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Birmingham-Southern College

2007-2008 CATALOG

All information in this catalog pertains to the 2007-2008 academic year and is correct to the extent that the information was available during its preparation. However, Birmingham-Southern College reserves the right to change course offerings, tuition, fees, rules governing admission, requirements for graduation and the granting of degrees, and any other regulations affecting its students. Such changes are to take effect whenever the administration deems it necessary, whether or not there is actual notice to individual students. Given budgetary considerations and the decision to publish this catalog every year, the College chooses to tell students about interpretations or policy changes as they occur from time to time. Such information is made available through student publications or other means.

Each student is responsible for fulfilling the degree requirements in effect during his or her first year of enrollment at the College or under the requirements of any one catalog in effect during the period of his or her enrollment. The requirements specified by a student's catalog of entry are applicable for a maximum of seven years. After that time, a student is responsible for fulfilling any other requirements in force.

BIRMINGHAM-SOUTHERN COLLEGE CATALOG
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CORRESPONDENCE DIRECTORY

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Admission Information for Prospective Students	The Dean of Enrollment Management
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Financial Matters	The Vice President for Finance
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Master's Program in Public and Private Management	The Graduate Office
Student Life Information	The Vice President for Student Affairs

Correspondence concerning the various subjects listed above should be sent to the appropriate College official at the following address:

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Birmingham, Alabama 35254
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National: 800-523-5793

Birmingham-Southern College Web Site:
<http://www.bsc.edu>

Birmingham-Southern College is an equal opportunity educational institution and, as such, does not unlawfully discriminate on the basis of race, color, religion, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, marital status, age, national origin, physical or mental disability, veteran's status, or any other consideration made unlawful by federal, state, or local law. Birmingham-Southern complies with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act of 1974.

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INTRODUCTION

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BIRMINGHAM-SOUTHERN AT A GLANCE

Type of College: four-year collegiate liberal arts institution founded in 1856 and operating under the auspices of the Alabama-West Florida and North Alabama Conferences of the United Methodist Church.

Campus and Location: 192 wooded acres in the western section of Birmingham. The city is served by major airlines, AMTRAK, and Interstate highways 20, 59, and 65.

Academic Calendar: two regular terms and a January interim term. Four units of credit required each regular term and one each interim term.

Enrollment: Approximately 1,300 students from 30 states and 23 foreign countries.

Faculty: of the full-time members of the faculty, more than 95% hold either the doctorate degree or the highest degree in their field.

Advising/Counseling: faculty advisors, academic and personal counseling, career counseling, and pre-professional guidance in business, church-related vocations, health-related careers, and law.

Degree Programs: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, Master of Music in composition, organ, piano, and voice, and Master of Arts in Public and Private Management.

Disciplinary Majors: accounting, art (painting, photography, printmaking, and sculpture), art history, biology, business administration, chemistry, computer science, dance, economics, education (elementary/collaborative education, secondary education, art, dance, music education, and educational services), English, French, German, history, mathematics, music (church music, composition, film music, music history, music literature, music performance, music technology, music theory, and song writing), philosophy, physics, political science, psychology, religion, sociology, Spanish, theatre arts.

Interdisciplinary Majors: Asian studies, biology-psychology, computer science-mathematics, English-theatre arts, history-political science, international studies, musical theatre, philosophy-politics-economics, religion-education, religion-philosophy, sociology-political science, sociology-psychology, urban environmental studies. Students who desire a more specialized or personally designed major may develop an individualized major with the guidance of a faculty committee.

Special Programs: Vail College Fellows, Foreign Language Across the Curriculum, Graduate Studies, Honors, Leadership Studies, Service-Learning, Biomedical Research Scholars, Marine Environmental Science Consortium, Sustainable Development in Costa Rica, British Studies at Oxford, Air Force and Army ROTC, Dual Degrees in Engineering, Environmental Studies, and Nursing.

Library: Housed in the Charles Andrew Rush Learning Center, the N.E. Miles Library includes a collection of more than 257,000 volumes; 57,000 government documents; 1,100 periodical subscriptions; 49,000 microfiche; 14,500 microfilm; 3,800 video and audiovisual packets; 6,300 slides; and 20,000 recordings, compact discs, and cassettes; and numerous full-text, electronic databases. A total of 38 computer workstations are located in the Learning Center/Library, 28 of which are for public use. The Learning Center/Library was extensively renovated and remodeled in the summer of 1997 and includes a variety of facilities for individual and group study, research, and instruction, including an electronic classroom, seminar rooms, and research carrels.

Computer Facilities: The campus network is comprised of over 880 college-owned, windows-based systems and more than 100 network laser printers. Additionally, connectivity for student-owned machines is available in all residence halls, sororities, and fraternities. Lab facilities include nine computer classroom labs, five small departmental labs plus computers in essentially all science labs. There are 46 classrooms with ceiling mounted computer/video projectors and computers. A dedicated connection provides Internet access to all members of the college community, and all students receive an e-mail account. Wireless connectivity is provided in common areas of the campus, including the library, the student center, and the outdoor area between them.

National Honor Societies: Phi Beta Kappa plus 19 other honorary or professional societies in various academic areas.

Student Activities: newspaper, yearbook, literary magazine, scholarly review, dance and theatre productions, a full range of musical groups including four choirs and a variety of instrumental groups, plus numerous special interest, service, and honorary organizations. A full range of men's and women's intramural sports as well as a variety of planned and impromptu outdoor activities.

Student Government Association: the official organization of the student body, responsible for planning student activities and for administering regulations governing student behavior and the Honor Code through the Honor Council. The Student Government Association enables students to play a major role in the governance of the college community and in the maintenance of the academic integrity of the College.

Religious Life: several weekly services from diverse Christian traditions are held in Yeilding Chapel. In addition, for non-Christian traditions, there is an interfaith room available for reading, meditation, meeting, and prayer in the Campus Ministry Lounge, in the Solarium, in the Hanson Residence Hall. Religious life, academic life, and social life at the College provide various additional opportunities for worship, study, service, and intentional growth in faith and understanding.

Social Life: six men’s national social fraternity chapters, six women’s national sorority chapters, Quest II Student Programming Board, Entertainment Fest, SoCo entertainment weekend, Homecoming, a Black Student Union, an International Student Association, Southern Outdoor Recreation outdoor activity group, and a diverse schedule of social and cultural activities sponsored by the Student Government Association.

Intercollegiate Athletics: For the 2007-2008 academic year, the College will begin its transition to NCAA Division III and membership in the Southern Collegiate Athletic Conference. It will compete in the sports of men’s and women’s basketball, cross-country, golf, lacrosse, soccer, tennis, and track and field; and single-gender sports of baseball, football, softball, women’s volleyball, and women’s rifle.

Residence Halls: six residence halls on the residence hall quad, six fraternity houses on Fraternity Row, seven sorority townhouses behind the Bruno Residence Hall, and the new Hilltop Village Apartments. Each student living on campus is automatically a member of the Residence Hall Association. RHA meets regularly to plan activities promoting community among on-campus residents and to hear concerns they may have.

Cost Summary (2007-2008):

Tuition	\$23,600
Residence Hall	4,320 – 5,716
Books and supplies (approximate)	1,000
Meals	2,385 – 3,640
Student Activity Fee	350
Automobile Registration	32
Student Health Insurance	500
Information Technology Fee	350

Financial Aid: more than \$21 million in federal, state, and institutional programs, including scholarships, loans, grants, and work-study.

MISSION OF THE COLLEGE

Birmingham-Southern College provides a liberal arts education of distinctive quality. The College challenges students to think independently, to examine the arts and sciences aesthetically and critically, and to communicate clearly. It fosters the advancement of scholarship, personal and resourceful learning, and comprehensive advising.

The total educational experience at Birmingham-Southern College focuses on individual students and their intellectual and ethical development, and offers opportunities for spiritual and physical well-being. The academic program challenges students to understand a range of disciplines and requires the in-depth study of one. The College is distinguished by a dedicated faculty, undergraduate scholarship and research, interim term, leadership studies and service-learning, cross-cultural opportunities, on- and off-campus mentor relationships, and by graduate education within a liberal arts context.

Birmingham-Southern College operates under the auspices of the Alabama-West Florida and North Alabama Conferences of the United Methodist Church, with its most responsible service to the Church being to perform its educational mission with distinction.

HISTORY OF THE COLLEGE

Birmingham-Southern College is the result of a merger of Southern University, founded in Greensboro, Alabama, in 1856, with Birmingham College, opened in 1898 in Birmingham, Alabama. These two institutions were consolidated on May 30, 1918, under the name of Birmingham-Southern College.

In 1824, the General Conference of the Methodist Episcopal Church recommended that each conference establish a seminary of learning under its regulation and patronage. Not until 1854 did the Alabama Conference undertake to carry out this recommendation of the superior body. In that year, a committee was appointed to select a site for the proposed college and to procure funds for its establishment and maintenance. The charter was granted by the State of Alabama on January 25, 1856, and the first meeting of the Board of Trustees was held on March 17, 1856; January 25 is therefore known as Charter Day for the College, and March 17 has been designated as Founder's Day.

