to give an overview of topics in finite mathematics in conjunction with their applications. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

MAT 137. **PRECALCULUS ALGEBRA** (3). A study of functions and graphs; linear equations and inequalities in one variable; systems of linear equations; quadratic equations and inequalities in one variable; second-degree equations in two variables; inequalities in linear programming with two variables; polynomials and rational functions; exponential and logarithmic functions; sequence and series.

MAT 165. **PRECALCULUS TRIGONOMETRY** (5). A study of the properties of trigonometric functions, equations and identities, inverse functions; an introduction to vectors and analytic geometry. Prerequisite: MAT 137.

MAT 205. **CALCULUS** (3). This course is intended for students of the social biological and management sciences. Tools and rules, algebraic equations, functions and continuity, derivatives, applications of derivatives, integration, integration techniques, applications of special functions, improper integrals, partial derivations, extremes with two variables and external problems with constraints. (For non-science majors)

MAT 225. **INTRODUCTION TO STATISTICS** (3). Sample space; probability models, random variables, expectations; basic descriptive statistics, hypothesis testing, estimation, linear regression and nonparametric tests. Prerequisite: MAT 165.

MAT 251. **INTRODUCTION TO LINEAR ALGEBRA** (3). Finite dimensional vector spaces, matrix algebra, the study of solution space; linear equations, linear inequalities and linear transformations. Prerequisite: MAT 265.

MAT 256. **DISCRETE MATHEMATICS** (3). Logic, set theory, function, counting and countability, relation, graph theory and digraphs. Prerequisite: MAT 265.

MAT 265, 266. **CALCULUS AND ANALYTIC GEOMETRY I, II** (4, 4). Analytic geometry of lines and circles; limits; continuity of a function of variable; maxima and minima values of one variable; points of inflection; curve tracing application; conics; methods of integration;



derivatives and integrals of transcendental functions of one variable; applications of derivatives and integrals. Prerequisite: MAT 165.

**MAT 267. CALCULUS AND ANALYTIC GEOMETRY III (4).** Analytic geometry of quadratic surfaces; derivatives and differentials of a function of more than one variable; maximum and minimum values of a function of more than one variable; and multiple integrals and applications. Prerequisites: MAT 265 and MAT 266.

**MAT 320. FUNDAMENTALS OF MATHEMATICS FOR ELEMENTARY TEACHERS I (3).** Structure of number systems, integers, numeration systems, elementary number theory, decimals and real numbers, applications, basic algebraic concepts and metric and nonmetric geometry. Prerequisite: MAT 136 or MAT 137.

**MAT 321. FUNDAMENTALS OF MATHEMATICS FOR ELEMENTARY TEACHERS II (3).** A study of probability, statistics, geometry, measurement, and applications with emphasis on use of technology to aid in computation. Prerequisite: MAT 320.

**MAT 373, 374. INTRODUCTION TO MODERN ALGEBRA I, II (3, 3).** Groups, rings, unique factorization domains, fields and Galois Theory. Prerequisite: MAT 266.

**MAT 375. DIFFERENTIAL EQUATIONS (3).** Solutions of differential equations of the first and second order, singular solution, linear equations with constant coefficients, introduction to special methods for equations of higher order and physical applications. Prerequisite: MAT 266.

**MAT 376. NUMERICAL ANALYSIS AND COMPUTER APPLICATIONS (3).** Topics: Error analysis, numerical solutions of nonlinear equations, numerical integration and differentiation, polynomial interpolation, solution of linear systems and introduction to spline functions. Laboratory work includes use of computers to solve a variety of problems. Prerequisites: MAT 267 and a knowledge of FORTRAN, Pascal or "C."

**MAT 401. ADVANCED CALCULUS (3).** Topics include differentiation and integration of integrals depending on a parameter; transformations and the implicit function theorem; change of variables in multiple integrals; and vector analysis and the theorems of Gauss, Green and Stokes. Prerequisite: MAT 267.

**MAT 410. INTRODUCTION TO PARTIAL DIFFERENTIAL EQUATIONS (3).** Topics include problems in science and engineering described by partial differential equations; classification of partial differential equations and examples; general methods of solution of selected elliptic equations; general methods of solution of parabolic equations; general methods of solution of hyperbolic equations; four series and their applications in partial differential equations; and engineering applications of PDEs. Prerequisites: MAT 375 and MAT 251.



**MAT 425. OPERATIONS RESEARCH (3).** Systems of inequalities and the objective function; the general problems of linear programming; maximums/minimization of the objective function by simplex algorithm duality and sensitivity analysis; transportation models; and networks. Prerequisite: MAT 251

**MAT 430. MATHEMATICS OF COMPOUND INTEREST (3).** Nominal and effective rates of interest and discount, force of interest, accumulated value factors and present value factors; annuities certain, including continuous annuities, increasing and decreasing annuities, in which the payment frequency is not the same as the frequency at which interest is compounded and perpetuities; amortization schedules and sinking funds, including the determination of outstanding principal, split of payments into principal and interest, and the determination of required period payment; bonds and related securities, including bond price formula, bond accounting and the split of periodic payment into the amortization and interest. Determination of fund yield rates and effective rates of return using time-weighted and dollar-weighted methods. Prerequisite: MAT 267.

**MAT 431. MATHEMATICS OF DEMOGRAPHY (3).** Conventional and adjusted measures of mortality, measure of fertility and morbidity; demographic characteristics and trends in Canada and the United States; evaluation of demographic data; mathematics of population projection; mathematics of stable and stationary population; and introduction to the applications of demographic characteristics and trends. Prerequisites: MAT 267, MAT 375.

**MAT 470. DESIGN AND ANALYSIS OF EXPERIMENTS (3).** Statistical design and analysis of experiments and experimental models in mathematics using regression and analysis of variance. Prerequisites: MAT 225, MAT 267.

**MAT 471. ELEMENTARY STOCHASTIC PROCESSES (3).** Review of basic probability theory; introduction to Markov processes; Poisson processes; birth and death processes; and Brownian motion processes. Prerequisites: MAT 375, MAT 472.

**MAT 472, 473. PROBABILITY AND STATISTICS (3, 3).** Review of summations and applications, probability theory, functions in simple (discrete), descriptive statistics and application, functions in sample space (continuous, stochastic processes, statistical models and inference) and applications. Prerequisite: MAT 267.

**MAT 484. MODERN GEOMETRY (3).** The nature of geometry, classification of geometrics, elementary transformations, inversions, projective properties, properties of the circle and conics. Prerequisite: MAT 266.

**MAT 486. INTRODUCTION TO REAL ANALYSIS (3).** A rigorous development of real analysis in Euclidean space; sequences and series, limits, continuous functions, derivatives; basic point set topology; especially recommended for students who intend to take graduate work in mathematics. Prerequisite: MAT 267.



**MAT 487. SENIOR SEMINAR (3).** Prerequisite: Approved senior standing. May be taken more than once.

**MAT 490. TOPICS IN APPLIED MATHEMATICS (3).** Selected topics in applied mathematics determined by instructor. May be repeated for credit. Prerequisite: MAT 486.

**MAT 491. RESEARCH AND INDEPENDENT STUDY (3-5).** Independent study under faculty direction; the study may involve research, readings or other projects.

**MAT 495. HISTORY OF MATHEMATICS SEMINAR (3).** Selected topics in the historical development of mathematics; with departmental approval, this course may be repeated for credit. Prerequisite: Senior standing.

### **MANAGEMENT (MGT)**

**MGT 201. BUSINESS ORIENTATION (3).** This course introduces students to COBA's corporate business culture, exposes them to career service activities to build transferable work skills, increases their business knowledge, and offers students technology-based assignments to build their professional brand. The intent of the course is to orient students to various facets of the business industry and help them develop professional skills that will help them make the transition from business student to business professional. Students will also increase their skills in business communication – writing, speaking, and presenting.

**MGT 202. BUSINESS STATISTICS I (3).** Topics covered are types of data and levels of measurement, sampling, and measures of central tendency, measures of dispersion, frequency distributions and histograms, probability, discrete probability distributions, continuous probability distributions, sampling distributions, confidence intervals for one population. Prerequisite: MGT 201.

**MGT 204. BUSINESS COMMUNICATIONS (3).** A study of the fundamentals of English and report writing leading to better knowledge of business letter writing and other forms of business communications both oral and written. Prerequisites: ENG 131 and ENG 132 or equivalent; CIS 205.

**MGT 220. SYSTEMS APPROACH TO BUSINESS (3).** This course uses the systems approach to study the problems, risks and opportunities in the formation of a new business, and provides an overview of the business system's planning, development, operations, information and communications. The student is exposed to each major in the college and is better able to make a decision as to the options provided in each major. No prerequisites.

**MGT 250. INTRODUCTION TO HOTEL, RESTAURANT, AND TOURISM MANAGEMENT (3).** This course offers an overview of the hospitality industry, exploring lodging, restaurants and managed services, theme clubs, gaming entertainment, tourism, as well as meeting, convention, and event management. Students will learn about the structure, nature, and operating characteristics of these different sectors, including career





opportunities in the hospitality industry. The course also includes a review of the operational areas of the industry. (i.e., leadership and management, hospitality marketing, human resources, cost control, and information technology). Prerequisites: MGT 204 (co-requisite), CIS 206, ECO 201.

**MGT 255. BUSINESS LAW/LEGAL ENVIRONMENTS FOR ADMINISTRATION I (3).** Introduction to basic principles of business law, including source of law, legal requirements for contracts and the agency relationship, commercial paper, personal property and bailments. No prerequisites.

**MGT 304. ADVANCED BUSINESS COMMUNICATIONS (3).** This course teaches expository writing by moving from writing unified and coherent paragraphs to the writing of well-developed themes. It stresses the mastery of several different techniques in writing business reports through examination of samples, theoretical understanding and practice. This course also focuses on making effective presentations using computer software packages. Prerequisites: MGT 204, CIS 206.

**MGT 321. PRINCIPLES OF MANAGEMENT (3).** An introduction to the role of the administrator within business enterprises and relationships with superiors, associates and subordinates. Considers various schools of management thought, theories of organization and the nature and application of good management practices. Prerequisites: CIS 205, ECO 252, MGT 204.

**MGT 323. LODGING MANAGEMENT (3).** This is an introductory course to lodging management that is designed to help hospitality students gain a comprehensive understanding of lodging operations. It opens with a history of the industry and explores front office operations, maintenance, housekeeping, and hotel accounting systems. Prerequisites: MGT 250, MGT 321 (co-requisite).

**MGT 324. FUNDAMENTALS OF TOTAL QUALITY MANAGEMENT (3).** Emphasis is on the basic quality principles and tools. Quality principles include leadership, culture, teams, empowerment, customer focus, vendor partnership and continuous improvement. Quality tools and techniques include: benchmarking, quality function deployment, just-in-time, group techniques, re-engineering and zero-defect philosophy. Prerequisites: ECO 202, MGT 321, MKT 321.

**MGT 325. HUMAN BEHAVIOR IN ORGANIZATIONS (3).** A study of the behavioral science philosophies, theories and concepts relevant to functional areas of business. Prerequisites: MGT 321 and PSY 251.

**MGT 328. PROJECT MANAGEMENT (3).** The course will examine how the individual project manager runs a project and runs a team. The student will learn how to break down a larger project into smaller, manageable segments. The student will learn how to use effective tools such as Microsoft Project. The student will outline and complete a project during the course of the semester. Prerequisite: MGT 321.

**MGT 330. RESTAURANT MANAGEMENT (3).** This course concentrates on specific



topics such as the quality process applied to food and beverages operations, menu design, facility design, lay out and equipment and food and beverage service controls as well as different management approaches quality restaurants and function caterings.

Prerequisites: MGT 250, MGT 321 (co-requisite).

**MGT 331. BUSINESS STATISTICS II AND DECISION THEORY (3).** Topics covered include hypothesis testing for one population, hypothesis testing on the means of two populations, tests of two proportions, chi-square test for independence, one-way analysis of variance, two-way analysis of variance, simple and multiple linear regression.

Prerequisite: MGT 202.

**MGT 335. TOURISM MANAGEMENT (3).** Tourism Management focuses on the concepts, terminology, and definitions that underpin the study of tourism management, and provide an understanding of the nature and elements of the tourism system. The emphasis is on organization-wide and conceptual approach to tourism management while addressing some of the present and future challenges and directions within this area. Prerequisites: MGT 250, MGT 321 (co-requisite).

**MGT 340. EVENT AND CONVENTION PLANNING (3).** This course explores the vast array of meetings, expositions, events and conventions that take place in today's world. It explains the different venue types, approaches and the management of group gatherings. The role of convention and visitor bureaus, destination management companies, and service contractors are explored as well as international issues. Prerequisites: MGT 250, MGT 321 (co-requisite).

**MGT 356. BUSINESS LAW/LEGAL ENVIRONMENTS FOR ADMINISTRATION II (3).** Fundamental principles of various legal forms of business organizations and laws concerning sales, security devices, real property, estates and bankruptcy. Prerequisite: MGT 255.

**MGT 400. ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT (3).** Students learn the concepts needed to start and manage a small business, including franchises. Topics include overview of entrepreneurship, aspects of launching a new venture (including the business plan, legal aspects, marketing, financing) and problems connected with managing an ongoing venture such as accounting, marketing, computers, human relations, purchasing and inventories, and social responsibilities and ethics. Prerequisites: MGT 321, MKT 321, FIN 321, MGT 255.

**MGT 405. FOOD AND BEVERAGE COST CONTROL (3).** This course explores the complexities of controlling food, beverages, labor and sales income/cost control, as well as control systems, the basics of computers, and computer applications in planning and control functions. Topics include preparation and portion control, menu pricing, staffing, scheduling; food cost accounting systems, and financial statement analysis. Prerequisites: MGT 250, MGT 321, MGT 325, MGT 330, MGT 335, MGT 340.

**MGT 421. PERSONNEL MANAGEMENT (3).** Emphasis is placed on the philosophy and policy considerations that are basic to sound personnel programs. Includes consideration



of staffing, utilization of employee potential, individual and group behavior, management and labor relations, security, remuneration and manpower planning. Prerequisites: MGT 321 and CIS 205.

**MGT 422. PRODUCTION MANAGEMENT (3).** The study of production/operations management concepts and quantitative tools required in the design, operation and control of manufacturing and service systems. Topics include forecasting, productivity, competitiveness, product design, process selection, waiting-line theory, facility design, project management, inventory models, statistical quality control, strategic capacity planning, MRP and operations scheduling. Prerequisites: ECO 331, MGT 321.

**MGT 425. PUBLIC MANAGEMENT (3).** An analysis of the basic managerial functions relating to local, federal and state government processes. Prerequisite: MGT 321.

**MGT 430. INTERNSHIP IN BUSINESS (3).** This course is designed to provide students an opportunity to work within the field of their academic major and in a life experiential situation. Professional experience is gained by working in either the public or private sector. Assignments are made commensurate with the academic achievements and abilities of the interns. Applicable academic areas are accounting, computer information systems, finance, management and marketing. The program is open to juniors and seniors within the College of Business Administration. The internship course is an advanced elective which can be used for graduation credit. Prerequisites: MGT 204, junior or senior classification with at least 12 hours completed in major field of study, recommendation of advisor and approval of chair and dean.