After the State was divided into two Methodist conferences, the North Alabama Conference, in 1883, joined with the Alabama Conference in the support of Southern University.

At the session of the North Alabama Conference held at Tuscaloosa in November 1896, work was begun toward establishing a college within the bounds of this conference. In the fall of 1897, the foundation for the first building was laid in Birmingham. In April 1898, a president was elected and a faculty was chosen and organized. The Conference then surrendered its interest in Southern University and, in September 1898, the North Alabama Conference College (later named Birmingham College) opened its doors to students.

For twenty years the two colleges were maintained by the Methodists of Alabama. Finally, on May 30, 1918, through their appointed commissioners, the two conferences consolidated these institutions under the name of Birmingham-Southern College. With no loss of time from the regular work at either place, the consolidation was effected, and the new institution opened its doors in Birmingham on September 11, 1918. Since that time, Birmingham-Southern College has grown rapidly and is now a fully accredited institution in every way.

Birmingham-Southern has consistently sought academic distinction. In 1937, its standards were recognized by the nation's leading academic honor society, Phi Beta Kappa, which granted the College a charter to establish Alabama Beta.

ACCREDITATION AND MEMBERSHIPS

Birmingham-Southern College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's degrees and master's degrees. In addition, the College is on the list of institutions approved by the following organizations:

- AACSB International
- Alabama State Department of Education
- American Chemical Society
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- University Senate of the United Methodist Church

Listed below is a selection of organizations in which the College holds membership:

- Alabama Independent Colleges
- American Association of Colleges for Teacher Education
- American Association for Higher Education
- American Council on Education
- Annapolis Group
- Association of American Colleges and Universities
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Council on Undergraduate Research
- Higher Education Data Sharing Consortium
- National Association of Independent Colleges and Universities
- Project Kaleidoscope

CONSORTIAL ASSOCIATIONS

Birmingham-Southern College is a member of Associated Colleges of the South, a consortium of nationally-ranked liberal arts institutions. Other members of the consortium are Centenary College, Centre College, Davidson College, Furman University, Hendrix College, Millsaps College, Morehouse College, Rhodes College, Rollins College, Southwestern University, Spelman College, Trinity University, University of the South, University of Richmond, and Washington and Lee University.

Locally, Birmingham-Southern is a member of the Birmingham Area Consortium for Higher Education (BACHE). Other members are Miles College, Samford University, the University of Alabama at Birmingham, and the University of Montevallo.

PHILOSOPHY OF EDUCATION

A Liberal Arts Curriculum

We believe the best educational experiences we can provide for you are those that allow you to develop skills that will serve you throughout a lifetime of learning. Consequently, we offer a curriculum founded upon a rich and acknowledged liberal arts tradition. We offer five bachelor degree programs, each with a common foundation of general education requirements designed to support the educational goals of the College.

You may choose to major in any of the recognized disciplinary or interdisciplinary areas or, in consultation with a faculty committee, you may design your own major to aid in any specific academic interest or goal you might have. This option for allowing students to participate in designing their own academic programs is one that we believe not only encourages enthusiasm and responsibility but also adds to the intellectual vitality of the College. We also provide for tutorials and independent study in which you may pursue a topic of special interest in close cooperation with a faculty member.

There is historically recognized a common body of knowledge and skills possessed by well-educated people. Our degree requirements are framed with that body of knowledge and skills in mind, and our courses are intended to foster and preserve it. At the same time, we work hard to keep our programs flexible, our courses up-to-date, and our outlook toward education innovative. Therefore, three other types of learning experience are available: practicums and internships in off-campus and non-traditional settings, international experiences, and interim term projects.

The College operates on a four-one-four academic calendar, which means that students enroll in four courses in the fall, one in the winter, and four in the spring. The interim term each January offers students an opportunity for intense investigation of a particular subject for a period of approximately four weeks. It may be a project proposed by a faculty member or one designed personally by you and a faculty sponsor; it may be held on campus or anywhere off campus, domestic or foreign; it may be an overall introduction to a subject area or a specialized interest investigated in depth. Whatever the project you choose, interim term is a time intended to provide you with a unique opportunity for creative, experiential, and independent study.

Personal Attention

Our obligation as a liberal arts college is to help you develop your capacity to make and communicate responsible decisions based on information accurately gathered and astutely analyzed. Guiding you to that end, the faculty will direct you in developing your skills in reading, writing, and speaking; in understanding the methods and principles of the sciences and their significance in the modern world; in cultivating appreciation of the arts; in understanding and appreciating our spiritual, social, political, and economic institutions and heritage; and in achieving competence in at least one field of knowledge that will help prepare you for a profession or vocation.

Our faculty comprises a talented and well-qualified group of men and women—more than ninety-five percent have a doctorate or the highest degree granted in their field—who recognize effective teaching as their primary obligation to the College. In class they present knowledgeable, up-to-date material pertinent to their disciplines and strive to engage students with that material. Out of class they make themselves available for student inquiries, individual instruction, and directed research. We believe personal attention to your individual academic concerns and needs is an essential factor in the effectiveness of our teaching and in the continuance of a healthy, inquisitive, intellectual environment.

While the faculty in general will be concerned with your scholastic progress, you will be assigned one faculty member in particular to be your advisor. This person will work with you in planning your course schedules and in evaluating your progress toward your degree.

Because of its size, Birmingham-Southern enjoys a small faculty-student ratio of 1:12. That, combined with a genuine concern on the part of the faculty for the total—intellectual and personal—welfare of our students, creates an atmosphere in which many advisor-advisee relationships become ones of friendly understanding and mutual respect. Especially during your first year we encourage you to consult freely and frequently with your advisor in adapting to all aspects of campus life.

Academic Resource Center

In addition to academic support from faculty, the College supports you through the Academic Resource Center (ARC). ARC provides academic support services to students, faculty, and staff at the College and has a cross-curricular emphasis, providing services that complement one another and share in the goal of advancing student academic success and faculty and staff development. Through the Writing Center, Speech Center, Tech Center, Data Analysis Center, the Center for Critical Thinking, and in conjunction with the library, ARC offers training, tutoring, and general assistance in a wide range of concepts, skills, and practices relevant to academic achievement, with a special emphasis on information fluency.

Special Counseling

The College also provides a Counseling and Health Services Center staffed and equipped to give assistance in a variety of areas including personal counseling, testing of aptitudes and vocational interests, and career counseling. Additionally, the College provides pre-professional guidance through special advisors in the arts, behavioral and social sciences, church-related vocations, economics and business administration, education, health careers, and law.

Student Government

The Student Government Association of Birmingham-Southern College, chartered to operate under a constitution developed by students, faculty, and administrators and approved by the Board of Trustees, is to a large measure responsible for the self-governance of the student body. The SGA strives to create and to maintain a well-balanced intellectual, educational, and social program for all students.

Honor Code

One of the SGA's most significant responsibilities is the selection of the Honor Council, which handles any cases involving students who are accused of violating the Honor Code. If it determines that a student has violated the Honor Code, the Council imposes appropriate penalties. This process serves as an important force in maintaining the academic integrity of the entire college community. Through this system of self-governance, students play an integral role in providing a campus atmosphere in which each may develop intellectually and socially with maturity and a sense of self-esteem. Since high standards of conduct are essential for the well-being of the total community, and since violations could result in penalties ranging from reprimand to dismissal from the College, the Honor Code is fully explained during orientation. Students are also provided with a copy of the *Student Handbook*, which details the provisions of the Honor Code as well as social regulations and policies.

A Closing Message

One final point of information we would like to provide concerns finances. Birmingham-Southern's annual tuition and fees remain below the national average and significantly below the tuition and fees of most comparable private colleges in the South. Furthermore, to help you meet these expenses we offer more than twenty-one million dollars in financial aid for eligible students from all sources. During recent academic years, more than ninety percent of our students received some form of financial aid from either institutional, outside, federal, or state sources. Aid is also available through the Alabama Student Grant Program for Alabamians enrolled in in-state private colleges.

At Birmingham-Southern we take pride in our tradition of providing a high-quality liberal arts education; we are pleased with our continued ability to take a flexible approach to maintaining proven educational goals and standards; and we value mutual respect among all segments of our college population. Now that you have an idea of who we are and what we represent, we hope you will read further in our catalog and consider carefully our degree requirements, curriculum, and co-curricular activities. We hope you will choose to be an active member of our community.

Dr. G. David Pollick
President
Birmingham-Southern
College



ACADEMIC
POLICY

BSC

GENERAL INFORMATION

Academic Calendar

The academic calendar is divided into two terms, a fall term of 14 weeks beginning in late August and concluding with the Christmas holidays, and a spring term of 14 weeks beginning in early February and concluding at the end of May. The month of January is an interim term during which students engage in an academic project under the supervision of a faculty member. There is also a summer term for a variety of academic programs on campus, including regular coursework.

Faculty Advisors

Comprehensive advising is an integral part of the academic program at Birmingham-Southern College. We aim to provide students with the resources and skills that will enable them to achieve full potential in and out of college. Each student has a faculty advisor who assists him or her with academic matters, with the consideration and setting of goals, and with learning to make decisions. The faculty advisor also serves as a resource person for the numerous services (such as career and personal counseling) and programs that are available to aid in the student's academic, career, and personal development. The student and the faculty advisor have a shared responsibility in the advising process. Ultimately, it is the student's responsibility to know the requirements for graduation.

Students are encouraged to remain with their initial advisor for at least one year. They may be reassigned at any time, however, at their own request, at their advisor's request, or at the discretion of the Provost. Change-of-advisor forms are available in all of the academic offices.

Classification of Students

Students who are candidates for a bachelor's degree are classified as follows: *first-year students*, if they have completed fewer than eight units (regular units, excluding interim units); *sophomores*, if they have completed at least eight but fewer than 16 units; *juniors*, if they have completed at least 16 but fewer than 24 units; and *seniors*, if they have completed at least 24 units but have not completed all degree requirements. Transient students and special students are classified as "not candidate for degree" students.

COURSEWORK

Academic Load

During the fall and spring terms, a full-time student's normal load is four full-unit courses or the equivalent, with a minimum of three units. During the summer term, the normal full-time load is two full-unit courses. During the interim term, the normal full-time load is a project credited as one full-unit course.

Academic Overload

During the fall and spring terms, a student may register for an additional half-unit with the written permission of his or her academic advisor. A student may carry a maximum of five units during the fall and spring terms, or a maximum of three units during the summer term, only if he or she has attained a minimum grade point average of 3.00 and obtained the written permission of his or her advisor's department chair. There is an additional charge for more than five units. No overload is permitted during the interim term.

Registration

A student who was not enrolled in the College during the previous term is expected to register on the registration day specified on the academic calendar for the fall, interim, spring, or summer term. After the end of the second week of classes, no student may register for credit.

Near the end of each term, currently enrolled students register for the following term. Students who plan to attend the summer session register during spring term registration. Students are required to confirm their registration on the confirmation date for that term. Any student who fails to confirm may be dropped from the courses for which he or she registered.

A student who contracts an interim project or an individualized study must obtain his or her advisor's approval of the project; obtain approval of the faculty member who is to direct the project and that faculty member's department chair; and submit the contract form to the Center for Interim and Contract Learning.

Audited Courses

With the approval of his or her faculty advisor and the instructor teaching the course, a student may audit a course instead of taking it for credit. Such a student is expected to attend class regularly and meet any other conditions set by the instructor. If the student does not meet these conditions, the course will not be entered on his or her transcript. A fee of \$370 is charged per audited unit.

Non-Graded Courses

College or university coursework applied toward general education requirements or major or minor requirements must be graded. Under certain circumstances, students may elect to have other coursework evaluated as satisfactory or unsatisfactory (“S” or “U”) in lieu of receiving letter grades. The letter grade equivalent of “S” is “C” or above. All credits evaluated as “S” count in the total required for graduation, but both “S” and “U” evaluations are disregarded in any computation of quality points. All elections outlined below must be exercised by the current deadline for adding a course. Once such an election has been made, it may not be reversed.

The first-year, sophomore, and junior interim projects may be evaluated as “S” or “U” at the mutual election of the student and project supervisor. Senior interim projects in the major, however, must receive a letter grade.

Students who have accumulated at least 16 units of credit in residence at Birmingham-Southern College may elect to receive evaluations of “S” or “U” at the rate of no more than two per year in the projects and courses listed below. Transfer students may elect to receive evaluations of “S” or “U” at the same rate after earning a total of 16 units of college credit, eight of which must have been earned at Birmingham-Southern College.

(1) At the election of the individual student, free elective courses, defined as those that are not applied in satisfaction of general education requirements or the major or minor requirements may be evaluated as “S” or “U.”

(2) Unless a discipline specifies otherwise, all off-campus projects shall be evaluated as “S” or “U.”

(3) Teaching Experience (courses numbered 298, 398, 498) shall be evaluated only as “S” or “U.”

No more than six units earned at Birmingham-Southern College, including interim term units, may be evaluated as “S” or “U.”

Adding and Dropping Courses

A student who has registered for any term may add or drop courses on the confirmation date for that term without an additional fee. A fee of \$20 is charged for each change after two weeks from the first day of class for a regular term (fall, spring) unless the change is requested by the College.

To add or drop a course or to select grading options, a student must present to the Records Office a change-of-course form indicating his or her advisor’s approval of the change. After the first week of classes, a student must obtain both instructor and advisor signatures to add a course. From the beginning of any regular term up until the end of the second week of classes, a student may drop a course or elect

the “S”/“U” or “audit” options. After the fourth week of classes and up until the end of the seventh week of classes, if a student drops a course, he or she will receive a grade of “W.”

If a student drops a course after the end of the seventh week of classes, he or she will receive a grade of “F” or “U” unless special permission for a “WP” or “WF” is granted by the Provost. Such permission will be granted only in the most exceptional circumstances (e.g., medical), and only before the last day of classes in the term. Should such permission be granted, the student must drop *all* courses he or she has been enrolled in during the term.

The Veteran’s Administration considers it unsatisfactory progress for a veteran or a person eligible for veteran’s benefits to withdraw from a course after mid-term.

During the interim term, a student may not add a project, or drop a project without a grade of “W,” after the third day of the term. After the ninth day of the term, a student who drops a project will receive an “F” or “U” unless he or she receives special permission from the Provost as stipulated above. These restrictions apply equally to corporate and independent study projects.

Students should consult the academic calendar for specific dates regarding the deadlines discussed above.

Class Attendance

The College expects regular class attendance in all courses. Faculty members may establish such attendance requirements as they deem academically sound. Veterans must attend classes regularly to remain eligible for V. A. benefits. A student who misses two successive classes of any course because of illness should notify the Office of Health Services, which will relay such information to members of the faculty. Faculty or staff members in charge of activities that require students to miss classes should provide faculty and the Office of Student Affairs the names of student participants in the activity. Nevertheless, it is the responsibility of each student to consult with his or her instructor and to make up all work missed because of class absences.

No student is authorized to attend a class or to receive credit unless properly registered for the course and unless his or her account with the Controller’s Office has been settled.

Academic Accommodation

A student may request academic accommodation for a learning disability or challenge by submitting a “Request for Academic Accommodation” form along with appropriate documentation from a certified professional in the field of learning disabilities. The Personal Counselor/Accommodations Coordinator reviews the materials and passes along relevant information to the student’s advisor and each instructor at the beginning of each term. The student is responsible for discussing

his or her needs with each instructor at the beginning of each term. Birmingham-Southern will make accommodations, within reason, to aid in a student's academic success, but general education requirements will not be waived.

Mid-term Assessments

Six weeks into each fall and spring term, faculty members assess the progress of the students in their classes. First-year students receive mid-term assessments regardless of the level of their performance. Sophomore, junior, and senior students receive mid-term assessments at the discretion of their instructor, particularly when their performance in a class at mid-term is the equivalent of a "C-" or lower. All students who receive mid-term assessments are expected to consult personally with their advisor and, if appropriate, with their professor in order to discuss particular problems and possible solutions. Students may obtain a copy of their mid-term assessments from their advisors.

Final Examinations

Students are expected to take final examinations at regularly scheduled times. If a student is unable to attend a scheduled examination because of illness or other serious cause, he or she will be permitted to take a delayed examination if an acceptable excuse is presented to the instructor of the course. When possible, the instructor's permission to take a delayed examination should be obtained prior to the time scheduled for the examination. Students should not expect to take an exam early unless faced with exceptional circumstances. It is the responsibility of the student to contact the course instructor to make arrangements for taking any examination outside of the regularly scheduled time.

Graduating seniors may be exempted from final examinations if they have at least a 3.0 cumulative grade point average, at least a "B" in the course in question, and if the course professor approves. Near the end of each term, the Records Office will send faculty a list of graduating seniors who have at least a 3.0 cumulative grade point average.

Dr. Kathleen Murray
Provost
Birmingham-Southern
College



GRADING SYSTEM

Definition of Grades

The system of grading, indicating the relative proficiency a student attains in various courses, is as follows:

A—distinctive

D—lowest passing grade

B—very good

F—failure

C—satisfactory

S—satisfactory (“C” or above)

AP—advanced placement

U—unsatisfactory (“C-” or below)

IB—international baccalaureate

A student who receives a grade of “F” or a “U” in any course will receive no credit for that course and is not eligible for re-examination in it.

The following additional notations may be made on a student’s grade report or transcript:

N — no grade reported

O — credit omitted until completion of course extending beyond one term

W — withdrawal without grade

WP — withdrawal with a grade of “D” or above (assigned for a medical withdrawal when a student withdraws from all courses after the end of the seventh week of classes)

WF — withdrawal with a grade of “F” (assigned for a medical withdrawal when a student withdraws from all courses after the seventh week of classes)

X — incomplete laboratory or other assignments postponed with permission of the instructor

Y — absent from final examination

Z — audit

Quality Points

For a full-unit course carried throughout a term, the following quality points are awarded for grades:

A = 4.00

B- = 2.67

D+ = 1.33

A- = 3.67

C+ = 2.33

D = 1.00

B+ = 3.33

C = 2.00

F = 0.00

B = 3.00

C- = 1.67

Satisfactory (“S”), unsatisfactory (“U”), advanced placement (“AP”), and international baccalaureate (“IB”) evaluations are disregarded in any computation of quality points.