**MGT 450. MANAGING STRATEGIC DIVERSITY (3).** This course serves as an introduction to the principles of and conceptual approach to organizational diversity management. Students discuss the business rationale for managing diversity. Students explain the implications of diversity to the marketplace, workplace, workforce and community. Students define diversity and differentiate between diversity and affirmative action. Students create a strategic diversity management plan for an organization at the conclusion of the course. Prerequisites: MGT 321, MKT 321 and FIN 321.

**MGT 453. LABOR RELATIONS (3).** This course covers labor management relations. It focuses on collective bargaining with emphasis on labor-management disputes in today's environment. Specifically, the course concerns itself with the environmental framework of industrial, governmental and labor relations. Prerequisites: MGT 321, MKT 321 and FIN 321.

**MGT 455. HOSPITALITY MANAGEMENT STRATEGIES (3).** Strategic management of lodging, Food service, and travel related businesses focuses on current issues, operations, development, finance, human resources, and marketing. This subject will enable students to determine and analyze the factors contributing to the strategic development and survival or failure of a hospitality operation and on the basis of such analysis evaluate long-term strategies that will enable the operation to achieve its corporate objectives. Prerequisites: MGT 250, MGT 321, MGT 325, MGT 330, MGT 335, MGT 340, MGT 400 and MGT 425.



**MGT 460. INTERNATIONAL BUSINESS (3).** A study of the development of international business and the peculiar problems faced by multinational operations. Included are the different forms of organization (centralized and decentralized) as well as the impact of social and political differences on business methods. Prerequisites: MGT 321, MKT 321, FIN 321.

**MGT 462. BUSINESS POLICIES (3).** A case method approach to organization problems and strategies. Emphasis is placed upon alternative actions in decision making relating to the various business functions. Prerequisites: MGT 321, FIN 321, MKT 321 and seniors in their final semester who have filed for graduation. This course must be taken at COBA Alabama State University.

## **MARKETING (MKT)**

**MKT 321. ELEMENTS OF MARKETING AND DIRECT MARKETING (3).** A study of the activities in marketing and their influence on business policies. To acquaint the student with the nature and scope of modern marketing management and the direct marketing concept and to provide the student with concepts for consideration of consumer and industrial goods, distribution channels, sales promotion and price legislation. This course is a prerequisite for all senior courses in marketing. Prerequisites: CIS 205, ECO 252, MGT 204.

**MKT 331. GLOBAL MARKETING (3).** The purpose of this course is to examine the specific issues involved in developing and executing marketing strategies on a global scale as opposed to a “domestic” scale. It is intended to give students a thorough understanding of global marketing strategies, including the fundamental trends underlying convergence of world markets, the pitfalls and challenges of entering another country, how to design a global marketing strategy, and how organization structure, management processes, culture, and people help to implement a global marketing strategy. This course will help students in achieving their career goals if they are working in – or with – companies that are active in the global marketplace, or if they are working in – or with – domestic (local) companies that face competitors who are globally active. Prerequisite: junior standing.

**MKT 333. CONSUMER BEHAVIOR (3).** An analysis of the cultural, social and psychological factors that influence the consumer decision-making process; considers methods, techniques for measuring consumer behavior and analyzing consumer markets. Prerequisites: MKT 321, PSY 251.

**MKT 335. CREATING DIRECT MARKETING RESPONSE ADVERTISING AND PROMOTION (3).** A study of promotion that considers the use of advertising and the advertising media, especially mass media, in the sale of goods and services. This involves the development of direct marketing offers and meshing benefits with customer’s needs. Also involves selection of media and copy strategies to promote offers appropriately and efficiently to target markets. Prerequisites: MKT 321, PSY 251.

**MKT 336. SALES MANAGEMENT (3).** An introduction to the different aspects of sales and the analysis of the nature and role of field sales operations. Emphasis is placed on the



operations and administration of field sales management. Prerequisites: MKT 321 and MGT 321.

**MKT 337. FUNDAMENTALS OF PURCHASING AND SUPPLY MANAGEMENT (3).** Management of the purchasing function. Emphasis is on the overall goals of purchasing. Goals include: provide an uninterrupted flow of materials and services, keep inventory at a minimum, maintain quality standards, develop competent suppliers, standardize the items bought, obtain the lowest ultimate price, improve the organization's competitive position and achieve good external and internal working relationships. Prerequisites: ACT 214, ACT 215, ECO 252, MGT 321, MKT 321.

**MKT 339. PRINCIPLES OF TRANSPORTATION AND LOGISTICS (3).** Analysis of the various marketing institutions emphasizing their functions, interactions and interdependencies. Additional emphasis is placed on channel design and selection and recent trends in distributive channels. A systems approach is utilized. Prerequisite: MKT 321.

**MKT 340. RESEARCH AND NEGOTIATION (3).** The course reviews the current philosophy, methods, and techniques for conducting strategic and tactical supply chain research and negotiations. Includes supplier price and cost analysis. Reviews the process of negotiation, human behavior involved in negotiations, techniques of communication, persuasion, strategy, tactics and formulation of game plans. Prerequisites: MKT 337, MKT 339 (can be taken concurrently).

**MKT 341. RETAILING (3).** An analysis of all aspects of retail store management, including promotion, product selection, sales management, location, store layout and inventory control. The relationship between retailing and the other aspects of the economy is also presented. Prerequisites: MKT 321.

**MKT 342. SPORT AND EVENT MARKETING (3).** This course differentiates sport marketing theory from traditional marketing theory. This course also provides a mental framework for making sound sport marketing decisions and for directing sporting events. Topics for this course include sport event planning, sport marketing management, and careers in sport marketing. Prerequisites: MKT 321.

**MKT 400. ADVANCED PURCHASING AND SUPPLY MANAGEMENT (3).** A continuation of MKT 337: Fundamentals of Purchasing and Supply Management. Emphasizes purchasing and supply management strategy and planning through the use of the latest research in purchasing and supply management. Covers information essential to meet the requirements of the Accredited Purchasing Practitioner (A.P.P.) or the Certified Purchasing Professional (CPP) examination. Prerequisite: MKT 337.

**MKT 425. HOSPITALITY MARKETING (3).** Hospitality Marketing investigates the principles and concepts in marketing hospitality and tourism domestically as-well-as internationally. It uses current marketing research and practical examples in the industry as well as economics, behavioral sciences and modern management theory. The focus is the application of marketing principles to both internal and external customers, relationship



marketing to build customer satisfaction and loyalty, a marketing approach to human resources management, public relations as a marketing tool, and destination marketing as a component of the hospitality industry. Prerequisite: MGT 250, MGT 321, MGT 325, MGT 330, MGT 335, MGT 340, and MGT 400.

**MKT 434. MARKETING RESEARCH (3).** Application of scientific methods of obtaining information for structuring marketing policies and techniques, emphasis on the role of research in the solution of marketing problems. Actual problems and cases are utilized. Application of marketing research is related to motivation, product, advertising, sales control and other areas of marketing. Prerequisites: MKT 321, ECO 331.

**MKT 435. MARKETING STRATEGY (3).** A culminating course to be taken in the student's senior year, in which the knowledge learned from core courses in marketing is applied in case material. This course is designed to intensify the student's familiarity with the marketing manager's responsibilities and authority. Prerequisites: MKT 335, MKT 339 (can be taken concurrently), MKT 434, MKT 333 and senior classification.

## MUSIC EDUCATION (MUE)

**MUE 223. VOICE CLASS (1).** Group instruction emphasizing fundamentals of vocal techniques such as breath control, resonance, diction and interpretation. In addition to vocalises and other exercises, students are introduced to a variety of standard literature for the voice.

**MUE 310. INTRODUCTION TO MUSIC TECHNOLOGY (3).** Designed to provide an introduction to technology for music students with little or no experience. The course includes an overview of computers, peripherals and software and how to productively use these tools in a music environment. Prerequisite: MUS 132 or consent of instructor.

**MUE 348. PIANO PEDAGOGY (1).** The study of methodologies related to the teaching of piano. Included in the course is a survey of methods, literature and technical materials for beginning-level students through precollege-level students. Prerequisite: completion of sophomore-level applied music with grade of at least "C."

**MUE 351. ORGAN PEDAGOGY (1).** The study of methodologies related to the teaching of organ. Included in the course is a survey of methods, literature and technical materials for beginning-level students through precollege-level students. Prerequisite: completion of sophomore-level applied music with grade of at least "C."

**MUE 354. VOCAL PEDAGOGY (1).** The study of methodologies related to the teaching of voice. Included in the course is a survey of methods, literature and technical materials for beginning-level students through precollege-level students. Prerequisite: completion of sophomore-level applied music with grade of at least "C."

**MUE 361. MUSIC METHODS FOR N-6 TEACHERS (3).** A study of the principles,



methods, materials and procedures for teaching music in primary and elementary schools. The course is designed for elementary and early childhood education majors.

**MUE 388. ELEMENTARY SCHOOL MUSIC METHODS (3).** A course designed to assist bachelor of music education students in the development and implementation of comprehensive music education programs for the elementary school. Prerequisite: MUS 232.

**MUE 389. SECONDARY SCHOOL MUSIC METHODS (3).** A course designed to assist bachelor of music education students in the development and implementation of comprehensive music education programs for the secondary school. Prerequisite: MUS 232

**MUE 394. INSTRUMENTAL PEDAGOGY FOR CHORAL MAJORS (1).** A course designed for bachelor of music education students (choral track) emphasizing the pedagogy of string, woodwind, brasswind, and percussion instruments.

**MUE 395. STRING CLASS (1).** Group instruction emphasizing the pedagogy of stringed instruments.

**MUE 396. WOODWIND CLASS (1).** Group instruction emphasizing the pedagogy of woodwind instruments.

**MUE 397. BRASSWIND CLASS (1).** Group instruction emphasizing the pedagogy of brass instruments.

**MUE 398. PERCUSSION CLASS (1).** Group instruction emphasizing the pedagogy of percussion instruments.

**MUE 470. CHORAL METHODS (1).** A course designed for bachelor of music education students (choral track) emphasizing teaching methods for choral ensembles.

**MUE 474. CONDUCTING (1).** This course deals with practical problems relating to both instrumental and choral conducting, as these relate to the leadership of instrumental and choral ensembles. The emphasis is on baton techniques, score reading and interpretation. Prerequisite: MUS 232 or consent of instructor.

**MUE 475. ADVANCED CONDUCTING (1).** A continuation of MUE 474. Prerequisite: MUE 474.

**MUE 476. MARCHING BAND TECHNIQUES (1).** Methods of teaching marching band to secondary school students. Topics covered include charting, planning and implementing the halftime show and the parade.

**MUE 477. BAND ARRANGING (1).** Arranging techniques for the prospective



instrumental music director. Prerequisites: MUS 232 or consent of instructor.

MUE 478. **CHORAL ARRANGING (1)**. Arranging techniques for the prospective choral music educator. Prerequisites: MUS 232 and MUE 223 or consent of instructor.

**MUSIC PERFORMANCE (MUP)**

MUP 099. **PERFORMANCE CLASS (0)**. Provides experiences in public performance and development of stage deportment. A solo performance in the major applied area is required of each student enrolled. Performance class is required each semester while students are enrolled in applied music. This course is graded on a pass/fail basis.

MUP 390. **JUNIOR RECITAL (0)**. An intermediate public performance in the Bachelor of Arts degree program. The recital must be at least 30 minutes in length, and the student must be enrolled in junior-level applied music. This course is graded on a pass/fail basis.

MUP 490. **RECITAL BME (0)**. The culminating public performance in the bachelor of music education degree program. The recital must be at least 30 minutes in length, and the student must be enrolled in senior-level applied music. This course is graded on pass/fail basis.

MUP 495 **RECITAL BA (1)**. The culminating public performance in the Bachelor of Arts degree program with vocal, keyboard or instrumental emphasis. The recital must be at least 50 minutes in length, and the student must be enrolled in senior-level applied music.

**ENSEMBLES**

Ensembles are open to qualified students by audition. Standard vocal or instrumental literature is studied and performed by each of the organizations. Music majors must receive a grade of at least “C” to receive ensemble credit. May be repeated for credit.

Course	Title	Credit
MUP 65	Gospel Choir	01
MUP 83	Pep Band	0
MUP 060	University Choir	01
MUP 063	Chamber Singers	01
MUP 064	Opera Workshop	01
MUP 071	Marching Band	01
MUP 072	Symphonic Band	01
MUP 073	Orchestra Ensemble	01
MUP 074	Wind Ensemble	01
MUP 075	Woodwind Ensemble	01





## GENERAL UNDERGRADUATE CATALOG

MUP 076	Brass Ensemble		01
MUP 077	Percussion Ensemble		01
MUP 078	String Ensemble		01
MUP 079	Clarinet Ensemble	01	
MUP 080	Saxophone Ensemble		01
MUP 081	Jazz Band	01	
MUP 082	Jazz Combo	01	

APPLIED – Music majors and minors in principal applied area. Individual instruction in vocal and instrumental music. Standard solo works from all applicable periods, etudes, scales, arpeggios, sight-reading and other exercises will be studied. Students must receive a grade of at least “C” to continue to the next level of applied music.

<u>Course</u>	<u>Title</u>		<u>Credit</u>
MUP 101, 102-402	Applied Piano	01	
MUP 111, 112-412	Applied Voice	01	
MUP 121, 122-422	Applied Violin	01	
MUP 123, 124-424	Applied Viola	01	
MUP 125, 126-426	Applied Cello	01	
MUP 127, 128-428	Applied Bass	01	
MUP 129, 130-430	Applied Guitar		01
MUP 131, 132-432	Applied Flute	01	
MUP 133, 134-434	Applied Oboe	01	
MUP 135, 136-436	Applied Clarinet		01
MUP 137, 138-438	Applied Bassoon		01
MUP 139, 140-440	Applied Saxophone	01	
MUP 141, 142-442	Applied Trumpet		01
MUP 143, 144-444	Applied Horn	01	
MUP 145, 146-446	Applied Trombone	01	
MUP 147, 148-448	Applied Euphonium	01	
MUP 149, 150-450	Applied Tuba	01	
MUP 151, 152-452	Applied Percussion	01	

APPLIED – Non-majors and minors in secondary applied area. Individual and/or group instruction in vocal and instrumental music. Emphasis will be given to increasing students’ technical facility and artistic expression. May be repeated for credit.

<u>Course</u>	<u>Title</u>		<u>Credit</u>
MUP 001	Applied Piano		01
MUP 011	Applied Voice	01	
MUP 021	Applied Violin	01	
MUP 023	Applied Viola	01	
MUP 025	Applied Cello	01	



MUP 027	Applied Bass	01	
MUP 029	Applied Guitar		01
MUP 031	Applied Flute	01	
MUP 033	Applied Oboe	01	
MUP 035	Applied Clarinet		01
MUP 037	Applied Bassoon		01
MUP 039	Applied Saxophone	01	
MUP 041	Applied Trumpet		01
MUP 043	Applied Horn	01	
MUP 045	Applied Trombone	01	
MUP 047	Applied Euphonium	01	
MUP 049	Applied Tuba	01	
MUP 051	Applied Percussion	01	

### MUSIC HISTORY, THEORY AND COGNATE AREAS (MUS)

**MUS 121. MUSIC APPRECIATION (3).** A survey course designed to promote the enjoyment and the understanding of music. Offered as an option in the Humanities core requirement.