Quality points earned in fractional-unit courses are that fraction of those awarded for a corresponding grade in a full-unit course. Equivalent credit in semester hours and the corresponding quality points on a semester hour system may be obtained by multiplying the course unit of credit by four and also by multiplying the quality points earned by four. Equivalent credit in quarter hours may be obtained by multiplying the course unit of credit and also the number of quality points earned by six.

Incomplete Grades

If because of illness, emergency, military service, or reasonable cause a student cannot complete work for a course, the student may request in writing that the instructor assign an incomplete grade for the course. If the instructor approves the request, the student must complete the coursework prior to the last day of classes of the subsequent regular term, or a grade of "F" will be recorded for the course. An incomplete grade cannot be continued after the subsequent regular term unless special arrangements have been made with the instructor and the appropriate department chair. Even with the approval of the instructor, the incomplete grade may not continue for more than three regular terms (excluding interim and summer), after which time a permanent grade of "F" will be recorded for the course. A student cannot graduate with an incomplete grade on his or her transcript.

Waiver of Grades

Students who have been absent from college for a period of five or more years may, upon admission or readmission, choose to have all prior grades and credits removed from computation of their total credits and their grade point average. This grade waiver option must be requested upon admission or readmission, and it may not be repeated.

All requests for waiver of grades exercised under the option described above are supervised by the College Admissions Committee. This committee reserves the right to request appropriate academic information and to interview candidates for admission or readmission to help ascertain their ability and determination to succeed in their academic work.

Students who have been absent from college for a period of three or more years may, upon admission or readmission, choose to have certain grades and credits removed from computation of their total credits and their grade point average. For each sequential set of three units that have a grade point average of 2.50 or better earned at the College, up to two units of grades and credits in which grades of "D" or "F" were earned may be removed. A maximum of four units or credits may be removed under this grade waiver option. All requests for waiver of grades under the option described in this paragraph are supervised by the Provost.

Courses Repeated and Redeemed

Any course repeated is done with the understanding that the last grade earned will take precedence over all previous grades earned. All work attempted and all grades earned will be shown on the student's transcript. A student who has passed a course with a grade of "C" or higher may only repeat the course on an audit basis. A student who has earned a grade of "C-" or below in a course may redeem the course under the following conditions:

(1) A course may be redeemed only by repeating the same course at Birmingham-Southern College.

(2) Before a course taken elsewhere may be redeemed, the Dean of Records and the chair of the appropriate department must approve the choice of the course to be taken.

(3) No credit will be granted for the first time the course was taken, and the first course will be listed on the student's transcript as "redeemed." The grade from the first course will appear on the transcript but will not be used to compute the student's grade point average.

(4) A student may redeem a course a second time, but in such a case both the second and third grade will be used to compute the student's grade point average.

(5) A student receiving a grade of "C-" or below on a 1Y course may redeem the unit from the regular curriculum. The course chosen to redeem the unit must be approved by the faculty member whose 1Y course is being redeemed, the student's advisor, and the chair of the department of the faculty member whose course is being redeemed. In the case of redemption, no credit will be granted for the original course. It will remain listed on the transcript as "redeemed." If redeemed, the grade for the original course will appear on the transcript but will not be used to compute the student's grade point average. The 1Y requirement will be satisfied by virtue of enrollment regardless of the grade earned.

TRANSFER CREDIT

Coursework at Other Institutions

A student admitted as a transfer may receive credit for courses completed at another accredited institution that are related to courses offered at Birmingham-Southern College. Developmental, orientation, vocational, and correspondence courses are not transferable. A Birmingham-Southern College course equivalent designation (or “000” for non-equivalent courses) is listed on the transcript. Semester hours are divided by four and quarter hours by six to equal unit values.

Regularly enrolled Birmingham-Southern College students may not take courses at other institutions, either in residence or through extension, without the written consent of the Provost. Consent forms are available in the Records Office. Students who have completed more than 16 units may not take courses at a junior or community college.

Alternative Types of Credit

A student may earn up to 16 units in the alternative methods listed below. A maximum of four units may count toward general education requirements. Additional units may count toward major or minor requirements (at the discretion of the disciplinary faculty) or count as free electives.

Prior Learning Credit

Students may earn prior learning credit in subject areas that accord with the liberal arts goals and programs of the College. A student who wishes to receive such credit should contact the Office of the Provost for application procedures.

Credit by Examination

Students may earn credit by examination in the three areas below.

(1) At the discretion of the disciplinary faculty, a student may earn credit by examination in the subject areas that correspond to courses listed in this catalog. A student who wishes to earn credit in this way should contact a member of the faculty in that discipline.

(2) A student may earn credit through the Advanced Placement (AP) program. AP scores accepted by the College may be applied toward general education requirements (except in English and history) and major or minor requirements. For each AP score accepted, a grade of “AP” is entered on a student’s transcript along with the Birmingham-Southern College courses for which he or she is given credit. For a table of AP scores and course credits, see below.

Discipline	Units Accepted	College Credit	AP Score Required	Credited Course
Art	3	—	—	—
(General)	1	1	4	AR 102
(Photography)	1	1	4	AR 103
(Drawing)	1	1	4	AR 104
(History)	1	1	4	ARH 215 or ARH 216
Biology	1	1	4	BI 115
Chemistry	2	2	4	CH 121 & 122
Computer Science	1	1	4	CS 170
Economics	2	1 (macro) 1 (micro)	4 4	EC 201 EC 202
English*	2	1 (gram) 1 (lit)	5 5	EH 102 EH 200
Environmental Studies	1	1	4	ES 150
French	2	1 (gram) 1 (lit)	4 4	FR 220 FR 280
German	2	1 (gram) 1 (lit)	4 4	GN 220 GN 280
History*	2	1 (Euro) 1 (Amer)	4 4	HI 103 HI 151 or 152
Latin	2	1 (gram) 1 (lit)	4 4	LA 201 LA 245
Mathematics	2	1 2	4 (AB) 4 (BC)	MA 231 MA 231 & 232
Music Literature	1	1 1	3 4	MU 121 MU 123
Music Theory	1	1	4	MU 150
Physics	2	1 1	4 (C-M) 4 (C-E&M)	PH 121 PH 122

Discipline	Units Accepted	College Credit	AP Score Required	Credited Course
Political Science	1	1	4	PS 101
Psychology	1	1	4	PY 101
Spanish	2	1 (gram)	4	SN 220
		1 (lit)	4	SN 280
Statistics	1	1	4	MA 207

**elective credit only*

(3) A student may earn credit through the International Baccalaureate (IB) Program. IB scores accepted by the College may be applied toward general education requirements (except English, history, and economics) and major or minor requirements. For each IB score accepted, a grade of “IB” is entered on a student’s transcript along with the Birmingham-Southern College course(s) for which he or she is given credit. For a table of IB scores and course credits, see below. (All scores are for the higher level exams unless otherwise noted.)

Discipline	Units Accepted	College Credit	IB Score Required	Credited Course
Art		Credit considered on an individual basis		
Biology	1	1	6	BI 115
Chemistry	2	2	6	CH 121 & 122
Computer Science	2	1	5	CS 170
		2	6	CS 170 & 250
Economics*	1	1	6	EC 201
English*	2	1	6	EH 102
		1	6	EH 200
French	1	1 (standard)	5	FR 220
	1	1 (higher)	5	FR 280
German	1	1 (standard)	5	GN 220
	1	1 (higher)	5	GN 280
History*	1	1	6	HI 151 or 152

Discipline	Units Accepted	College Credit	IB Score Required	Credited Course
Mathematics	1	1 (higher or advanced standard)	6	MA 231
Music Literature		Credit considered on an individual basis		
Philosophy	1	1	6	PL 201
Physics	2	2	6	PH 121 & 122
Spanish	1	1 (standard)	5	SN 220
	1	1 (higher)	5	SN 280
Theatre	1	1	5	ThA 100

**elective credit only*

ACADEMIC PROGRESS

Normal Academic Progress

Students are expected to make consistent progress toward a degree. Full-time students must complete graduation requirements within five calendar years, half time students within ten years. Satisfactory progress on units attempted is measured in increments as outlined below.

Full Time

1st Year	5 units
2nd Year	12 units
3rd Year	20 units
4th Year	28 units
5th Year	36 units

Half Time

1st Year	3 units	6th Year	20 units
2nd Year	6 units	7th Year	24 units
3rd Year	9 units	8th Year	28 units
4th Year	12 units	9th Year	32 units
5th Year	16 units	10th Year	36 units

Transfer students and students who change majors or elect to pursue a second major will be allowed 150% of the time stipulated above for completing degree requirements.

Satisfactory progress is also measured by grade point average. The minimum acceptable grade point average at the end of the first year is 1.50. At the end of the sophomore year it is 1.80. At the end of the junior year and thereafter it is 2.00.

Although students normally take four years to graduate from Birmingham-Southern, it is possible for some to complete their requirements sooner by taking overloads during regular terms, by taking summer courses, by participating in the cooperative course exchange program, and by using International Baccalaureate credit, Summer Scholar credit, Advanced Placement credit, and transfer credit. Students wishing to obtain a degree in less than the normal time should work closely with their advisors to plan their course schedules carefully.

Four-Year Graduation Guarantee

Because of the strength of the College's academic advising and the careful planning of annual course offerings, students are guaranteed to graduate within four years if they satisfy additional guidelines. If the College fails to offer courses required for a specific major or an academic advising error leads to the necessity for an additional course or courses in the fifth year, the College will cover the cost of tuition plus any course fees for the necessary courses. Students who do not

satisfy these specific requirements can also graduate within four years, but are not guaranteed to do so. The guidelines below apply only to the guarantee and not to any specific graduation requirements listed elsewhere in this catalog.

To qualify for this guarantee, students must meet the following guidelines:

- (1) Complete four consecutive academic years at the College. While the College encourages all students to study abroad, not all study abroad opportunities provide the coursework necessary to satisfy all requirements within four years. As a result, students considering study abroad must consult with the Office of the Provost to determine if the four-year graduation guarantee will remain in force.
- (2) Meet with their assigned academic advisor at least once each term, and follow their academic advisor's recommendations.
- (3) Pursue a single major and declare that major according to the timetable below. While it is possible to complete some majors in less time, the College cannot guarantee the completion of all academic requirements in four years unless students declare the major by the term listed. Similarly, if a student changes the major once declared, the guarantee will no longer remain in force.

The following majors must be declared at the beginning of the first year: art (all studio art majors), biology-psychology, chemistry, dance, education, music (all majors and degree programs), music education, and musical-theatre.

The following majors must be declared by the end of the first year: accounting, art history, biology, business administration, computer science-mathematics, economics, English, English-theatre arts, history, international studies, mathematics, philosophy, philosophy-politics-economics, physics, political science, psychology, religion, religion-education, religion-philosophy, sociology, sociology-political science, and sociology-psychology

The following majors must be declared by the end of the second year: computer science, modern foreign languages (French, German, Spanish), and theatre arts.

- (4) Complete at least four course units in each regular term and one course unit in each interim term.
- (5) Pass all attempted courses with a grade of "C-" or better, and maintain a grade point average of at least 2.0, both cumulative and in the major.
- (6) Register each term at the first time made available to the student by the Records Office.

- (7) Take courses at regularly scheduled class times, even if scheduled times or courses are not the student's first choice.
- (8) Fulfill all graduation requirements as outlined elsewhere in this catalog.
- (9) Comply with all College standards, regulations, and procedures, from the date of matriculation through the date of final graduation.

Academic Probation

A student will be placed on academic probation for any one of the following reasons:

- (1) Failure to make at least a 1.00 grade point average in any term.
- (2) Failure to meet the academic year grade point requirement for the Birmingham-Southern average and cumulative average.
- (3) Failure to satisfy the Provost of the College that satisfactory progress is being made toward a degree.

During the probationary period, a student may not hold any student office, participate in intercollegiate athletics, or make any public appearances as a representative of the College.

A student remains on probation for at least one term excluding the interim term. To be removed from probation, a student must attempt at least three full-unit courses or the equivalent during a regular term, or two full-unit courses during a summer term, and must satisfy the Provost that he or she is making consistent progress toward a degree by meeting the academic year grade point average requirements.

A student who has not been removed from probation after the required time may be allowed to remain in college on probation if, in the judgment of the Provost, the student has made reasonable progress toward attaining the required academic year grade point average. Although the Provost may allow a student to remain in college on probation beyond the required probationary period, a veteran or other eligible person may not receive V. A. educational benefits for more than one term or the equivalent while on probation.

Academic Suspension

A student who is on academic probation will be suspended for academic reasons if at the end of any term the student fails to satisfy the Provost that he or she is making reasonable progress toward a degree. A student on academic suspension is not permitted to engage in an interim term project or to enroll in the College during the regular term or summer term that follows immediately the date of suspension. Courses taken at another institution during academic suspension are not transferable to Birmingham-Southern College.

Academic Dismissal

A student who has been readmitted to the College after academic suspension may be dismissed from the College for academic reasons if he or she continues to fail to make satisfactory progress toward a degree.

Withdrawal from the College

A student who is enrolled during any term may withdraw from the College only with permission of the Provost. A student who discontinues studies without permission of the Provost will receive an “F” in all courses that term.

In order to obtain permission to withdraw, a student should first consult the Office of the Provost and then the Office of Financial Aid. If the student must withdraw for medical reasons, his or her request must be supported by a physician’s certificate.

The College reserves the right to require at any time the withdrawal of any student whose conduct or academic standing it regards as undesirable, either for the student’s sake or for the College’s.

See catalog section Admission to the College under Refunds for information on refund of tuition to which a student may be entitled upon withdrawal.

Student’s Leave of Absence

A student may apply for a leave of absence from the College for a specified period of time for purposes related to the educational program of the College or for other reasons approved by the Provost. Students may receive a leave of absence for medical reasons, including pregnancy, as provided by Title IX of The Higher Education Act.

Application for Degrees

Formal application for a degree should be filed with the Records Office before the beginning of the term in which the candidate expects to complete degree requirements. Failure to file such application may delay graduation.

A graduation fee of \$120 is charged each applicant for any degree. This fee covers costs of the student's diploma and academic regalia and is added to the bill for the last term of residence. All financial obligations to the College must be discharged prior to graduation.

Commencement

The College holds an annual commencement at the end of each spring term. Students approved to graduate are strongly encouraged to participate. Students who have not completed all graduation requirements by the spring term may participate in commencement if they have two or fewer units yet to complete, have five or fewer intellectual and cultural events yet to complete, and have at least a 1.9 overall grade point average.

Students who participate in commencement but have not yet completed graduation requirements will not receive a diploma at commencement, but will be handed a diploma cover only. Their names will be printed in the program. The actual diploma insert will be mailed upon the next annual commencement following the completion of requirements. The degree-conferred date on the student's final transcript and the diploma will be the date of the College's next commencement, as the College confers degrees only once each year at the end of the spring term. All obligations and college duties must be discharged prior to graduation in order to receive a diploma.

ACADEMIC RECORDS

The Right to Privacy

Birmingham-Southern College is in compliance with the policies and procedures regarding the privacy of student records described in the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). The Dean of Records has the institutional responsibility for interpreting both this Act and the rules and regulations issued by the Department of Education to enforce this Act.

Transcripts

Students or alumni requesting transcripts of their academic records should write the Dean of Records well in advance of the time the transcript is needed. All financial and other obligations and duties must be satisfactorily discharged before a transcript is issued. Each student, alumna, or alumnus is furnished copies of his or her academic record for a charge of \$3, payable in advance. A minimum of ten working days should be allowed for processing transcript requests.

Directory Information

Directory information on a student is usually provided to anyone who requests it, including persons outside the College. This information includes the student's name, address, e-mail address, telephone listing, major field of study, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended, participation in officially recognized activities and sports, and a photograph.

Each student is responsible for keeping the College informed of his or her correct mailing address, both school and home. Any change in address should be reported to the Records Office in writing, using the form provided. Students may review their address information during fall registration.

A student may withhold his or her directory information by notifying the Dean of Records in writing within ten days of the first day of classes for a particular term. A request to withhold directory information remains in effect as long as the student continues to be enrolled, or until the student files a written request with the Dean of Records to discontinue the withholding. Additional information on college policy can be found on the Birmingham-Southern College website.

ACADEMIC HONORS

Dean's List of Distinguished Students

The Dean's List of Distinguished Students is compiled by the Provost's Office at the end of the academic year. It consists of the names of those students who have maintained a grade point average of 3.50 or higher on work attempted during both fall and spring terms. To qualify for the Dean's List, a student must take at least four full units in fall and in spring and receive a letter grade for each of the courses in which he or she has enrolled. No student is eligible for the Dean's List if he or she has received an incomplete grade.

Honors at Graduation

The final, cumulative grade point average is calculated to three decimal places and rounded to the nearest hundredth. Students who during their academic careers establish a grade point average of 3.50 are graduated *cum laude*; those who establish a grade point average of 3.75 are graduated *magna cum laude*; and those with a grade point average of 3.90 are graduated *summa cum laude*.

ACADEMIC AWARDS

The following is a partial list of awards granted at the close of each academic year for outstanding scholarship and achievement. These and other awards and recognitions are presented on Honors Day, in April. At the Honoring Scholarship Conference held in conjunction with Honors Day, students present their scholarly research and musical and artistic works.

The Acton Award was established by a bequest from the late Mr. Sam P. Acton as a memorial for Mr. Peter Lafayette Acton and Mrs. Laura Davis Acton. This award is given to a student or students who are deemed to have reached a level of excellence in the field of mathematics.

The Alabama Society of Certified Public Accountants awards scholarships to students who have shown outstanding ability in the field of accounting and who plan to work in Alabama after graduation.

The Alpha Lambda Delta Scholarship Award is awarded each year to an outstanding junior member of Alpha Lambda Delta.

The American Bible Society Award, a Greek-English New Testament, is given annually by the American Bible Society to the senior student who has done the most outstanding work in Biblical studies.