**MUS 122. INTRODUCTION TO THE STUDY OF MUSIC (3).** A course designed to supply the student of music with the tools necessary to begin the study of music from an analytical perspective.

**MUS 123. SURVEY OF AFRICAN-AMERICAN MUSIC (2).** A survey course tracing the contributions of persons of African descent to Western music.

**MUS 130. FUNDAMENTALS OF MUSIC (2).** Music notation, rhythm, scales, intervals and triads along with rudimentary sight-singing and ear-training will be emphasized. Required for students not posting a satisfactory score on the theory placement examination. Must receive grade of at least "C" to continue in theory sequence.

**MUS 131. MUSIC THEORY I (3).** An examination of harmonic, contrapuntal and formal practices of the 17th and 18th centuries. Prerequisite: satisfactory score on theory placement examination or grade of at least "C" in MUS 130. Must receive a grade of at least "C" to continue in theory sequence.

**MUS 132. MUSIC THEORY II (3).** An examination of harmonic, contrapuntal and formal practices of the 17th and 18th centuries. Must receive a grade of at least "C" to continue in theory sequence. Prerequisites: MUS 131, MUS 134, MUS 137.

**MUS 134. KEYBOARD I (1).** Group instruction in piano. Studies include transposition, harmonization and beginning-level repertoire. Must receive a grade of at least "C" to continue in keyboard sequence. Prerequisite: MUS 130 or proficiency.



MUS 135. **KEYBOARD II** (1). Group instruction in piano. Studies include transposition, harmonization and beginning-level repertoire. Prerequisite: MUS 134.

MUS 137. **AURAL SKILLS I** (1). This course is designed to enhance students' ability to sight-read progressive exercises and identify melodic, harmonic and rhythmic ideas when provided an aural stimulus. Must receive a grade of at least "C" to continue in the sight-singing and ear-training sequence. Prerequisite: MUS 130 or proficiency.

MUS 138. **AURAL SKILLS II** (1). Continuation of MUS 137. Must receive a grade of at least "C" to continue in the sight-singing and ear-training sequence. Prerequisite: MUS 137.

MUS 145. **VOICE CLASS FOR NON-MUSIC MAJORS** (1). A course designed to provide vocal techniques instruction to non-music majors.

MUS 231. **MUSIC THEORY III** (3). A detailed study of chromatic harmony, aural and written contrapuntal harmony, techniques of counterpoint and elements of instrumentation. Must receive a grade of at least "C" to continue in theory sequence. Prerequisites: MUS 132, MUS 135, MUS 138.

MUS 232. **MUSIC THEORY IV** (3). Continuation of MUS 231. Must receive a grade of at least "C" to continue in theory sequence.

MUS 237. **Aural Skills III** (1). A continuation of MUS 138. Must receive a grade of at least "C" to continue in the sight-singing and ear-training sequence. Prerequisites: MUS 132, MUS 135, MUS 138.

MUS 238. **Aural Skills IV** (1). A continuation of MUS 237.

MUS 240. **JAZZ IMPROVISATION I** (2). This course is designed to aid the student in developing fundamental improvisational techniques. Class time is equally divided between lectures and performance situations. Open to majors and nonmajors with permission of instructor.

MUS 241. **JAZZ IMPROVISATION II** (2). A continuation of MUS 240. Prerequisite: MUS 240.

MUS 314. **ITALIAN/GERMAN DICTION** (1). A laboratory course concerned with learning and applying the rules of pronunciation using basic Italian and German song literature.

MUS 315. **FRENCH DICTION** (1). A laboratory course concerned with learning and applying the rules of pronunciation using basic French song literature.

MUS 320. **HISTORY OF MUSIC** (3). This course examines major currents in the history of Western music from the Hellenic age through the time of Bach and Handel. Cultural, intellectual and social conditions of the period are explored. Emphasis will be



given to developing critical listening skills. Prerequisite: MUS 232.

**MUS 321. HISTORY OF MUSIC (3).** This course examines major currents in the history of Western music from the Classical period to the present. Cultural, intellectual and social conditions will be explored. Emphasis will be given to development of critical listening skills. Prerequisite: MUS 232.

**MUS 323. ACCOMPANYING CLASS (1).** A course designed to provide practical techniques associated with vocal and instrumental accompanying from various style periods.

**MUS 334. HISTORY OF JAZZ (2).** A comprehensive study of the origins and stylistic development of jazz. Open to music and nonmusic majors.

**MUS 341. JAZZ PEDAGOGY (2).** Methods and materials relating to the teaching of jazz and rehearsal techniques for jazz ensembles.

**MUS 431. FORM AND ANALYSIS (3).** A comprehensive survey of forms in music. Harmonic, structural and stylistic analysis will be the focus. Some attention is given to 20th century compositional techniques. Prerequisite: MUS 232 or consent of instructor.

**MUS 446. COMPOSITION (3).** Introduction to the basic craft of composing. Idiomatic writing for voice, piano and orchestral instruments will be studied. Tonal and atonal writing will be related to contemporary techniques. Prerequisite: MUS 232 or consent of instructor.

**MUS 471. SEMINAR IN KEYBOARD TRADITIONS (1).** A practical survey of the interpretation and performance practices of keyboard music.

### **ORIENTATION (ORI)**

**ORI 100. FRESHMAN ORIENTATION (1).** A required course for all undergraduates. This course is designed to provide an orientation to the purpose of higher education in general and to Alabama State University in particular. It helps new students adjust to college life and begin their university experience with a clear sense of direction and increased self-confidence. Other valuable topics in the course include diversity in the workplace and in the world; managing time and money wisely, thinking critically and writing analytically. This course meets for two contact hours. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

**ORI 130. COLLEGE STUDY SKILLS (3).** A laboratory course to improve study skills, with emphasis on motivation and goal orientation, scheduling, listening, note taking, outlining, test taking, reading in content areas, critical thinking and analysis. This course is mandatory for students returning from academic suspension or dismissal and for students placed on probation. Other students may be required to enroll in the course based upon the recommendation of their academic advisers.



**PHYSICAL EDUCATION (PED)**

PED 100. **PHYSICAL FITNESS: JOGGING** (1). Designed to develop the psychomotor, cognitive and affective skills and attitudes for performance in jogging for fitness. Each student is placed on an individual jogging and conditioning program designed to start the student at his or her present level of fitness and progress to a self-set goal.

PED 101. **BEGINNING ARCHERY** (1). Designed to develop the basic psychomotor skills for beginning-level performance in archery. Rules and regulations, safety, terminology and the social benefits of the activity are covered in the course.

PED 102. **BADMINTON** (1). Designed to develop basic psychomotor skills for beginning-level performance in badminton. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 103. **BEGINNING BASKETBALL** (1). Designed to develop basic psychomotor skills for beginning-level performance in basketball. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 105. **BEGINNING AEROBIC DANCE** (1). Designed to develop the basic physical and psychomotor skills of movement to music for cardiovascular and endurance benefits. Key concepts in fitness are covered and practical tools to create personal exercise programs are provided.

PED 114. **BEGINNING GOLF** (1). Designed to develop basic psychomotor skills for beginning-level performance in golf. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 120. **BEGINNING SOFTBALL** (1). Designed to develop basic psychomotor skills for beginning-level performance in softball. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 121. **SWIMMING FOR NONSWIMMERS** (1). Designed to develop and refine fundamental psychomotor skills for beginning-level performance in swimming and an understanding of the rules and regulations necessary for safe participation in swimming activities.

PED 122. **BEGINNING TENNIS** (1). Designed to develop basic psychomotor skills for beginning-level performance in tennis. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 125. **BEGINNING VOLLEYBALL** (1). Designed to develop basic psychomotor skills for beginning-level performance in volleyball. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 130. **PHYSICAL FITNESS: WEIGHT TRAINING** (1). Designed to develop psychomotor skills for strengthening and building the total body condition (muscular,



cardiovascular, and cardiopulmonary) through the performance of various weight-lifting exercises.

**PED 200. PHYSICAL FITNESS AND WELLNESS (3).** Designed to promote overall wellness of the individual by providing essential concepts regarding nutritional needs, cardiovascular fitness, positive personal growth and effective stress management. Clinical field experience required.

**PED 221. INTERMEDIATE SWIMMING (1).** A course designed for the student who has the ability to swim and manage himself or herself in the water. Emphasis is placed on stroke development, personal survival skills and water safety. Prerequisite: PED 121 or consent of the instructor.

**PED 230. SOCCER, TOUCH FOOTBALL, FIELD HOCKEY, TRACK AND FIELD (1).** Designed to develop and refine psychomotor skills for intermediate-level performance in soccer, touch football, field hockey and track and field as well as intense study of the rules, scoring, safety and equipment used for these activities. Candidates prepare lesson plans, analyze and teach skills. Lab hours required.

**PED 232. BASKETBALL, VOLLEYBALL, SOFTBALL, WRESTLING (1).** A course designed to develop and refine psychomotor skills for intermediate-level performance in basketball, volleyball, softball and wrestling. Emphasis is also placed on rules, scoring, safety and equipment. Candidates prepare lesson plans, analyze and teach skills. Lab hours required.

**PED 233. TENNIS, BADMINTON, RACQUETBALL, WEIGHT TRAINING (1).** Designed to develop and refine psychomotor skills for intermediate-level performance in tennis, badminton, racquetball and weight training as well as study of the rules, scoring, safety and equipment used for these activities. Candidates prepare lesson plans, analyze and teach skills. Lab hours required.

**PED 234. ARCHERY, BOWLING, GOLF, RECREATIONAL GAMES (1).** Designed to develop and refine psychomotor skills for intermediate-level performance in archery, bowling, golf and recreational games as well as an intense study of the rules, scoring, safety and equipment used for these activities. Candidates prepare lesson plans, analyze and teach skills. Lab hours required.

**PED 237. DANCE AND GYMNASTICS (1).** The purpose of this course is to acquaint the undergraduate physical education major with the basic forms of dance and gymnastics. The course is designed to cover a broad spectrum of dance forms, including folk and ethnic dance, social dance, modern dance and ballet dance and to develop the basic psychomotor skills required for gymnastic tumbling, floor exercise and apparatus. Candidates prepare lesson plans, analyze and teach skills.

**PED 250. APPLIED ANATOMY AND PHYSIOLOGY (4).** This course is designed to provide a basic understanding and a working knowledge of the human body for health, physical education and recreation majors. A lab is required. Prerequisite: BIO 128.



**PED 253. FIRST AID, CPR AND CARE OF ATHLETIC INJURIES (3).** Designed to prepare the teacher candidates and others to provide immediate and temporary care in emergency situations, including accidents or sudden illnesses. The symptoms and appropriate treatment for shock, wounds, heat and cold injuries, poisoning and proper methods of transportation are covered. The course is applicable to all students, especially those pursuing a career in which they will be responsible for others entrusted to their supervision and care. Satisfactory completion of the course entitles students to an American Red Cross Certificate. Open to all students.

**PED 303. ADAPTED PHYSICAL EDUCATION (3).** Designed to develop knowledge of working with special populations. Emphasis is on the nature of handicapping conditions, legislation affecting general and physical education, appropriate pedagogical techniques and skills, and program development and assessment. Clinical Field Experience required.

**PED 321. ADVANCED SWIMMING AND LIFE SAVING (2).** Designed to develop and refine the following: (1) personal safety and rescue skills, (2) reaching and equipment rescues, (3) swimming skills for life saving, (4) defenses, releases and escapes, (5) removing victim from water, (6) resuscitation, (7) approaches, (8) carries, and (9) small craft safety. Cognitive- safety rules, CPR, artificial respiration and emergency first aid are also covered. Prerequisites: PED 121 and PED 221 or permission of instructor.

**PED 325. THEORY AND TECHNIQUES OF COACHING AND OFFICIATING (3).** This course is designed to provide training and practical experience in sports officiating and coaching. The course is based on theories and practices pertaining to athletic management in coaching and on the Alabama Athletic Association rules for officiating. Lab hours required.

**PED 331. WATER SAFETY INSTRUCTOR PROGRAM (2).** Designed to develop and refine basic swim and rescue strokes, search and rescue techniques, and respiration emergency procedures. Prerequisite: PED 221 or permission of instructor.

**PED 337. METHODS/MATERIALS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION (3).** Designed to provide the teacher candidate with interdisciplinary skills necessary to organize, conduct and evaluate developmentally appropriate physical education programs for the elementary school level. Emphasis is on curriculum design and pedagogical strategies. Clinical Field Experience and Service Learning required. Prerequisite: admission to TEP.

**PED 339. METHODS AND MATERIALS FOR ELEMENTARY SCHOOL HEALTH EDUCATION AND PHYSICAL EDUCATION (3).** Designed as an introduction to the fields of Physical Education. The historical development, basic foundations, scope, trends and issues relative to Physical Education are addressed. Prerequisites: HEA 100, PED 100 level activity class(es).

**PED 347. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION AND ATHLETICS (3).** Designed as an introduction to the fields of Physical Education. The



historical development, basic foundations, scope, trends and issues relative to Physical Education are addressed.

**PED 350. PHYSIOLOGY OF EXERCISE (3).** Designed to provide an understanding of the physiological effects of exercise on the various body systems, with particular emphasis on the musculoskeletal, cardiomuscular and respiratory systems, and laboratory techniques in monitoring physiological parameters. Prerequisites: BIO 128, PED 250, and PED 351.

**PED 351. KINESIOLOGY (3).** Designed to provide an understanding of the anatomical and mechanical aspects of human movement while participating in physical activities. Prerequisites: BIO 128 and PED 250.

**PED 353. PREVENTION AND CARE OF ATHLETIC INJURIES (3).** An introduction to the realm of sports medicine by integrating techniques of training preparation for sport, and injury aspects of sport competition. Lab experiences are provided in taping and injury treatment protocol. Prerequisites: PED 350 and PED 351.

**PED 355. PHYSICAL ACTIVITIES FOR THE AGING (3).** Designed to examine changes that occur with aging, the effects of an active lifestyle on aging, and techniques for meeting the psychomotor needs of the aging. Clinical Field Experience and Service Learning required.

**PED 360. Coaching Principles (3).** A course designed to provide a comprehensive guide to every aspect of coaching. The course details the principles, knowledge, and skills that help coaches build a foundation for their decision making.