The American Institute of Chemists Award is awarded to the outstanding senior chemistry major each year.

The Analytical Division of American Chemical Society awards a subscription to the journal *Analytical Chemistry* to an outstanding junior who displays interest and aptitude for a career in analytical chemistry.

The Bell Teaching Award honors graduates in education earning a teaching certificate who are employed in teaching in the year following graduation. Graduates demonstrate employment through a letter of recommendation submitted by their principal to the education department chair by March 1st of the year following graduation. The awards are presented at Honors Day in the year following graduation.

The Birmingham-Southern College Arts Council Award for Academic and Creative Excellence in Theatre Arts is given to an outstanding senior theatre arts major. The student must have maintained a cumulative grade point average of 3.30 and must have contributed substantially to all areas of production.

Saenger Bible Lands Travel Award is funded annually by a donation from Mrs. Wynness T. Saenger for a student preparing for service to others in the ministry of the United Methodist Church. It provides funding for a tour of the Bible Lands.

The Senior Biology Award goes to the senior biology major with the highest overall grade point average.

The Rutherford Ray Black Teacher Education Award is awarded to the most outstanding senior in the Teacher Education Program. The award was established in 1975 by the education faculty and former students in recognition of Professor Rutherford Ray Black's service to teacher education.

The Louise H. Branscomb Award is given to a rising senior in the Teacher Education Program who demonstrates a commitment to teaching youth and a desire to develop skills toward that end.

The Chemical Rubber Company Award is given to a first-year chemistry student for outstanding achievement.

The College Theatre Award for Theatrical Excellence is presented for excellence in production in the areas of performance and technical theatre.

The Dyson-Wagnon Award is given to a student in the Master of Arts in Public and Private Management program who graduates with the highest grade point average.

The English Award for Achievement in Literary Study honors the senior English major whose study of literature shows unusual industry, achievement, and depth of understanding.

The J. David Fraley Award is presented annually by the faculty of history to a senior history major who has written the most distinguished paper for that year in the departmental senior seminar.

The Paul Franke Memorial Award in Philosophy is given for outstanding work in philosophy. This award is given in memory of the life and work of Paul Franke, who graduated from Birmingham-Southern College as a student in 1955 and returned in 1968 to teach as Professor of Philosophy until his retirement in 1996. He died after a struggle with cancer in 1999 and is deeply missed by all at the College who knew him.

The John Marshall Gersting Awards in Economics and Business Administration are awarded each year to the graduating economics major and the graduating business administration major with the highest grade point average.

The Robert Hewlin Jackson Achievement Award is given each year to that student in the graduating class who has made a distinguished record in his or her junior and senior years and who has also shown the greatest improvement in academic achievement over the record of his or her first two years. This award is given in memory of Robert Hewlin Jackson, who in 1862 was graduated from Southern University (a parent institution of Birmingham-Southern College).

The Robert Hewlin Jackson Award for Meritorious Scholarship is given each year to that student whose overall academic record in college places him or her at the top of the graduating class. This award is given in memory of Robert Hewlin Jackson, who in 1862 was graduated from Southern University (a parent institution of Birmingham-Southern College).

The Hubbs Award honors a student who best exemplifies the twin principles on which Birmingham-Southern College was founded in 1856: academic excellence and selfless service. Preference is given to juniors, but a sophomore or senior may be chosen.

The William James Psychology Award is presented annually by the psychology faculty to the outstanding senior in psychology.

The Kappa Mu Epsilon Award in Mathematics is awarded each year to a senior member of Kappa Mu Epsilon who has either a major in mathematics or an individualized major involving mathematics. The recipient is selected on the basis of scholarly attainment in mathematics and service to Kappa Mu Epsilon.

The Raymond J. MacMahon Award is given to a senior art major who has demonstrated superior accomplishment both in studio art and in overall academic achievement.

The Richebourg G. McWilliams English Award honors the senior English major whose literary study has shown unusual personal engagement, industry, and intellectual growth.

The J.G.H. Morris Scholarship in Accounting is given to an outstanding student or students in accounting. This scholarship was established by Mrs. Marie Morris in memory of her husband.

The National Alpha Lambda Delta Award is a book presented to the graduating member of Alpha Lambda Delta, a national honor society for first-year students, who has maintained the highest grade point average.

The J. Stephen Noser Interfraternity Scholarship Award is given to the fraternity that has maintained the highest academic average during the calendar year.

The Panhellenic Pledge Scholarship Cup is awarded annually by Alpha Chi Omega to the sorority pledge group making the highest average during its pledge term.

The Panhellenic Scholarship Award recognizes the sorority with the highest active grade point average for the fall term.

The Ursula Clark Parson Endowed Scholarship is given by the English faculty to a worthy female student beginning her sophomore year who is concentrating her studies in the field of creative writing. The scholarship provides financial support to the student for three years or until graduation, whichever occurs first.

The Mary Jean Parson Endowed Scholarship is an award given to a worthy female student interested in theatre. The scholarship provides financial support to the student for three years or until graduation, whichever occurs first.

The Phi Alpha Theta Award of \$100 is given annually to the graduating senior, regardless of major, who has demonstrated excellence in the study of history at Birmingham-Southern College.

The Phi Eta Sigma Award goes to the senior member of Phi Eta Sigma who has maintained the highest grade point average during a four-year college career.

The Phi Eta Sigma Scholarship Award is a plaque given to the fraternity pledge class with the highest grade point average for the year.

The Mira Popovich Award in Dance is awarded annually to a student majoring or minoring in dance on the basis of talent in dance and commitment to the dance program. The award was created in recognition of Professor Popovich, who danced professionally with the State Ballet of Yugoslavia, and has served for more than 30 years as a Birmingham-Southern College faculty member. Seymour Gitenstein, Ph.D., and the Gitenstein Foundation of Florala, Alabama, provided substantial funding for this scholarship.

The Presser Music Scholarship Award is named each year to honor a rising senior music major for outstanding accomplishment. The winner is selected by the music faculty solely on consideration of merit. The winner receives a scholarship from the Presser Foundation of Bryn Mawr, Pennsylvania, and Birmingham-Southern College.

The Turnipseed-Ikenberry Scholarship provides a scholarship for deserving juniors or seniors majoring in physics, mathematics, history, French, or German. If the student chooses, the scholarship may be applied to a year's study in England, France, or Germany.

The Wall Street Journal Student Achievement Award is given to the senior majoring in economics, business administration, or accounting who, in the opinion of the discipline faculty, has the traits needed for a successful career in the business world.

The Dorothy Ward Scholar is selected each year by the faculty of modern foreign languages from among the students majoring or minoring in French, German, or Spanish. The award honors the memory and traits of character of the late Dr. Dorothy Cox Ward, Professor of German.

HONOR SOCIETIES

Alpha Epsilon Delta recognizes excellence in pre-medical scholarship.

Alpha Lambda Delta is a scholarship honorary for first-year students.

Beta Beta Beta is an honorary society whose members are biology majors with above-average scholastic records.

Beta Gamma Sigma, the honor society for business programs accredited by AACSB International, recognizes outstanding academic records earned in business programs.

Eta Sigma Phi selects members who distinguish themselves in the study of the classical languages.

Kappa Delta Epsilon, a national education honorary, recognizes outstanding work in the field of education.

Kappa Mu Epsilon recognizes excellence in the field of mathematics.

Mortar Board, an honorary society for senior women and men, recognizes eminence in scholarship, leadership, and service.

Omicron Delta Kappa elects its members from men and women in the junior and senior classes, recognizes leadership in scholarship, athletics, student government, social and religious affairs, publications, music, speech, and dramatic arts.

Order of Omega recognizes fraternity and sorority members who have attained a high standard of leadership. Open to any member of a Birmingham-Southern College fraternity or sorority who is at least a junior or senior, has at least an overall grade point average equivalent to the all-fraternity or all-sorority average, and has held leadership positions on campus.

Phi Alpha Theta, international honor society in history, elects members on the basis of outstanding scholarship achievement in the study of history and the maintenance of a distinguished overall scholastic record.

Phi Beta Kappa, national honorary scholarship fraternity, established the Beta of Alabama Chapter at Birmingham-Southern College in 1937. Election to Phi Beta Kappa is based on scholarly achievement in a broad program of intellectual interest within the context of a liberal education. High grades alone, particularly if earned in a narrowly conceived vocational or pre-professional program, are not sufficient reason for election. Students are elected by the resident members of Phi Beta Kappa after a careful analysis of grades and course distribution.

Candidates for election must be pursuing a liberal arts degree of adequate breadth; candidates for degrees other than Bachelor of Arts or Bachelor of Science are considered only if they have fulfilled the general program for the liberal arts degree. Election is limited to those students who will complete degree requirements by the June following election. At no time may Phi Beta Kappa elect more than ten percent of the graduating class to membership; students with less than a 3.40 grade point average may not be considered for membership, although the criteria for election are somewhat different for transfer students.

Phi Eta Sigma is a national scholarship society for first-year students.

Phi Kappa Gamma unites French-speaking students at the Birmingham-Southern College community in an atmosphere which reflects the French culture and language.

Phi Sigma Iota elects its members from students who have distinguished themselves in the study of foreign languages at the advanced level.

Pi Kappa Lambda honors outstanding music majors in their junior or senior years, promotes excellence in individual music performance and scholarship, and promotes activities in the area of music.

Pi Tau Chi recognizes academic accomplishment by students of religion.

Psi Chi seeks to advance the science of psychology and to encourage, stimulate, and maintain scholarship of the individual members of all fields, particularly in psychology.

Sigma Tau Delta recognizes excellence in the field of English literature and writing.

COURSES
OF STUDY

BSC

ACADEMIC AREAS

Kathleen M. Murray, Provost

Behavioral and Social Sciences

Behavioral and Social Sciences includes the disciplines of economics, political science, psychology, and sociology. These disciplines employ scientific methods to develop understanding of human behavior in all of its manifestations. Courses in these disciplines encourage critical and objective thinking about behavioral phenomena. A major in any of the three disciplines can prepare students for graduate and professional school as well as for a variety of occupations that benefit from these perspectives. Interdisciplinary majors and minors are clearly defined programs of study that can also be suitable preparation for either employment or further study.

Business and Graduate Programs

In the Business and Graduate Programs, liberal arts education is integrated into each field of study. The goal of integrating the liberal arts is accomplished through the pursuit of academic inquiry and the examination of the practical side of business and other organizations. In addition, the faculty is committed to teaching and advising. Enrichment of and continuous improvement in teaching and advising are sought through professional development and scholarship. The learning environment is designed to meet the needs of undergraduate and graduate students to enable them to become broadly educated professionals who are equipped to excel as leaders in academia, private enterprise, public service or civic endeavors.

All of the programs offered have the following mission-linked goals in common:

Teamwork—to work productively with others.

Decision-making—to analyze and synthesize the elements of a situation, generate alternatives, and recommend a course of action.

Critical thinking—to gather, analyze, and synthesize information and to identify misinformation, prejudice, one-sidedness.

Communication skills—to make convincing arguments in both written and oral forms.

Global and cultural awareness—to think outside one's own local contexts.

Professional responsibility—to demonstrate appropriate professional demeanor and ethics.

Independent learning—to organize one's own research and learning.

Interdisciplinary thinking—to integrate the breadth of one’s learning.

Disciplinary depth—to gain competence in business administration, accounting, or economics.

Technology—to gain experience in the use of relevant technology.

Business programs are accredited by AACSB International.

Education

Education offers majors in elementary/collaborative education and educational services, a non-certificated program. Students who fulfill the requirements for the elementary/collaborative education program are eligible for Alabama State Department of Education dual certification in Elementary Education and Collaborative Teacher K-6. The collaborative (special education) component is incorporated into all 300- and 400-level courses. Students seeking certification in secondary education (ten fields, grades 6-12) or the arts (art, dance, or music, grades P-12) are required to meet all requirements for a major in their chosen field as well as additional courses in education.

The education faculty has selected REAL: Reflective Educators for All Learners as the conceptual framework for the Teacher Education Program (TEP). The REAL conceptual framework incorporates the knowledge, skills, and dispositions associated with effective teaching into the design, content, and field experiences in TEP. The knowledge component includes subject matter, applied research, and scholarship. The skills component focuses on developing information fluency in technology, literacy, and critical thinking. Dispositions include cultivating the philosophy of a reflective practitioner, believing all children can learn, and developing a professional demeanor and commitment to cultural responsibility.

Our education program was first accredited by the National Council for Accreditation of Teacher Education (NCATE) in 1954 and has received continuous accreditation for over fifty years. The Teacher Education Program is also accredited by the Alabama State Department of Education and holds membership in the state and national Association of Colleges for Teacher Education. The State Report card has given the College’s Teacher Education Program an “A” grade since the inception of this rating system.

Fine and Performing Arts

The arts are a vital part of the education of students at Birmingham-Southern College, contributing knowledge and experiences considered to be essential for the liberally educated person. Fine and Performing Arts includes the disciplines of art, dance, music, speech, and theatre arts. The curricula are designed not only to meet the needs of students with professional ambitions but also to offer meaningful educational experiences to the general student.

Courses and activities in the arts focus on two related goals. First, faculty strive to encourage individual creativity, increased literacy in one of the arts disciplines, and careful examination of the nature of artistic communication. Studio art courses and both performance and composition courses in theatre arts, dance, and music are the natural settings for addressing these goals. Second, faculty focus on aesthetic value. Students are encouraged to examine their own ideas about quality in the arts and are guided in developing criteria used in judging artistic merit. Ultimately, students learn to cultivate a sensitivity to the arts by engaging carefully formulated critical faculties.

For all students, no matter what their level of involvement, their professional aspirations, or their career ambitions, the arts require mastery of intellectual content and specific mental and physical capabilities. This mastery leads to literacy in the discipline which can, in turn, lead to a lifetime of self-motivated inquiry in the arts. Students thus find their study of fine and performing arts a rigorous part of their undergraduate curriculum and an enriching experience which will continue to grow long after graduation from the College.

The College also maintains the Conservatory of Fine and Performing Arts, which serves those members of the community who wish to study in the areas of dance, theatre, or music but who are not matriculated students at the College. Conservatory students range in age from pre-school through adult.

Humanities

The study of the humanities is at the heart of a liberal arts education for two important reasons. First, it looks backward to our varied cultural heritage and forward to our future, giving us a sense of community. Second, it hones our critical thinking and communication skills, giving us the foundation necessary for leadership and service within that community. The humanities teach us to know ourselves—our ethical values and religious heritage, our cultural background, the poems, plays, and stories of our lives. The humanities also teach us to learn from those we think of as different—to explore other viewpoints and value systems, to experience other people's ceremonies and traditions, and to listen to their stories. In celebrating our differences, we discover what humanity has in common.

Humanities includes the disciplines of classics, English, history, modern foreign languages, philosophy, and religion. A major or minor concentration in any of these areas trains a student to read critically, to think analytically, to develop a sensitivity to other points of view, and to communicate ideas clearly and effectively. Such skills are a prerequisite for graduate and professional study as well as a foundation for success in any career.

Library and Information Services

The Charles Andrew Rush Learning Center/N.E. Miles Library seeks to meet the information and research needs of students and faculty through an outstanding collection of carefully selected, well-organized, accessible, and varied materials and convenient access to resources outside the campus; through a modern, spacious, and well-designed facility that is conducive to study, research and learning; and through a variety of services provided by committed, proactive librarians and dedicated support staff.

The facility houses a collection of more than 257,000 items selected to support instruction and research at Birmingham-Southern College. In addition to books and periodicals, the collections include government documents, microfilm and microfiche, audio and video recordings and other audiovisual materials, and electronic databases and resources, such as e-books and e-journals. Special collections house the College archives, Methodist archives, and rare books. The Learning Center/Library is a partial government documents depository. Electronic information is available to students and faculty locally and via online access. Through College computer facilities, the Learning Center/Library's collections and databases may be accessed from anywhere on campus. In addition, computer equipment is provided throughout the building for the use of library patrons. Facilities for viewing and listening to audiovisual materials are also available. Study areas are located throughout the building, and copying and printing services are available as well.

The attractive, spacious Learning Center/Library provides a variety of teaching and learning environments. Conference rooms, seminar rooms, an auditorium with video and computer projection facilities, an electronic classroom, research carrels, and a media center with listening and viewing areas are among the facilities for individual and group study, research, and instruction. The electronic classroom, added in the summer of 1997, offers instruction using technology and the Internet. The Learning Technology Center was established and furnished in the fall of 1998, and provides an exciting facility for students and faculty to create electronic presentations using a variety of specialized software and equipment.

Professional librarians provide a variety of reference and information access services. They assist students in learning to locate, retrieve, and use information—whether in print, nonprint, or electronic form—and direct them in conducting online bibliographic searches and locating information, both in the in-house collections and online. Library orientation and bibliographic instruction classes are taught by the librarians to assist students in developing sound research methodologies and information retrieval skills, from standard reference tools to the latest computerized databases and texts. Support staff oversee the maintenance and circulation of the collection and ensure the smooth operation of the facility.

The Learning Center/Library provides access to its holdings and resources across the campus via the College Local Area Network. In addition to the 28 public workstations in the building, students and faculty can utilize the library catalog and the numerous databases from anywhere on campus to conduct their research, including dorms, computer labs, and faculty offices.

The Learning Center/Library is a member of a number of state, regional, and national library cooperatives and networks, including the Southeastern Library network (SOLINET), the Network of Alabama Academic Libraries (NAAL), and the Associated Colleges of the South (ACS). Excellent interlibrary loan service is available to students and faculty. Through an inter-institutional borrowing agreement, students and faculty of the College may use the libraries at other academic institutions in the Birmingham area.

Science and Mathematics

As the twenty-first century unfolds and we inhabit a world in which science and technology will permeate virtually every facet of life, the disciplines of Science and Mathematics will be central to a modern, high quality liberal arts education. Science and Mathematics includes the disciplines of mathematics, with its abstract beauty and its practical applications; the natural sciences of physics, chemistry, and biology, which strive to understand the natural world; and computer science, which is opening up vast new ways of knowing.