**PED 361. Coaching Football and Golf (3).** A course designed exclusively to help coaches gain a solid understanding of teaching sport skills and evaluating technical and tactical skills, teaching technical skills (offensive and defensive), teaching tactical skills (offensive and defensive), planning for teaching (season plans and practice plans) and game coaching (before, during, and after the game). Prerequisites: PED 360, PED 230, PED 234

**PED 363. Coaching Tennis and Soccer (3).** A course designed exclusively to help coaches gain a solid understanding of teaching sport skills and evaluating technical and tactical skills, teaching technical skills (offensive and defensive), teaching tactical skills (offensive and defensive), planning for teaching (season plans and practice plans) and game coaching (before, during, and after the game). Prerequisites: PED 360, PED 230, PED 233

**PED 365. Coaching Basketball and Volleyball (3).** A course designed exclusively to help coaches gain a solid understanding of teaching sport skills and evaluating technical and tactical skills, teaching technical skills (offensive and defensive), teaching tactical skills (offensive and defensive), planning for teaching (season plans and practice plans) and game coaching (before, during, and after the game). Prerequisites: PED 360, PED 232

**PED 367. Coaching Baseball and Softball (3).** A course designed exclusively to help





coaches gain a solid understanding of teaching sport skills and evaluating technical and tactical skills, teaching technical skills (offensive and defensive), teaching tactical skills (offensive and defensive), planning for teaching (season plans and practice plans) and game coaching (before, during, and after the game). Prerequisites: PED 360 and PED 232

**PED 369. Coaching Track and Field and Swimming (3).** A course designed exclusively to help coaches gain a solid understanding of teaching sport skills and evaluating technical and tactical skills, teaching technical skills, teaching tactical skills, planning for teaching (season plans and practice plans) and competitive coaching (before, during, and after the competition). PED 360, PED 230, PED 221

**PED 443. METHODS AND MATERIALS IN JUNIOR HIGH/HIGH SCHOOL PHYSICAL EDUCATION (3).** Designed to provide the teacher candidate with the skills necessary to organize, conduct and evaluate appropriate physical education programs for the secondary school level. Emphasis is on curriculum design and pedagogical strategies. Clinical Field Experience and Service Learning required. Prerequisites: admission to TEP and PED 337.

**PED 445. TESTS, MEASUREMENT AND EVALUATION IN HEALTH AND PHYSICAL EDUCATION (3).** A course designed to provide training in measurement and evaluation of students, courses and programs. Emphasis is placed on collection, organization and analysis of data and on construction and analysis of standardized and teacher-made tests. Prerequisite: admission to TEP.

**PED 447. ADMINISTRATION OF ATHLETIC AND PHYSICAL EDUCATION PROGRAMS (3).** Designed to introduce the principles of planning, organizing, directing, staffing, budgeting and evaluating elementary and secondary school physical education and athletic programs.

**PED 451. PSYCHOSOCIAL ASPECTS OF SPORTS AND PHYSICAL ACTIVITY (3).** This course is designed to provide the teacher candidate with an understanding of the discipline of psychology and sociology as applied to sport and physical activity. Clinical Field Experience and Service Learning required.

**PED 456. MOTOR LEARNING AND DEVELOPMENT (3).** This course is designed to introduce the basic concepts of motor learning and motor development from a lifespan approach. The physiological, cognitive, social and physical aspects of motor learning and development are addressed in the course. Clinical Field Experience required.

**PED 460. PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION (2).** The purpose of this course is to provide the teacher candidate with an opportunity to mutually discuss professional issues, conduct and present research and other projects, and participate in a wide variety of professional activities. Prerequisites: admission to TEP, advanced senior standing. Clinical Field Experience and Service Learning required.

## PHILOSOPHY (PHL)



PHL 201. **LOGICAL REASONING** (3). This course is designed to help students assess information and arguments and to improve their ability to reason cogently and effectively by learning to recognize when reasoning is logical or illogical. The course concentrates specifically on such things as learning to evaluate the various uses of language, understanding how different kinds of inferences are drawn, and learning how to recognize and to avoid ambiguity. (No symbolic logic is introduced.) (Every semester)

PHL 363. **INTRODUCTION TO PHILOSOPHY** (3). Introduces the fundamentals of philosophy, the meaning and function of philosophy, and the relationship of philosophy to science, art and religion. (Fall semester)

PHL 364. **INTRODUCTION TO ETHICS** (3). Consideration of the major types of ethical theory, including the works of both classical and contemporary thinkers. Special emphasis is given to the analysis of moral problems and the criteria that can be used for solving them. (Spring semester)

PHL 365. **INTRODUCTION TO LOGIC** (3). A general introductory course in logic that emphasizes developing the ability to think and communicate clearly. The course includes an introduction to the nature and methods of inductive and deductive logic; informal fallacies/ uses of language. Prerequisite: PHL 201. (Alternate years)

PHL 463. **PHILOSOPHY OF RELIGION** (3). This course explores some of the major theories that have been offered with reference to the nature and existence of God; death and immortality; the concept of free will; faith and reason; and the place of religion in the total world view. (As needed)

PHL 464. **ANCIENT AND MEDIEVAL PHILOSOPHY** (3). A study of the history of ancient and medieval philosophy, with emphasis on the contributions of Plato, Aristotle, the Stoics, Augustine and Aquinas. Prerequisite: PHL 363 or PHL 364. (As needed)

PHL 465. **MODERN PHILOSOPHY** (3). This course is a study of the contributions to the field of philosophy from the Renaissance to the present. Emphasis includes the contributions of philosophers such as Bacon, Hobbes, Spinoza, Descartes, Locke, Hume, Kant, Marx, Mill, Dewey, Whitehead, Russell, Nietzsche and Sartre. Prerequisite: PHL 363 or PHL 364. (As needed)

### **PHYSICAL SCIENCE (PSC)**

PSC 101. **EARTH SCIENCE** (4). A descriptive, nonmathematical course concerning the behavior of the solar system, the earth, moon, planets, satellites, minor planets, meteors and comets; the physical and chemical characteristics of stars and stellar systems; and the size, shape and structure of the universe.

PSC 102. **SPACE SCIENCE** (4). This course is designed to give the prospective and active teacher an elementary, modern view of concepts, applications and processes of earth science. The course is further designed to acquaint the learner with the newer



theories and materials that have been introduced in earth science in recent years. The content of this course gives students a working knowledge of the chemical and physical makeup of the earth, which will also include minerals, rocks, topography, crust structure and atmosphere.

PSC 103. **ENVIRONMENTAL SCIENCE** (4). This is a descriptive course designed to acquaint students with problems of energy and energy conservation. The course is further designed to give both prospective and in-service teachers a fundamental working knowledge of the ecosystem as related to the interactions of man, energy and specific aspects of the environment.

PSC 231. **PHYSICAL SCIENCE SURVEY I** (4). A survey of fundamental principles of physics for non-science majors, with emphasis on applications to the physics of familiar objects and events. Atmospheric and astronomical phenomena are discussed. Lecture and laboratory.

PSC 232. **PHYSICAL SCIENCE SURVEY II** (4). A survey of fundamental principles of chemistry, with emphasis on applications to consumer concerns and environmental problems. Lecture and laboratory.

### **PHYSICS (PHY)**

PHY 206, 207. **COLLEGE PHYSICS I, II** (4, 4). Development of the fundamental principles of mechanics, heat and sound. Fundamental principles of light, electricity and magnetism and modern physics are developed. Prerequisite: MAT 165. Three lectures and one lab period.

PHY 210, 211. **GENERAL PHYSICS I, II** (4, 4). Fundamental principles of mechanics, heat, wave motion, sound, optics, electricity and magnetism and modern physics are developed using calculus where a number of topics are discussed in depth. For students in physics, mathematics, chemistry and basic engineering. Prerequisites: MAT 265 and MAT 266. Three lectures and one lab period.

PHY 308, 309. **MODERN PHYSICS I, II** (3, 3). Topics in modern physics are discussed rigorously. These include atoms, atomic radiation, solids, nuclear physics, relativity, wave mechanics and elementary particles. Prerequisites: PHY 211 and MAT 266.

PHY 310, 311. **ELECTRICITY AND MAGNETISM I, II** (3, 3). Introduction to basic laws of electromagnetism from circuit analysis to Maxwell's equations and electromagnetic propagation. Prerequisites: PHY 211 and MAT 375.

PHY 312. **OPTICS** (3). Topics in geometrical and physical optics comprising wave motion, refraction, dispersion, origin of spectra, interference, diffraction and polarization, and related topics are discussed. Prerequisites: PHY 211 and MAT 375.

PHY 401, 402. **PHYSICAL MECHANICS I, II** (3, 3). Comprehensive formulation of the principles of mechanics, statics and dynamics of particles and systems of particles are



discussed. Oscillatory phenomena, moving coordinates, partial differential equations, calculus of variations, Lagrange's equations and Hamilton's principle are also emphasized. Stress is also placed on dynamics of rigid bodies. Prerequisites: PHY 211 and MAT 375.

PHY 404. **THERMODYNAMICS** (3). Equations of state, a classical approach to the first and second laws of thermodynamics, and Maxwell's relations and applications are stressed. Entropy, free energy and Gibbs potential, general conditions of equilibrium, applications to reaction in gases and dilute solutions, and Nernst's postulate are also included. Prerequisites: PHY 211 and MAT 375.

PHY 406, 407. **ADVANCED LAB I, II** (3, 3). Laboratory investigation of topics of modern physics. Requirement: permission of the instructor.

PHY 499. **SENIOR HONORS RESEARCH** (1-4). Individual research under the direction of a staff member. Research may involve independent study of selected topics, laboratory work or other projects. Requirements: senior standing and permission of the instructor.

### **POLITICAL SCIENCE (POS)**

POS 207. **AMERICAN GOVERNMENT** (3). An examination of the structure, functions and processes of the American system of government. The course reviews and evaluates the historical, political, social, philosophical and religious factors, accounting for the impact of such factors in the American system. Special attention is given to recent modifications and reinterpretations of contemporary phenomena and the effects of these changes on federal and state governments.

POS 218. **STATE AND LOCAL GOVERNMENT** (3). This course provides an analysis of the structures and functions of state and local governments in the United States. Special attention is given to the state of Alabama. The following important concepts and relationships are examined: the powers and relations of the executive, legislative and judicial branches of government; taxing and regulatory provisions; and local governments, home rule and the growth of metropolitan areas.

POS 220. **AMERICAN POLITICAL PARTIES** (3). Examining the entire gamut of American political parties, this course accounts for the evolution, formal and informal organization, operations, functions, leadership and the roles of American political parties. It also examines the impact of external factors, such as pressure groups, on American political parties.

POS 300. **STATISTICS FOR POLITICAL SCIENCE** (3). The purpose of this course is to introduce students to statistical techniques in political science and other research based disciplines. It offers an analysis of statistical measurements (including the measurement of relationships and descriptive statistics). A survey of inferential statistics and decision making and the use of computer applications for statistical analysis. Prerequisite: POS 207.

POS 308. **COMPARATIVE POLITICAL SYSTEMS** (3). A study of the structure, functions and processes of representative world governments and their political systems. The course also includes an examination of world systems, institutions, ideologies, interest groups,



decision-making processes, political conflicts and changes, and group interaction.

POS 309. **SCOPE AND METHODS IN POLITICAL SCIENCE** (3). This course reviews the evolution of political science as a distinctive discipline and examines past and present trends in the discipline. The course emphasizes the role of methodology and research techniques in resolving political science research problems. Prerequisite: POS 300.

POS 310. **POLITICS IN DEVELOPING NATIONS** (3). An examination of the political processes in developing countries. The problems arising in transition from traditional societies to modern industrial states are examined to describe the typical patterns of political change. Prerequisite: POS 207.

POS 311. **AMERICAN FOREIGN POLICY** (3). This course examines the theoretical constructs in explaining foreign policy, the international factors facing the United States and the processes involved in the formulation and execution of American foreign policy. Prerequisite: POS 207.

POS 312. **BLACKS IN THE AMERICAN POLITICAL SYSTEM** (3). An assessment of the position of blacks in the U.S. political system, both historically and contemporarily, with special attention to alternative political strategies in the black struggle for equality.

POS 313. **AFRICAN POLITICAL SYSTEMS** (3). An introductory course on the contemporary governments and politics of African states. The course is designed to provide exposure to African historical backgrounds, political cultures, political trends and ideologies.

POS 314. **INTERNATIONAL RELATIONS** (3). An analysis of the international system, with emphasis on factors and processes producing harmony and conflict. Some of the representative topics for discussion include the various approaches and theories in the study of international relations, the study of national power, imperialism, and competing objectives of foreign policies, negotiations and disarmament between states.

POS 320. **INTRODUCTION TO PUBLIC ADMINISTRATION** (3). This course introduces students to the nature and development of public administration and the basic principles and practices involved in public administration. Further attention is given to the problems of bureaucratic structure and organization, staff and line functions, centralization, reorganization and integration, judicial control and leadership. Prerequisite: POS 207.

POS 321. **PRINCIPLES OF PUBLIC ADMINISTRATION** (3). This course examines the forms and trends in public administration, administrative organization and activities, management, legislative and judicial control of administration, public policy, budgeting and finance. Prerequisites: POS 207 and 320.

POS 322. **INTRODUCTION TO PUBLIC POLICY** (3). This course exposes students to the politics of the policy process. Attention is given to the nature, determinants and effects of public goods and services. Further attention is given to the formulation, implementation and evaluation of public policies.



POS 323. **INTRODUCTION TO PLANNING (3)**. This course introduces students to the broad field of planning; defines its functions in national, state and urban governments; and reviews the principles being used.

POS 324. **PUBLIC PERSONNEL ADMINISTRATION (3)**. This course focuses on the broad issues surrounding personnel matters at the national, state and local levels. As such, public personnel administration is primarily concerned with the area of management collectively known as the public sector. The course directs attention to performance of all managerial functions involved in the maximization of human resources in organizations providing public services.

POS 325. **PUBLIC LAW (3)**. This course examines the laws governing the organization; powers and procedures of administrative agencies. Further attention is given to lawmaking and regulatory procedures by the courts and the executive and the legislative branches of government.

POS 326. **PUBLIC BUDGETING AND MANAGEMENT (3)**. This course provides a general analysis of the activities involved in the collection, custody and expenditure of public revenue, such as the assessment and collection of taxes, public borrowing, debt administration, preparation and enactment of the budget, financial accountability and audit.

POS 401. **ANCIENT AND MEDIEVAL POLITICAL THOUGHT (3)**. A study of Western political theory, with emphasis on the writings of leading political thinkers from ancient times to the middle Renaissance. This course focuses on the development of Greek, Roman, Medieval, Christian and Renaissance political theory.

POS 402. **EARLY MODERN POLITICAL THOUGHT (3)**. An examination of major Western political ideas from the late Renaissance and Reformation periods to the nineteenth century. The course highlights the major theorists in philosophical arguments concerning natural rights, the attainment of power and the impact of science on society.

POS 403. **CONTEMPORARY POLITICAL IDEOLOGIES (3)**. This course is designed to provide students with an understanding of the political ideologies and theories that have developed since the 18th century. Special attention is given to theories such as socialism, communism, fascism and democracy.

POS 404. **THE AMERICAN LEGAL SYSTEM (3)**. This course examines and analyzes the elements of the American legal system. It specifically focuses on the nature of law, common law and statutory law; law and morals; and regulatory legislation, law enforcement, administrative law and legal reform.

POS 407. **AMERICAN CONSTITUTIONAL LAW I (3)**. A survey of American constitutional law concerned with concepts of judicial review, federalism, separation of powers, commerce powers and the powers of Congress and the president. Prerequisites: POS 207 and 218.

POS 408. **AMERICAN CONSTITUTIONAL LAW II (3)**. A survey of American constitutional law concerned with constitutional guarantees of individual rights and liberties,



including due process, equal protection of the law and freedom of expression and religion.  
Prerequisites: POS 207 and 218.

POS 410. **URBAN POLITICS AND ADMINISTRATION** (3). This course addresses issues facing contemporary urban government: welfare, transportation, health, education, police protection, zoning, city-manager movement, city-county consolidation, metropolitan areas, and city-state and city- federal regulations.

POS 420. **INTERNATIONAL LAW** (3). The nature, scope, sources and sanctions of international law are discussed in this course. Special attention is given to the rights and duties of states and individuals in the international community.

POS 430. **SEMINAR IN POLITICAL SCIENCE** (3). An in-depth examination (philosophical, behavioral and theoretical) of a designated topic. Along with more traditional topics such as the Executive, Legislative and Judiciary branches of government; some of the proposed topics for semester seminars will include Middle Eastern Politics, Terrorism and Homeland Security, Political Geography and Political Economics.

POS 480. **POLITICAL SCIENCE INTERNSHIP** (1-3). Academically supervised field practicum for seniors and advanced juniors in good academic standing.

## PSYCHOLOGY (PSY)

PSY 200 **Careers in Psychology** (3) This course will provide students with an overview of the discipline of psychology, including expectations for the psychology major, career options for students completing a bachelor degree in psychology, and career options for students who pursue a graduate degree in psychology.

PSY 250 **Environmental Psychology** (3) Environmental psychology is the scientific study of human-environment interactions, i.e., how people influence the physical environment (whether natural or man-made), and how such environments influence thought, emotion, and behavior. Topics include: how green spaces affect us, theory and research about the causes and effects of environmental problems, how people affect the natural environment, and strategies for improving environmental conditions through behavior change.

PSY 251. **GENERAL PSYCHOLOGY** (3). This course introduces students to the diverse field of psychology, methods of research used and how it contributes to the body of knowledge in psychology, promotion of critical thinking, generation of new ideas, and consideration of alternate explanations when evaluating information. Prerequisite to all further courses in psychology.

PSY 302. **DESCRIPTIVE STATISTICS** (3). Application of statistics to behavioral and social sciences. Prerequisite: PSY 251.

PSY 306. **INFERENCE STATISTICS** (3). This course teaches the computation and interpretation of commonly used data analysis procedures in the behavioral sciences.



Acquiring competence in computer-based statistical software programs is emphasized. Prerequisite: PSY 251.

PSY 352. **THEORIES OF PERSONALITY** (3). The course covers personality theories of historical significance as well as currently accepted theories of personality. Minority and female personality theorists are also included. Prerequisite: PSY 251.

PSY 353. **ABNORMAL PSYCHOLOGY** (3). This course introduces students to the symptoms, etiology and treatment of various psychopathologies. Prerequisite: PSY 251.

PSY 355. **SENSATION AND PERCEPTION** (3). This course presents information on the structure and functioning of all sensory modalities with emphasis on the visual system.

PSY 360. **DEVELOPMENTAL PSYCHOLOGY** (3). This course introduces students to the nature of physiological, social, cognitive and psychological change across the life span. Emphasis is placed on childhood, adolescence and early adulthood. Prerequisite: PSY 251.

PSY 365. **Learning and Behavior** (3). This course focuses on the development and maintenance of operant and classically conditioned behavior. Classic animal research and current applications are used to explain a variety of theoretical learning concepts.

PSY 370. **Clinical Psychology** (3). This course focuses on (a) fundamental principles of clinical psychology; (b) application of these principles to the development of evidence-based assessments and treatments of clinical conditions and associated behaviors; and (c) application of evidence-based assessments and treatments to the evaluation, understanding, and amelioration of clinical conditions evaluated and treated in therapeutic settings. Prerequisite: PSY 251.

PSY 371. **SOCIAL PSYCHOLOGY** (3). The central focus of this course is on how the individual tends to respond to social stimuli. Within this context, the course investigates the scientific discipline of social psychology that attempts to understand how the thoughts, beliefs and behavior of individuals are influenced by the presence of others.

PSY 372. **HISTORY AND SYSTEMS** (3). This course traces the history of psychology, beginning with the early Greeks through the development of modern psychology. Prerequisite: PSY 251.

PSY 373 **Human Factors Psychology** (3) this course is designed to provide the student with an overview of the field of human factors psychology. Human Factors Psychology studies the interaction of humans and systems with the goal of improving ease of interaction, safety, and efficiency.

PSY 374. **Biological Bases of Behavior** (3). This course is concerned with the neurological and genetic foundations of behavior. The course includes an overview of the anatomy and physiology of the central and peripheral nervous systems as well as other physiological systems in the human body. The course includes a review of experimental methods utilized in neuroscience as well as current research in the field. Students also





study the effects of drug interactions and their effects on behavior. Prerequisite: PSY 251.

**PSY 375. INTRODUCTION TO DEVELOPMENTAL DISABILITIES (3).** This course is an introduction to psychological issues in developmental disabilities with a primary focus on mental retardation and autism. Topics include history, definitions, assessment, biological and psychosocial causes, prevention and intervention, treatment, rights and legal issues, and psychopharmacology.

**PSY 376. Industrial/Organizational Psychology (3).** This course applies principles of behavior to problems and situations that are common in work organizations. Emphasis is given to staff management in institutions for the mentally retarded and in industrial settings.

**PSY 379 Psychology of Religion (3)** Introduction to the major issues, theories and empirical approaches to the psychology of religion through critical analysis of both classic and modern texts. The course illuminates the role of religion as a powerful meaning system that can affect the lives of individuals in terms of their beliefs, motivations, emotions and behaviors, and can influence their interactions on both interpersonal and intergroup levels.

**PSY 424. GENDER ISSUES IN PSYCHOLOGY (3).** The purpose of this course is to familiarize students with the growing literature on gender differences in psychological issues such as communication, social behavior, cognitive functioning, emotional development, etc. Prerequisite: PSY 251.

**PSY 425. HUMAN SEXUALITY (3).** This course presents information about the physiological development, structure and functioning of the human reproduction system, sexual disorders and treatments, sexually transmitted diseases and methods of contraception. Prerequisites: PSY 251, PSY 453.

**PSY 426: Gerontological Psychology (3)** this course provides an overview of the current theories, themes and issues of adult development and aging. Prerequisite: PSY 251

**PSY 427. COGNITIVE PSYCHOLOGY (3).** This course surveys topics in cognitive psychology including perception, memory, attention, knowledge representation, language and concepts, imagery, problem-solving, reasoning and decision making and cognitive development. Prerequisite: PSY 251.

**PSY 428. MULTICULTURAL PSYCHOLOGY (3).** This course is an introduction to the field of cross-cultural psychology and provides the student with an in-depth examination of how culture and ethnicity influence human behavior and thought. Prerequisite: PSY 251.

**PSY 429 Preparation for Graduate School in Psychology (3)** this course will provide students with the knowledge and skills required for successful application to graduate school in psychology. Students will review the GRE content areas including writing, learn to identify and evaluate graduate programs, and prepare the necessary documents for graduate school applications



PSY 430. **APPLIED BEHAVIOR ANALYSIS (3)**. This course is concerned with the various techniques used in the field of behavior analysis. The objective of this course is to familiarize the student with the techniques and theories of behavior modification and how to effectively implement a behavior change program. Prerequisite: PSY 251.

PSY 453. **PSYCHOLOGICAL METHODOLOGY AND RESEARCH (3)**. This course presents information on methodological issues in psychology, including descriptive research, relational research, and between-subject and within-subject experimentation, and factorial designs. Additionally, students will learn to design, conduct and analyze research. Prerequisites: PSY 251, senior standing.

PSY 460. **SPECIAL STUDIES IN PSYCHOLOGY (3)**. This course is designed to be a first-hand learning experience in a laboratory setting or in a field placement under the close supervision of a faculty member.

### READING (REA)

REA 120. **COLLEGE READING ENHANCEMENT I (3)**. A reading improvement course designed to diagnose and prescribe effective instruction and experiences for students whose reading test performance indicates critical weaknesses in reading skills necessary for success in academic and personal endeavors. Non-degree credit.

REA 130. **COLLEGE READING ENHANCEMENT II (3)**. A reading improvement course designed to provide guided practice to develop appropriate reading skills. Emphasis is placed on advanced word recognition skills and comprehension skills. The course provides highly individualized study prescribed by the instructor. Non-degree credit.

REA 132. **COLLEGE READING ENHANCEMENT III (3)**. A reading improvement course designed to develop efficient reading skills. Emphasis is on vocabulary development, comprehension skills and reading rate. The materials utilized have a more advanced reading ability. Non-degree credit.

REA 133. **READING PROFICIENCY AND CRITICAL THINKING FOR COLLEGE AND CAREER (3)**. This course will focus on helping students develop the fundamental skills necessary for becoming critical, analytical, and more reflective thinkers, readers, and writers. It will also provide a systematic instructional approach for improving textbook reading, as well as preparation for Praxis II and other standardized examinations.

REA 373. **TEACHING OF READING (3)**. An introductory study of the fundamentals in the teaching of reading. Emphasis is placed on detailed examination of content skills, techniques and materials for the teaching of reading in grades N-3.

REA 374. **READING AND LANGUAGE DEVELOPMENT (3)**. This course is designed to present approaches, methodology and materials necessary to teach reading in grades 4-6. Attention is directed to specific method frameworks instrumental in the teaching of reading. Prerequisite: REA 373.



REA 478. **TEACHING READING IN CONTENT AREAS** (3). This is a course designed to develop competence in teaching the reading/study skills in various subject areas. The materials and techniques emphasized in the course address the secondary school setting.

### **RECREATION (REC)**

REC 201. **FIELD STUDY IN RECREATION MANAGEMENT I** (1). A fieldwork experience that provides students initial exposure to a professional recreation management program, culminating in 50 clock hours of observation and limited participation in ongoing programming at a recreation facility. The student is supervised by a recreation professional and closely observes the assessment, development, implementation and evaluation of recreation programs.

REC 300. **PROFESSIONAL FOUNDATIONS OF RECREATIONAL THERAPY** (3). The study, analysis and application of Recreational Therapy (RT) concepts, processes, terminology, techniques and issues as they relate to the delivery of RT services. Historical and philosophical aspects of RT are also explored. Additionally, students are exposed to the variegated populations RT professionals work with, which include, but are not limited to, the following diagnostic groupings: cognitive, physical, sensory and communication, emotional, social and addictions.

REC 301. **PROGRAM DESIGN AND TECHNIQUES IN RECREATIONAL THERAPY** (3). The study, analysis and application of recreational therapy (RT) concepts, processes, techniques and program development. Prerequisite: REC 300.

REC 302. **FIELD STUDY IN RECREATION MANAGEMENT II** (1). A laboratory experience that builds on the student's previous experience. The student is supervised by a recreation professional and participates in the assessment, planning, implementation and evaluation of recreation programs. A 50-clock-hour laboratory experience is required. Prerequisite: REC 201.

REC 303. **CLINICAL PRACTICUM IN RECREATIONAL THERAPY I** (1). A fieldwork experience that provides students initial exposure to a professional recreational therapy program, culminating in 50 clock hours of observation and limited participation in ongoing programming. The student is supervised by a recreational therapy professional and closely observes the assessment, planning, implementation and evaluation of recreational therapy interventions.

REC 304. **CLINICAL PRACTICUM IN RECREATIONAL THERAPY II** (1). A laboratory experience that builds on the student's previous experience. The student is supervised by a recreational therapy professional and participates in the assessment, planning, implementation and evaluation of recreational therapy programs. A 50-clock-hour laboratory experience is required. Prerequisite: REC 303.

REC 336. **PROGRAM PLANNING FOR LEISURE SERVICES** (3). An exploration and analysis of program planning issues and practices. This course provides a thorough and comprehensive focus on program planning in a logical and systematic manner.



**REC 345. INTRODUCTION TO RECREATION AND LEISURE (3).** An intensive study and discussion of the field of recreation and leisure. Perspectives explored include those of the individual as a consumer and of public and private agencies as providers of leisure services. Course work includes philosophy, history, theory and a survey of public and private leisure service organizations.

**REC 347. GROUP LEADERSHIP/RECREATION LEADERSHIP (3).** The study, analysis and application of leadership theory, styles and techniques as they relate to the delivery of recreation services.

**REC 401. CLINICAL ISSUES AND TRENDS IN RECREATIONAL THERAPY (3).** An intensive study and discussion of contemporary issues and trends in recreational therapy.

**REC 447. MANAGEMENT OF RECREATIONAL THERAPY SERVICES (3).** An exploration and analysis of management issues, concepts and practices that impact public, private and quasi-public recreation services. Topics include personnel management, legal liability, risk management, finance and budgeting, problem solving, public relations, record keeping, marketing, motivation, communication and staff development. Prerequisite: REC 300.

**REC 448. IMPLICATIONS DISABLING CONDITIONS FOR RECREATIONAL THERAPY (3).** A comprehensive study of the provision of recreational therapy services for individuals with disabilities and/or special needs. These populations include, but are not limited to, the aging, the visually impaired, individuals with developmental disabilities, psychological and behavioral disorders. An on-site observation experience of 10 clock hours is required.

**REC 451. PROFESSIONAL INTERNSHIP IN RECREATION MANAGEMENT (12).** A professional internship experience in which the student is placed under the supervision of a director of a recreation facility. The student is actively involved in the assessment, planning, implementation and evaluation of recreation management programs. The completion of written assignments is an integral part of the internship. This internship includes the completion of a 500- clock-hour fieldwork experience, to be completed over a period of 15 consecutive weeks. Prerequisites: advanced senior standing, all core REC courses and approval of the field placement director.

**REC 452. CLINICAL FIELD PLACEMENT IN RECREATIONAL THERAPY (12).** A rigorous, field-based, clinical learning experience completed by senior recreational therapy (RT) majors, under the direct supervision of a full-time certified therapeutic recreation specialist in a clinical, residential or community-based RT program. The student is actively involved in the assessment, planning, implementation and evaluation of individual and group RT programs. The structure and content of the internship are based on the therapeutic recreation process, as defined by the 2013 National Council for Therapeutic Recreation Certification (NCTRC) Job Analysis: Job Tasks, and exceed NCTRC minimum field placement standards. This clinical field placement experience requires the completion of 600 or more clock hours, to be completed in a minimum of 15 consecutive weeks. Written requirements submitted regularly to the university during the internship are an integral part



of the fieldwork experience. Upon completion of the internship, students may submit certification applications to NCTRC. Prerequisites: advanced senior standing, completion of all core REC courses, and approval of the field placement director.

**REC 453. TRENDS IN RECREATION MANAGEMENT (3).** An intensive study and discussion of contemporary issues and trends in recreation management.

### **RELIGIOUS STUDIES (REL)**

**REL 200. LITERATURE OF THE OLD TESTAMENT (2).** Historical and literary study of the Old Testament.

**REL 201. LITERATURE OF THE NEW TESTAMENT (2).** Historical and literary study of the New Testament.

**REL 202. INTRODUCTION TO CHURCH HISTORY (2).** A survey of the history of the church from its beginning to contemporary times. Attention will be given to major movements and personalities.

**REL 300. RELIGION IN AMERICAN CULTURE (3).** An introductory survey of the major religious groups in America, with emphasis on their historical development, distinctive beliefs, institutions and practices.

**REL 361. COMPARATIVE RELIGIONS (3).** A systematic study and analysis of the origin and development of the world's major religious traditions, including Confucianism, Hinduism, Buddhism, Judaism, Christianity and Islamism.

**REL 400. CONTEMPORARY RELIGIOUS THOUGHT (3).** A study of contemporary religious thinkers; emphasis is directed toward an attempt to discover what contemporary thinkers are saying about religion and the problems of modern life.

**REL 463. RELIGION AND THE AFRICAN-AMERICAN EXPERIENCE IN AMERICA (3).** History and development of the African-American church in America as a formative element in the African-American experience. Emphasis also focuses on the role and significance of the church in the African-American community and recent interest in African-American theology in relation to contemporary issues facing African-Americans in American society.

### **REHABILITATION SERVICES WITH A CONCENTRATION IN ADDICTION STUDIES (REH)**

Prerequisite requirements for all courses: 1) A minimum of 26 credit hours; 2) A minimum 2.5 GPA; 3) must have declared Rehab Services as a major in the department; and 4) Must have Program Director/Instructor approval.

**REH 201. Introduction to Rehabilitation Services (3).** This introductory course will focus on the racial, ethnic, gender, socioeconomic, and sociopolitical factors as it relates to the



context of disability. Emphasis on how disability is defined and understood within society will be discussed. Students will be exposed to legal issues, professional ethics, consumer advocacy, lived experience, and resources (community, state, and nationally).

REH 301. **Theories in Counseling** (3). This course is designed to give undergraduate students who desire to work in, or are considering careers in helping professions (such as counseling and social work) a basis for developing the theoretical orientation that will serve as a foundation for their work with consumers with a broad range of disabling conditions (including, but not limited to, those that have a physical, psychological, or sociological basis). This course is also intended to provide an overview of commonly used theoretical orientations in counseling, but is in no way designed to be sufficient for the development of complete competence in the use of such theories in clinical practice.

REH 302. **Medical Aspects** (3). Students will be introduced to basic medical terminology and medication language. In addition, a variety of disabilities with emphasis being placed on the impact of severe and chronic conditions will be discussed. Students will explore these disabilities in terms of their etiologies, functional limitations, treatment/rehabilitation options, and vocational implications.

REH 303. **Case Management and Recording** (3). This course is designed to familiarize students with the purpose, function, and rationale for case management services within a human services organization. The case management process includes the intake interview to termination of services, with focus given to the three phases of case management: assessment, planning, and implementation. Further, the locations in which the case management process occurs will be reviewed and organizational, legal, and ethical issues confronting the case manager will be addressed.

REH 304. **Counseling Skills and Techniques** (3). This course is designed to provide rehabilitation services students with the skills, information, and resources necessary to develop a clear understanding of basic helping skills and techniques. Additional Prerequisite(s): REH 301

REH 305. **Vocational Development** (3). An overview course, which introduces the students to the process of transitioning individuals through lifelong career development, both in the educational and service delivery systems. Emphasis includes theory and philosophy in guidance and rehabilitation settings relating to persons with difficulties in the vocational decision-making process. Knowledge and skills for assessment, planning, education, counseling and adjustment are emphasized.

REH 306. **Assessment in Rehabilitation** (3). This course will serve as an introduction to vocational evaluation providing a survey of concepts creating a foundational knowledge base of vocational evaluation. This course will provide students with an understanding of basic statistical concepts; a working knowledge of test selection, administration, and interpretation of test results; and communication skills necessary to fulfill the role of vocational evaluator. A major emphasis will be on practical application, experiential learning, and critical thought that are involved in the vocational evaluation process. Additional Prerequisite(s): REH 305



REH 307. **Assistive Technology and Resources** (3). This course will introduce students in rehabilitation, or any other helping profession or fields of study to have a greater understanding of Assistive Technology (AT) and its impact on Society. Students will Gain a historical and legislative perspective of AT. Students will acquire a perspective on how AT can be an effective tool, and agent in theirs and others (persons with disabilities) lives in various environments (work, home, recreation, etc.). This course will examine the application and utilization of assistive technology in reaching individuals goals, and objectives.

REH 308. **Diversity and Disability** (3). This course will examine our experiences in a multicultural society. The content will include exposure to trends including students' reactions to characteristics and concerns regarding diverse groups. Students' attitudes and behavior based on such factors as age, race, religious association, disability, gender, ethnicity and culture, family patterns, socioeconomic status, and intellectual ability will also be explored.

REH 309. **Psychosocial Aspects** (3). Students will be provided with an overview of the psychological and social aspects of disability with an emphasis placed on diversity of experience among individuals with disabilities and their families. The impact of social and psychological aspects of disability on public attitudes, public policy, and law will be examined. The adjustment process experience by individuals with disabilities and their families will be examined from the perspective of the individual and social context in which adjustment occurs. Additional Prerequisite(s): REH 302

REH 310. **Introduction to Addictions** (3). Students will be provided with an overview of different constructs for understanding addiction. Students will be challenged to strengthen their understanding of addiction by looking at how individuals with addiction related disorders view their addiction and by exploring how those working in the field of addiction treatment have come to view it. In addition, students will come to understand how both theory and research are important in the prevention and treatment of addiction.

REH 311. **Pharmacology in Addiction** (3). Students will be provided an overview of the pharmacological, historical, behavioral, social, legal and clinical implications of drug use, abuse and dependence from a variety of perspectives which will allow them to make decisions that will enhance their own health and well-being, while also having a better understanding of the social and individual problems that arise when others misuse and abuse psychoactive substances. Additional Prerequisite(s): REH 310

REH 312. **Treatment Strategies in Addictions** (3). This course is designed to give an advanced view of specific, research-based interventions, for specific types of addictions, which can include (but not be limited to): an addiction to sex, alcohol, food, cocaine, marijuana, opiates, amphetamines, all of the above, etc. Additional Prerequisite(s): REH 310.

REH 401. **Fieldwork in Rehabilitation I** (3). Students will be supervised in selected agency settings, under the direction of agency staff and university faculty. The



supervised experience provides an opportunity for the student to gain direct knowledge of: Casework; Client service provision; Resource development and utilization, and other professional functions in a public or private human service agency. Students will complete a minimum of 200 hours. Additional Prerequisite(s): Permission of Fieldwork Coordinator

**REH 402. Fieldwork in Rehabilitation I (3).** Students will be supervised in selected agency settings, under the direction of agency staff and university faculty. The supervised experience provides an opportunity for the student to gain direct knowledge of: Casework; Client service provision; Resource development and utilization, and other professional functions in a public or private human service agency. Students will complete a minimum of 200 hours. Additional Prerequisite(s): REH 401.

**REH 405. Group Process (3).** Students will be provided with an overview of how the “group process” works, the different stages of the group process, how a group leader facilitates that process and the importance of self-reflection and the willingness to work on one’s own life issues in order to be a competent group facilitator. In addition the student will take part in several groups made up of other students from their class and will learn about different types of groups, how and why they form, and to what end (what good do they do?). Additional Prerequisite(s): REH 304

**REH 406. Seminar in Rehabilitation (3).** The study of a specialized topic not offered in the usual curriculum. Topics focus on contemporary topics, issues, and practices in rehabilitation, health sciences, and human services, as selected by program faculty and/or guest faculty. Topics vary (sign language, introduction to expressive arts, adaptive environments, Disability and the Movies, qualitative research & creative writing, etc.) Prerequisite(s): Additional Prerequisite(s): REH 201 and REH 31

### **SPECIAL EDUCATION K-6; 6-12; K-6 and 6-12**

**SED 170. DIVERSE STUDENTS IN INCLUSIVE SCHOOLS (3).** This course focuses on the understanding of disabilities as part of diversity in the context of schooling. The IDEA-defined categories of disabling conditions will be discussed and understood in the context of diversity that may include race, gender, SES, culture, linguistics, learning styles and philosophies. Important aspects of special education such as assessment and instructional procedures, referral procedures, application of legislation and litigation, characteristics and needs of children with disabilities of varying types and degrees, family-focused involvement, allocation of human and nonhuman resources and services, practices of collaboration and integration, and professional conducts and ethics will be discussed in the larger context of schooling with nondisabled counterparts. The knowledge and experience gained from this course will enable students to make informed decisions on disability-related issues. Visitations and observations are required.

**SED 210. LEGAL ISSUES IN GLOBAL SOCIETY (3).** This course focuses on the provisions of federal and state legislation affecting various aspects of schooling in integrated settings. Students are expected to engage in discussion of a variety of issues identified by court cases to gain insights on how laws can be interpreted and conflicts can be resolved through litigation. Students are expected to demonstrate their ability to make good, rational judgments as to how they should conduct themselves properly and how they





approach solving problems created by others in a diverse society. Visitations and observations are required.

SED 220. **SPECIAL HEALTHCARE NEEDS** (3). This course focuses on the roles and functions of school teachers as decision makers in understanding and managing students with special health care needs in the context of diversity. Students are introduced to situations in which informed decisions must be made on behalf of their students, in consultation with parents, school personnel, medical personnel and allied health personnel. Visitations and observations are required.

SED 270. **ASSESSMENT AND INSTRUCTIONAL STRATEGIES FOR INCLUSIVE SCHOOLING** (3). This course focuses on the techniques of collecting, translating and using assessment data in making instructional decisions in the context of diversity to meet the needs of students with disabilities. Assessment reports and recommendations for instructional interventions need to be completed for review and critique. Students are introduced to a variety of assessment techniques, both formal and informal, as well as a contemporary view of assessment using many aspects of current philosophies, such as authentic assessment, curriculum-based assessment and curriculum-based measurements, and portfolio-based assessment. Lab hours are required.

SED 280. **STUDENTS WITH DISTURBING BEHAVIORS** (3). This course focuses on understanding and managing students with disturbing behaviors of varying types and degrees in the context of diversity to increase their level of participation for learning. Given disturbing situations, students are expected to make good, rational decisions to restore the situations to normalcy for constructive teaching and learning. Lab hours are required.

SED 320. **MILD COGNITIVE DISABILITIES** (3). This course focuses on understanding and managing students with mild cognitive disabilities of varying types and degrees in the context of diversity to increase their level of participation for learning. Programs and issues involved in the delivery of services inside and outside of school settings will also be discussed. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings.

SED 325. **SEVERE COGNITIVE DISABILITIES** (3). This course will focus on understanding and managing students with severe cognitive disabilities of varying types and degrees in the context of diversity to increase their level of participation for learning. Programs and issues involved in the delivery of services inside and outside of school settings are also discussed. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings.

SED 350. **CAREER TECH** (3). This course focuses on programs and issues involved in career tech services for students with disabilities inside and outside of school settings. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating career tech programs and services in integrating settings.



SED 370. **COLLABORATION AND TEAMING** (3). This course focuses on programs, instructional techniques, techniques of modifications, resources, and issues involved in teaching language and communication skills for students with/without disabilities, K-6, in a diverse society. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings.

SED 403. **ELEMENTARY SPECIAL EDUCATION CURRICULUM** (3). Research-proven instructional strategies, effective and efficient use of human and nonhuman resources, program development and implementation, and monitoring for possible modifications to meet the instructional needs of individual students with disabilities at the elementary level. Includes multimedia presentation and record-keeping with computer software packages.

SED 404. **SECONDARY SPECIAL EDUCATION CURRICULUM** (3). Research-proven instructional strategies, effective and efficient use of human and nonhuman resources, program development and implementation, and monitoring for possible modifications to meet the instructional needs of individual students with disabilities at the secondary level. Includes multimedia presentation and record-keeping with computer software packages.

SED 410. **SENSORY AND COMMUNICATION DISORDERS** (3). This course focuses on programs and issues involved in services for students with sensory and communication disabilities inside and outside of school settings. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings.

SED 430. **ASSISTIVE TECHNOLOGY AND RESOURCES** (3). This course focuses on identification and utilization of high- and low-tech assistive devices, including augmentative devices with or without modifications, programs, and issues involved in delivery of services for students with disabilities inside and outside of school settings. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings. Lab hours are required.

SED 435. **IEP PROCESS** (3). This course focuses on the development of IEPs, IFSPs and ITPs.

SED 470. **STUDENT TEACHING IN INCLUSIVE SETTINGS, K-6** (12). One semester (16 weeks). During student teaching, students increase their instructional and administrative responsibilities on a gradual basis. Students prepare plans for organizing and managing instruction and complete portfolio, including journals for critique. Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.

SED 475. **STUDENT TEACHING IN INCLUSIVE SETTINGS, 6-12** (12). One semester (16 weeks). During student teaching, students increase their instructional and administrative responsibilities on a gradual basis. Students prepare plans for organizing and managing instruction and complete portfolio, including journals for critique. Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.



SED 480. **STUDENT TEACHING IN INCLUSIVE SETTINGS, K-6 and 6-12(12)**. One semester (16 weeks). During student teaching, students will increase their instructional and administrative responsibilities on a gradual basis. Students prepare plans for organizing and managing instruction and complete portfolio, including journals for critique. Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.

### **SOCIAL WORK (SWK)**

SWK 220. **INTRODUCTION TO SOCIAL WORK (3)**. This course is designed to introduce students to the profession of social work, including its historical antecedents, fields of practice, philosophy, values, ethics and purposes. Prerequisites: ENG 131-132 or the equivalent.

SWK 221. **SOCIAL WORK COMMUNICATIONS (3)**. This first social work practice course emphasizes the development of skills in speaking, listening and writing within the context of the social work profession. The classroom serves as a laboratory experience for students to develop observational skills, disciplined communication skills and relational skills. Prerequisites: ENG 131-132 or the equivalent. Corequisite: ENG 218.

SWK 230. **SOCIAL WORK IN HEALTH SETTINGS (3)**. The purpose of this course is to introduce students to generalist social work practice in health care settings. Students are introduced to a range of health-related client problems and an overview of many social work settings and services in the health arena.

SWK 322. **HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I (3)**. This sequential course is a study of how biological, psychological, social and cultural dimensions of human behavior impinge upon every stage of the life cycle from infancy through middle-school age. Knowledge is provided for the assessment of individual development and behavior, families, groups, organizations and communities. Social work majors must have gained admittance to the social work department. Prerequisites: BIO 127-128; HUM 103; HIS 131; SOC 110; PSY 251; SWK 220; GEO 206. Corequisite: ANT 328, or the equivalent.

SWK 323. **HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II (3)**. The second part of this sequential course includes a study of how biological, psychological, social and cultural dimensions of human behavior impinge upon every stage of the life cycle from adolescence through very old age. Knowledge is provided for the assessment of individual development and behavior, families, groups, organizations and communities. Prerequisite: SWK 322.

SWK 354. **CHILD WELFARE (3)**. A survey of concepts, policies and practices in the field of child welfare. This subject is examined in relation to the needs of children and their families, major policies and programs designed for them and the policy issues that emerge for future planning.

SWK 356. **SOCIAL WELFARE POLICY AND SERVICES I (3)**. This sequential course provides the opportunity for students to analyze the historical and philosophical



development of social welfare and its relationship to the social, political, economic and cultural context in which it has existed. Social work majors must have gained admittance to the social work program. Prerequisites: HIS 131. Corequisites: ECO 254; POS 218; SOC 213.

**SWK 357. SOCIAL WELFARE POLICY AND SERVICES II (3).** Part two of this sequential course assists students in developing skills in social welfare policy, and program analysis, formulation and advocacy. Prerequisite: SWK 356.

**SWK 370. SOCIAL WORK WITH THE AGED (3).** This course focuses on the problems of aging that arise out of the interplay between biological, physiological and psychological changes and out of societal inequities, ageism, social demands or neglect, and role changes. Using social work purpose and values as context, direct practices and policy-shaping activities are explored.

**SWK 450. APPLIED RESEARCH (3).** This course provides students with scientific research methods and skills to be both consumers and contributors to the advancement of knowledge. Students apply methods of scientific inquiry to generalist problem-solving and social work evaluation activities. Prerequisites: SOC 110; SOC 361. Corequisites: SWK 465; SWK 468.

**SWK 455. SOCIAL WORK WITH FAMILIES (3).** This course provides a systems view of the family as a theoretical framework for problem-solving; examines the impact of various factors on the organization and functioning of the family.

**SWK 463. FIELD INSTRUCTION I (4).** The purpose of this field practicum is to provide social work majors instruction in social service agencies as a means for ensuring professional social work socialization, including internalization of professional values and beginning application of social work knowledge, values and skill. Open to social work majors only. Prerequisites: SWK 322; SWK 323; SWK 356; SWK 357; SWK 464. Corequisites: SWK 466; SWK 467.

**SWK 464. GENERAL METHOD OF SOCIAL WORK PRACTICE I (3).** This sequential course provides knowledge of the general method of social work and proficiency in using it as a problem-solving framework in social work practice with individuals, families, groups, organizations and communities, using an ecological perspective, social work values and an understanding and appreciation of human diversity. Open to social work majors only. Prerequisites: SWK 220; SWK 221; SWK 322; SWK 356. Corequisites: SWK 323; SWK 357.

**SWK 465. FIELD INSTRUCTION II (4).** The purpose of this practicum is to continue the instruction that began in Field Instruction I. Students are expected to apply knowledge, values and skill learned in classes to their work with individuals, families, groups, organizations and communities. Prerequisites: SWK 463; SWK 467. Corequisites: SWK 468; SWK 450.

**SWK 466. GENERAL METHOD OF SOCIAL WORK PRACTICE II (3).** The second part of



this sequential course provides knowledge of the final stages of the general method of social work practice, continuing the utilization of an ecological perspective, social work values and human diversity. Open to social work majors only. Prerequisite: SWK 464. Corequisites: SWK 463; SWK 467.

**SWK 467. FIELD INSTRUCTION SEMINAR I (1).** This seminar is designed for senior social work majors who are enrolled in Field Instruction I. The seminar links classroom learning and agency experiences, assisting the student in utilizing content learned in class in their problem-solving activities at the agency. Corequisite: SWK 463.

**SWK 468. FIELD INSTRUCTION SEMINAR II (1).** This seminar serves to link classroom learning and agency experiences, assisting the students in utilizing content learned in class in their problem-solving activities at the agency. Prerequisites: SWK 463; SWK 467. Corequisite: SWK 465.

### **SOCIAL SCIENCES (SSC)**

**SSC 361. SOCIAL SCIENCE STATISTICS (3).** An introduction to statistical methods that emphasize the application of descriptive and inferential techniques to criminal justice data and research; computer applications for data analysis.

**SSC 450. SOCIAL SCIENCE RESEARCH I (3).** The fundamentals of research design are explored, including the formation of the research question, justification and scope of the problem, identification of the variables involved, hypothesis construction, instrument construction, sampling, coding and data manipulation, and analysis. Prerequisite: CRJ 361.

**SSC 451. SOCIAL SCIENCE RESEARCH II (3).** This course focuses on student application of knowledge and skills acquired in Methods of Sociological Research I and a study of advanced sampling, measurement, data collection and analysis techniques. Prerequisites: SOC 110, SOC 222, SSC 361 and SOC 431.

**SSC 452. SPECIAL TOPICS IN CRIMINAL JUSTICE OR SOCIAL SCIENCES I (3).** An in-depth examination of a designated topic.

### **SOCIOLOGY (SOC)**

**SOC 110. INTRODUCTION TO SOCIOLOGY (3).** This course is a general education study for students in all fields. The course introduces students to the discipline of sociology and to basic concepts employed to analyze culture, social structure and change.

**SOC 210. SOCIETY AND ENVIRONMENT (3).** Examines the relationship between humans and the environment, including human abuse of the environment, problems of resource depletion and pollution. Proposed solutions to current environmental problems are examined.

**SOC 213. SOCIAL PROBLEMS (3).** An analysis of the major sociological perspectives on



the nature and development of social problems; the incidence and characteristics of social problems of major public interest; and contribution of sociological knowledge to proposed solutions of selected social problems.

**SOC 220. SOCIAL INSTITUTIONS AND SOCIAL CHANGE (1).** A continuation of Introduction to Sociology (SOC 110). This course elaborates on concepts, principles and methods of sociology previously encountered. It focuses on modern social institutions; politics, families, work, education, religion and medicine and health. Social change is explored with a concentration on the mass media, urbanization, the environment, collective behavior and social movements. Prerequisite: SOC 110.

**SOC 222. COMPUTER APPLICATIONS IN THE SOCIAL SCIENCES (3).** An introduction to computer programming with applications in the social sciences. Attention is given to problem solving in subject-matter areas through the application of computer technology for instructional purposes, statistical analysis and social science research. Laboratory use of a microcomputer is an integral part of the course. This is a required course for sociology majors, and the course is a prerequisite for SOC 361; and SOC 431, 432.

**SOC 313. SOCIOLOGICAL THEORY (3).** A comprehensive and critical analysis of contemporary sociological theories, including symbolic interactionism, functionalism, conflict and exchange theories.

**SOC 315. POLITICAL SOCIOLOGY (3).** A study of the social origins of political ideologies and the relationship among power, authority and participation in political institutions and the social variables of class, caste, ethnicity and race.

**SOC 350. DEVIANT BEHAVIOR (3).** A survey of theories of deviant behavior; determinants and consequences of selected forms of deviance, including mental illness, suicide, prostitution, drug use, vice and white-collar crime.

**SOC 355. SOCIOLOGY OF DEATH AND DYING (3).** A study of death and dying as they affect humans at all stages of their social development; analysis of reactions during the period of dying and death; and consideration of the major contributing factors to suicidal deaths.

**SOC/CRJ 362. DRUGS AND DRUG ABUSE (3).** A comprehensive study of drugs, including historical, medical and legal perspectives. Special emphasis is placed on the effects of intoxication and abuse, the efforts at control of drug use and abuse, and the particular drugs currently being abused in the city, the state and across the nation.

**SOC 371. SOCIAL PSYCHOLOGY (3).** An examination of human behavior, with emphasis on the development of the social self; attitudes and attitude change; interpersonal relations; small groups; collective behavior.

**SOC 403. THE COMMUNITY (3).** A survey of sociological perspectives on community; the institutional structure of rural, urban and suburban communities; community leadership patterns, action and change.



SOC 404. **SOCIOLOGY OF AGING** (3). Studying aging with a life cycle approach emphasizing biological, psychological and social changes. Examination of aging theories and myths, family and friend relationships, volunteer activities, retirement and economic status; sexuality, widowhood, chronic illness, social services; housing options and preparation for death.

SOC 412. **SOCIAL MOVEMENTS** (3). A survey of theoretical models and case studies of social movements, with particular emphasis on contemporary movements, including those that have succeeded, those that have influenced the larger society and those which that failed.

SOC 427. **MARRIAGE AND THE FAMILY** (3). A comparative analysis of dating, courtship, sexuality, marriage and family forms: singlehood, marriage, dual-career families, divorce, stepfamilies and widowhood. Alternative living arrangements discussed: cohabitation, homosexual relationships and open marriages. Exploration of cultural/racial differences, abusive relationships and aging families.

SOC 430. **RACE AND ETHNIC RELATIONS** (3). Sociological perspectives on race and ethnic relations, domestic and global, with emphasis on the nature of and trends in race and ethnic relations in American society.

SOC 434. **SOCIAL STRATIFICATION** (3). The study of systems of social inequality and the relationship of inequality to power, life-styles and individual behavior.

SOC 440. **SOCIOLOGY OF WOMEN** (3). Examines the social, economic and political status of women in our own and other societies; ideological assumptions about women; the mutual affects of changing society and changing sex roles.

SOC/CRJ 442. **CRIMINOLOGY** (3). A comprehensive study of the theoretical explanations of crime causation and its implications for social institutions and criminal justice policies.

SOC 443. **URBAN SOCIOLOGY** (3). A study of the origin, growth and development of cities; major problems of cities; and the impact of urbanization on human behavior and interaction.

SOC 444. **JUVENILE DELINQUENCY** (3). Nature of juvenile delinquency; incidence of juvenile delinquency; and the role of juvenile courts, law enforcement and other community agencies in the prevention and control of juvenile delinquency.

SOC 445. **POPULATION AND SOCIETY** (3). Examines major population characteristics, trends and problems in the United States and other major regions of the world; considers population in the context of culture change and the relationship between humans and land.

SOC 462. **THE SOCIALLY DISADVANTAGED** (3). Theories of poverty; incidence of poverty; comparative analysis of subgroups in poverty; and comparative analysis of poverty subgroups in American society.



SOC 463. **COMPLEX ORGANIZATIONS** (3). A study of the development, structure and internal processes of organizations; organizational environments and linkages among organizations; survey of current theoretical models of organizations.

SOC 470. **SOCIOLOGY OF HEALTH AND ILLNESS** (3). Study of social and psychological influences of illness, including overview of theories, epidemiology and demographics. Exploration into relationships of patients and physicians, nurses and other health professionals. Study of available health alternatives. Current update into environmental effects on individual health, medical costs, preventive health care and national health insurance.

SOC 480. **SOCIOLOGY INTERNSHIP** (1-3). Academically supervised field practicum for seniors and advanced juniors in good academic standing.

### **SPANISH (FLS)**

FLS 161, 162. **SPANISH I, II** (3, 3). Principles of Spanish pronunciation, grammar, conversation and composition. Laboratory practice required. FLS 161 is prerequisite for FLS 162. (Every semester)

FLS 261, 262. **SPANISH III, IV** (3, 3). Review of grammar, introduction to selected literary works; aspects of Spanish civilization. FLS 261 and 262 are conducted in the target language. Prerequisite: FLS 162 or qualifying examination. FLS 261 is prerequisite for 262. (FLS 261 fall; FLS 262 as needed).

FLS 263. **SPANISH CONVERSATION AND PHONOLOGY** (3). An overview of Spanish phonology as a means of enhancing conversation; plus, oral drills, pronunciation, exercises and oral reports. Prerequisite: FLS 262. (Fall, odd years)

FLS 264. **ADVANCED SPANISH GRAMMAR AND COMPOSITION** (3). An analysis of advanced grammatical concepts, detailed work on vocabulary building and writing of themes; concurrent enrollment in a Spanish literature course highly desirable and recommended. Prerequisite: FLS 262. (Spring, even years)

FLS 265. **SPANISH CIVILIZATION** (3). A study of the artistic and historical heritage and the social and political institutions of peninsular Spain. Taught in Spanish. Prerequisite: FLS 262. (Odd years)

FLS 361, 362. **SURVEY OF SPANISH LITERATURE I, II** (3, 3). Intensive study of major Spanish classical authors. Prerequisite: FLS 262 or permission of the instructor. (As needed)

FLS 363. **TWENTIETH CENTURY SPANISH LITERATURE** (3). An examination of the more recent literary manifestations in the Spanish language. Prerequisites: FLS 262 and FLS 362. (As needed)





FLS 365. **SURVEY OF SPANISH-AMERICAN LITERATURE I** (3). Poetry, prose and drama from Columbian times through Romanticism. Prerequisite: FLS 262. (As needed)

FLS 366. **SURVEY OF SPANISH-AMERICAN LITERATURE II** (3). All genres from modernism to the present. Prerequisite: FLS 262. (As needed)

FLS 460. **DON QUIXOTE DE LA MANCHA** (3). A close study of Spain's greatest literary work. Includes an overview of Cervantes' life and place as a writer. Required of all majors and minors. Prerequisite: FLS 361. (Odd years, as needed)

FLS 461. **GOLDEN AGE LITERATURE** (3). Drama (Lope de Vega, Calderon and Tirso de Molina) and poetry, with an overview of pastoral and picaresque novels. Prerequisite: FLS 361. (As needed)

FLS 462. **HISPANIC NOVEL** (3). A study of outstanding Spanish novels of the 19th and 20th centuries. Latin American works included also. Prerequisite: FLS 362. (As needed)

FLS 463. **HISPANIC DRAMA** (3). A study of selected Spanish plays of the 19th and 20th centuries. Latin American works included also. Prerequisite: FLS 363. (As needed)

#### **THEATER (THE)**

THE 111. **INTRODUCTION TO THEATER ARTS** (3). A survey course examining all elements of theater and its influence on western culture; therefore, allowing students to develop basic critical standards for the understanding and appreciation of dramatic productions. (Every semester)

THE 119. **BEGINNING DANCE** (3). Designed to develop an appreciation of dance as an art form and to develop beginning-level performance skills in the technique of major dance forms. The historical and cultural significance of dance is emphasized. (Fall).

THE 213. **COSTUME CONSTRUCTION I** (3). An introductory course dealing with fundamental hand and machine sewing techniques, costume shop machinery, patterning, draping and drafting. Students participate in the construction of costumes for departmental productions. Includes lab hours for practical application of learning skills. (Fall).

THE 214. **MAKE-UP** (3). This course is designed to provide experience in the effective application of make-up techniques for the stage. Makeup kit required for course (alternate semesters).

THE 215. **ACTING me** (2). An introductory course in acting. Particular attention will be given to basic acting and stage techniques. (Fall).

THE 217. **REHEARSAL AND PERFORMANCE – SET AND STAGE** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Set and stage involves construction, design, set dressing, stage hands, and props



management.

THE 218. **REHEARSAL AND PERFORMANCE - LIGHTING AND SOUND** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Lighting and sound emphasizes using the light board, hanging and focusing, spot light operation, working light crew and designing sound and/or lights for productions.

THE 219. **INTERMEDIATE DANCE** (3). Designed to further develop the appreciation of dance as an art form and to develop intermediate-level performance skills in the technique of major dance forms. Individual and group choreography is developed and performed in class demonstrations for small audiences. Prerequisite: THE 119. (Spring)

THE 220. **REHEARSAL AND PERFORMANCE – PERFORMANCE** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Performance series focuses on audition pieces, morgues, and duo acting scenes.

THE 221. **STAGE LIGHTING AND SOUND I** (3). Course is designed to acquaint the student with the fundamentals of stage lighting and to equip the student with basic skills and knowledge needed to work on a lighting crew. For practical experience, the student will work as a lighting crewmember in the hanging of an actual production and a series of projects. The class will also be devoted to the creation and execution of sound effects while learning the operations of the university's theater sound system. Prerequisite: THE 250. (Fall)

THE 222. **REHEARSAL AND PERFORMANCE – COSTUME** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Costume emphasis are centered on organizing crews, costume hanging/strike and building.

THE 226. **REHEARSAL AND PERFORMANCE – AUDIENCE DEVELOPMENT** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Audience development focuses on publicity, marketing, and house management.

THE 250. **STAGECRAFT** (3). An introductory laboratory to scenery construction and technology. This course explores theory and practice of scenery construction; to include painting and the construction scenery and props.

THE 313. **COSTUME CONSTRUCTION II** (3). This course examines the costume design process. Students will have the opportunity to develop their research, rendering and construction skills as it relates to design. (Includes lab hours for practical application of learning skills.) Prerequisite: THE 213.

THE 315. **ACTING II** (2). A course designed to develop a student's ability to concentrate and analyze character. Attention is also given to exploring the inner workings of the actor to the role, by examining intention, relationship and environment while working on scenes. Prerequisite: THE 215 or permission of the instructor. (Spring).



THE 316. **VOCAL TRAINING FOR THE ACTOR** (3). This course is designed to improve the student's use of the voice, and instruct in articulation, pronunciation, and expressive intonation for effective communication and character development. (Fall).

THE 318. **SCENE DESIGN** (3). A course designed to introduce students to the fundamental techniques of drafting and drawing. Students will become familiar with the mechanical aspects of scenery, the principles of design and the technical requirements of a script needed to fully develop a scenic design. Prerequisite: THE 250. (Alternate).

THE 319. **DANCE PRODUCTION** (3). In this course students will produce a dance work from conceptualization through choreography, costuming, lighting and sound to final production which will be performed before an audience. Prerequisite: THE 219 (fall).

THE 321. **STAGE LIGHTING AND SOUND II** (3). Continuation of THE 221 with emphasis on developing full lighting design packages created from class projects and actual productions. The class focuses on the creation of portfolio quality designs subject for review by theater faculty. Prerequisite: THE 221 (spring).

THE 323. **HISTORY OF THE THEATER I** (2). This course focuses on helping students to read carefully, think critically, and write analytically about what they have read. It is designed to familiarize students with the history that surrounds and the cultural and intellectual milieu that embraces the theater practices and development from Ancient Egypt to French Classicism. (Fall semester).

THE 324. **HISTORY OF THE THEATER II** (2). This course focuses on helping students to read carefully, think critically, and write analytically about what they have read. It is designed to familiarize students with the history that surrounds and the cultural and intellectual milieu that embraces the theater practices and development from the eighteenth century to the present. Prerequisite: THE 323. (Spring semester).

THE 328. **FUNDAMENTALS OF PLAY STRUCTURE AND ANALYSIS** (3). A study of the style and analytical exploration of the author's intent with special emphasis given to oral interpretation, spectacle, and script analysis. This course requires written critical analysis.

THE 330. **STAGE MOVEMENT** (3). An advanced course in body awareness, alignment, breathing techniques and physical characterization for stage combat, choreography and movement for the camera in both film and television.

THE 341. **DANCE SURVEY** (3). This course is designed to examine dance as an art form. Emphasis is on dance history, aesthetics, and criticism. The course examines dance in relation to the cultural context of differing periods and other art forms, contemporary theater dance and role of dance in education. Prerequisite: THE 119 (spring).

THE 423. **COSTUME ACCESSORIES CONSTRUCTION** (3). All costuming students need to be acquainted with millinery techniques and various styles of period accessories and embellishments. This course allows the students to explore the effective application of such techniques.



THE 426. **DRAMA IN THE SECONDARY SCHOOL** (3). This course explores the philosophy of teaching theater. It will employ various methods and techniques for teaching drama. Special emphasis will be given to the preparation of unit plans, lesson plans, and examinations.

THE 427. **CHILDREN'S THEATER** (3). A study of the history of the Children's Theater movement in the United States. Emphasis will be placed on the various techniques for involving children in performance as well as planning, organizing, directing, and staging of plays for young audiences.

THE 428. **AFRICAN-AMERICAN DRAMA** (3). A survey of the dramatic literature written by and for African-Americans from the 19th century to the present. This is a reading and discussion course, which requires written critical analysis and is designed to evaluate historical works and accomplishments of African- American dramatists.

THE 429. **THEATER MANAGEMENT** (3). A class that prepares students in audience relations, including organizational structure, fund-raising, box office management, house management, marketing, and publicity. This course gives students hands-on experience.

THE 450. **FUNDAMENTALS OF PLAY PRODUCTION** (3). A study of the methods of producing and directing Theatrical Productions. This course prepares the student for the practical work of directing a one act production. Prerequisites: THE 213, THE 221, THE 318.

THE 455. **DIRECTING** (4). A practicum course, which involves a study of the basic principles of stage directing, play selection, casting, rehearsals and design collaboration. Includes practical work in directing culminating in the production of a one-act play. Prerequisite: THE 450. (Spring).



## VIII. GLOSSARY OF TERMS

Here are definitions of terms that help explain the academic organization and operations at Alabama State University.

**ACCREDITATION** – Recognition granted schools and colleges upon examination by groups of visiting professionals based on objective standards developed by interested professional agencies. An accredited school or college has measured up to the standards of quality imposed by professional groups and accrediting agencies.

**AUDITOR** – One who enrolls in a course with the intention of not obtaining credit or a grade? A student must indicate that he or she is an auditor at the time of registration. Audit status may be denied if space is not available.

**COLLEGE** – A wide area of specialized and organized higher learning within the framework of the university itself.

**COURSE OF INSTRUCTION** – The most minutely specialized part within each department; the actual point of academic contact between faculty and student.

**CREDIT HOURS\*** – The number of hours a course meets each week determines its worth in credit hours. \*please see page 340a for more information

**CROSS ENROLLMENT** – An agreement between institutions that allows enrollment in designated courses as well as other courses. Courses are treated as “home” courses.

**CURRICULUM** – The total program of courses required for a degree in a particular subject.

**DEPARTMENT OF INSTRUCTION** – A closely defined area of specialization within a division.

**DIVISION OF INSTRUCTION** – A generic grouping within a college.

**ELECTIVE** – A course that is accepted toward fulfillment of credit for a degree, but is not required for that degree; so termed because a student “elects” or chooses to take the course.

**ENROLLMENT CANCELLATION/WITHDRAWAL** – Students withdrawing officially during a term at their request or whose enrollment is canceled at the request of the university because of a failure to comply with a condition upon which enrollment/validation was approved.

**EVALUATION** – Any credit for academic work completed at another institution and transferred to ASU must be evaluated in terms of the requirements of ASU. Such evaluation is done by the Office of Admissions and Recruitment.

**FULL-TIME STUDENT** – A student who registers for 12 or more semester hours each



semester.

**GRADE POINT AVERAGE** – Numerical computation reached by dividing the number of quality points by the number of quality hours of course work in which a student is enrolled during any given period.

**GRADUATE STUDENT** – One who holds a baccalaureate degree from an accredited institution, has been admitted to the Graduate School and is eligible to enroll in graduate-level credit courses.

**MAJOR** – The academic area in which a student specializes. A new student may choose a major at once or be classified as “undecided” until he or she is able to decide on the desired major.

**MINOR** – The academic area in which a student places special emphasis as a secondary specialization.

**NON-RESIDENT STUDENT** – A student who is not a resident of the state of Alabama.

**PART-TIME STUDENT** – A student who registers for fewer than 12 credit hours a semester.

**POST-BACCALAUREATE STUDENT** – One who holds a baccalaureate degree from an accredited institution, who is eligible to enroll in credit courses on the undergraduate level and who has not been admitted to graduate studies? Post- baccalaureate students apply for admission to the undergraduate college in which they wish to earn undergraduate credit.

**PREREQUISITE** – Certain courses must be completed before others may be attempted. Such first courses are prerequisites for following courses in the same or similar areas. It is the student’s responsibility to check for prerequisites in the current bulletin.

**REGISTRATION** – Enrollment at the university or in a particular college or school, certified by the registrar, with tuition and fee payment certified by the comptroller.

**SEMESTER HOUR OF CREDIT** – The semester hour is a unit of academic credit. The number of hours earned in a given semester is the measure of a student’s academic load. A normal load ranges from 15 to 18 semester hours of work. The hours of credit for various courses are indicated in the catalog.

**SPECIAL STUDENT** – One who does not meet the admissions requirements but is admitted by petitioning the dean concerned for permission to take courses for which the student is qualified by certain abilities or maturity. A special student may take no more than 15 credits unless granted official transfer to the status of a regular student.

**STUDENT** – The individual recipient of all academically imparted information; the focal point of university instruction. The university’s subdivisions of colleges, divisions and departments are basically designed so that students of similar interests and ambitions may study



together and spend their college years most advantageously.

**TRANSIENT STUDENT** – One who is regularly enrolled at another institution and is authorized by his or her dean to pursue certain courses at ASU.

**TRANSCRIPT OF CREDIT** – A certified copy of credits that a student has earned in high school or in other colleges attended. The submission of a transcript is one of the most important prerequisites for admission to ASU.

#### **Federal Requirement 4.9: Definition of Credit Hour**

Alabama State University has credit hours definitions, policies and procedures that conform to commonly accepted practices in higher education. The institution's credit hour system complies with requirements of the U.S. Department of Education, Southern Association on Colleges and Schools Commission on Colleges (SACSCOC), and the Alabama Commission on Higher Education (ACHE). The institutional credit hour system is applicable to all modes of instructional deliver, including distance education

#### **Credit Hour Definition**

A credit hour an amount of work represented in intended learning outcomes and verified by evidence of student achievement. The Alabama State University definition of one credit hours is based on the standard Carnegie unit of 50 minutes of classroom or direct faculty instruction delivered over one (1) clock hour of contact, defined as on clock/contact hour, and is based on a 16-week academic semester. However, the clock/contact hour representing one semester credit hour may be prorated based on the length of the academic term in weeks (e.g., summer terms, mini terms, other)(see Intuitional Credit Hour Policy section below).

The credit hours is an institutionally established equivalency that approximates not less than: <sup>1</sup>



1. A unit of measure representing the time and activity required for one hour of credit, and
2. At least an equivalent amount of work required and outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Alabama State University operates on an academic calendar year divided into two equal 16-week semesters. Summer terms are operated on a  $\frac{1}{2}$  semester calendar (8 weeks), and mini terms are operated on  $\frac{1}{4}$  semester calendar (4 weeks during summer terms; 8 weeks during fall and spring semesters). Credit hours are formulated based on the semester term system; calculated of clock/contact hours for summer and mini terms is thus a pro rata calculation of the 16-week semester term timeframe.

### **Institutional Credit Hour Policy**

Each continuing and new course developed for instruction must comply with the following credit hour policy:

1. Alabama State University uses semester credit hours as the measure to represent evidence of satisfactory completion of student work in a course.
2. Alabama State University uses the Carnegie unit to represent the credit hour as a unit of direct faculty instruction [50 minutes of direct classroom delivered over 1 clock hour of contact, or one clock/contact hour]. The Carnegie unit thus represents 1 contract/clock hour.
3. Alabama State University uses the 16-week semester as the basis for formulating semester credit hours for any term of instruction. Credit hour formulation for alternative instructional term formats (summer, mini terms, other) is a pro rata calculation of the 16-week semester (e.g., 8-week summer terms; 4- or 8-week mini terms, other).
4. A minimum of 800 scheduled minutes of direct instruction is the basis for each credit hour awarded during any academic term. Including summer and mini-terms (50 minutes of classroom or direct faculty instruction x 16 weeks unless prorated over alternative time frame).
5. The standard expectation and common practice is that students will spend a minimum of 2 hours of preparation outside of the classroom in reading, study, research etc. for each Carnegie-based credit hour.
6. Each course is mandated to have a syllabus documenting the amount of in-class and out-of-class work required to earn the credit hours of approved for the course.

### **Institutional Procedures for Determining Credit Hour**

Using the U.S. Department of Education's definition of the credit hour as a foundation, Alabama State University calculates the actual amount of academic work that goes into a





single semester credit hour based on the type of course as follows:

- Lectures and Seminars: One lecture (taught) or seminar (discussion) credit hour represent 1 clock/contact hour and 2 hours of student preparation time over the course of a 16 week semester unless prorated over alternative term lengths (4-week summer mini terms; 8-week semester mini terms).
- Laboratory Courses: One laboratory credit hour represents 1 clock/contact hour per week of lecture or discussion time, 1-3 clock/contact hours per week of scheduled supervised or independent laboratory work, and 2 hours of student preparation time per week. Thus, for each laboratory credit hour, this calculation represents at least 16 clock/contact hours of lecture or discussion time, 16 – 48 clock/contact hours of laboratory time, and 32 hours of student preparation per academic term unless prorated over alternative term lengths. Laboratory courses are constructed on this credit hour formula to award up to 4 semester credit hours. There is a small population of exceptions [e.g., STEM foundations laboratory courses, Collage of Health Sciences (COHS) laboratories] for which 1 credit hour represents 32 clock/contact hours of laboratory time and 32 hours of student preparation per week.
- Practica: One practice credit hour (supervised clinical rounds, internships, visual or performing art studio, supervised student teaching, field work, etc.) usually represents 3-4 clock/contact hours of supervised and/or independent practice per week. Thus one practice credit hour represents between 48 and 64 clock/contact hours of work per 16-week semester unless prorated over alternative term length. Most studio or practice courses are assigned 3 semester credit hours, thus representing blocks of 3 practice credit hours.
- Directed Independent Study: One directed independent study (thesis or dissertation research) credit hours is calculated similarly to practice credit hours.
- Alternate Calculation of credit Hours: For degree programs accredited by various agencies, the core faculty of the various programs determine the amount of academic credit to be awarded for fieldwork, clinical, internship, and other experiential courses in accord with agency requirements and based on commonly acted practices in higher education. In some health professions programs, the minimum amount of clinical time, rather than credits, is determined by the specialized accrediting agency. All pre-clinical course work follows the policy as previously described. In studio courses representing the arts, design, and theatre, one credit hour is equivalent to 1.5 hours of guided instruction and three hours for studio class preparation each week for 15 weeks as defined by the National Association of Schools of Art and National Association of Schools of Music.
- The institutional credit hour system is applicable to all modes of instructional delivery, including online and distance education.



<sup>1</sup>Guidance to Institutions and Accrediting Agencies Regarding a Credit Hour as Defined in the Final Regulations Published on October 29, 2010, U.S. Department of Education.