Science and Mathematics strives to promote scientific, mathematical, and computer literacy emphasizing the process, content, and interdisciplinary nature of these disciplines; to develop critical thinking skills; to enhance verbal and written communication abilities; to encourage reasoned debate on scientific and technological issues; and to instill civic responsibility. The faculty of science and mathematics pursues these goals in a vital, collaborative learning community of students, faculty, and staff centered on student-active, investigative curricula in the classroom, field, and laboratory. In this active, collaborative learning environment, students have the opportunity to develop their skills and abilities through intensive study, hands-on work, undergraduate research, one-on-one interactions with faculty, group interactions with other students, and outreach activities to local institutions. Graduates in mathematics, the natural sciences, and computer science will have the foundations necessary to be competitive in the twenty-first century, whether in the work force, or in quality graduate and professional programs, including those in the health care fields. Both majors and nonmajors will have the skills to make informed decisions on increasingly complex scientific and technological issues affecting their communities.

Disciplinary majors and minors are offered in biology, chemistry, computer science, mathematics, and physics. Interdisciplinary majors are offered in biology-psychology, computer science-mathematics, and urban environmental studies. An interdisciplinary minor in environmental studies is also offered.

GENERAL EDUCATION

General Education Goals

General education at Birmingham-Southern College strives to develop an intellectually liberated community of men and women leading creative, fulfilled, and productive lives based on knowledge, open-mindedness, and curiosity.

To lead such lives, students and faculty must participate in an increasingly complex, technological, and changing world by investigating the complexities of the past, understanding the realities of the present, addressing the problems of the future, comprehending and evaluating multiple points of view, examining the arts creatively, practicing the sciences, and communicating articulately.

To participate fully in this community, students should write about, read, discuss, study, and employ the following:

Arts—to develop an understanding and awareness of the creative process, non-verbal artistic communication, and our aural and visual environment;

History—to obtain knowledge of the conditions that have shaped both the past and the present and to become acquainted with historical methods;

Languages—to develop an understanding of other cultures through the study of language, literature, and civilization;

Literature—to learn strategies of critical reading and careful interpretation, develop an understanding of various historical and theoretical approaches to literature, and clearly articulate responses orally and in writing;

Mathematics—to develop an understanding of mathematics as a logical system, use mathematical reasoning to develop analytical thinking abilities, and use mathematics effectively as a tool in other disciplines;

Natural and physical sciences—to obtain a knowledge of fundamental scientific concepts, principles, limitations, and ethical issues and recognize the impact of science on society through investigative classroom, laboratory and library work;

Philosophy and religion—to investigate values systems, understand the personal and social implications of religious and philosophical viewpoints, and understand critically one's religious heritage; and

Social and behavioral sciences—to develop an understanding of individuals, groups, and institutions as revealed by scientific analyses of human behavior.

Integrated Studies

However official college documents may have defined general education, conventionally students and faculty members—even the public at large—have associated general education with a prescribed set of courses taken in fulfillment of requirements for a college degree. At some institutions that set is a series of courses taken by all students in common in an established order—a core set of courses; at others it is a selection from designated choices in a range of categories—distribution requirements. Since 1978, at Birmingham-Southern College it has been, in addition to demonstration of written and mathematical competency, one to two units of credit taken in seven specified areas, each of which models a different intellectual mode of inquiry, such as in metaphysics or ethics, literature or history, aesthetics, or the natural or behavioral sciences, as well as language acquisition. Certainly this conventional perception of general education, whatever the organizational model used, must remain at the center of our view of what experiences are needed in common for a liberally educated student body.

We now recognize, however, that while that “prescribed set of courses” is a necessary component in the definition of general education, it is not sufficient. It neither describes fully what we have actually been doing in the past nor what we must do in the future to assure the prosperity of liberal arts education. The activities and qualities listed below are things we recognize as increasingly important in producing the types of learning and habits of mind necessary for educated people in the twenty-first century, people of knowledge and adaptability, personal initiative and team-work, inquiry and practice. The aim of Birmingham-Southern College is in no way to limit, much less replace, the traditional notion of general education but rather to expand it to address the expanding set of talents and skills necessary for learned people in an increasingly complex social and technological society.

Similarly, we wish to expand the paradigm of ways in which the goals of general education might be achieved. Never should we underestimate the power of a lecture expertly presented and passionately felt. Never should we minimize the worth of individual study conducted in privacy in the library, studio, or laboratory. Never should we denigrate learning purely for the joy of learning. But by the same token, neither should we underestimate the power of students learning from each other, or minimize energy to be gained from working collaboratively, or denigrate the practical application of things learned speculatively.

Thus, the College acknowledges a new role for faculty and staff in liberal learning in the following areas:

Collaborative Learning—The first part of the expanding paradigm facilitates active and collaborative learning in which the student becomes an active participant in the learning process, interacting with faculty and peers. Examples of collaborative learning include undergraduate research, team exercises in the classroom and the laboratory, or any of an infinite number of adaptations to classroom pedagogy and course design. The College fosters such activities by striving to maintain a 1:12 faculty-student ratio, by retaining a faculty committed to a student-centered learning community, and by offering support for continued faculty development in innovative teaching.

Discovery and Creativity—A liberal education nurtures the love of discovery and creativity. Good teaching in this area encourages the student to appreciate the intrinsic value of discovery and creativity through instruction in the four primary activities involved in the process: preparation, consolidation, insight, and verification. It is important for all students in a liberal arts college, regardless of major, to learn not only to appreciate the acts of creativity and discovery, but to learn to be creative, for it is creativity and discovery that lead to all that we hold dear in a liberal education.

Teaching Experiences—Essential to an institution dedicated to liberal learning is teaching as an example of theory in practice. Effective teaching not only illustrates the application of knowledge; it also raises the teacher's understanding of the subject matter to a higher level, for only when something becomes an integral part of our own understanding can we have the clarity of mind to communicate it to another. Acknowledging the learning component of teaching, then, the College encourages peer teaching activities in and out of the classroom setting and provides various opportunities for students to work with full-time faculty in teaching, as well as research, endeavors.

Scholarship—Equally important to an academic institution is scholarship, whether it be the scholarship of discovery, which encompasses most traditional research; the scholarship of integration, which approaches interdisciplinary questions with the same rigor; the scholarship of application, which applies knowledge and theory to the problems of the world; and the scholarship of teaching, which is as valid as any of the other forms of scholarship, and central to the mission of the College. All of these forms of scholarship are characterized by clear goals, adequate preparation, appropriate methods, significant results, effective communication, and reflective critique. It is important that undergraduate students learn, through both independent and collaborative projects, the importance of scholarship to life-long learning. To that end, a summer program in undergraduate research is under way, and both on-campus and off-campus opportunities for student presentations of research findings are encouraged. Just as the College supports faculty travel for presentation of papers at professional conferences, it has set aside funds for aiding students in presentation of their research.

Technology as a Partner in Teaching and Research—Technology as a partner in teaching and research is an integral part of any contemporary learning model. Technology can take us beyond the walls of the local College to acclaimed libraries, sophisticated laboratories, and advanced databases around the globe. It can also provide us with 24-hour access to class materials and electronic communication, and computer visualization of complex theorems and intellectual models. Recognizing technology's promise, the College has invested heavily in a computer infrastructure that links every venue of the residential and academic community. Looking to technology to serve education in such a way as to preserve the best of the personal mentor/student relationship while expanding the potential for learning and teaching skills useful in an increasingly technological society, the College values technology not for itself, but for how it may be put to the service of teaching and learning as a seamless part of the College curriculum.

Civic Imagination—There seems to be a consensus among those who watch teachers and write about liberal learning that the mission of colleges in the new millennium should include the cultivation of civic imagination. Birmingham-Southern College has developed a model for civic imagination through its pioneering efforts in leadership studies and learning through service. These programs are wonderful examples of the new way of delivering education, for they permeate both the instructional and the student life realms of the campus community. Through both programs, faculty, staff, and students are brought together with the local community in an attempt to better define what the citizen of tomorrow should be.

Cross-Cultural Experiences—Citizens of tomorrow must understand themselves as a part of a culture, a race, a gender, or a nation. Understanding one's place in an ever-widening circle of contexts is one of the most traditional goals of liberal learning and it continues to be so. But citizens must understand those contexts from the perspectives of others, too, if they are to play a vital role in our global culture. Cross-cultural experiences through study abroad opportunities, international internships, service-learning and interim projects, and regular term learning have been expanded at the College. These programs have taken on a new dimension, as an office of cross-cultural and international studies has been established to oversee programmatic aspects of this essential area of learning.

Moral Imagination—Tomorrow's citizens will be faced with moral and ethical dilemmas, both those common to the general human experience as well as those created by an ever-changing world. Liberal arts education provides these citizens opportunities for the exploration of decision-making and problem-solving strategies across disciplines. Through reading the literature of a people in crisis, examining the politics or psychology of conflict, designing an experiment to better understand an issue, or performing a work with emotional impact, students gain not only an academic understanding of their world, but also an opportunity to see the world of others. It is through such understanding that we develop the empathy to participate in solving problems with others while integrating our knowledge with our personal beliefs. Allowing tomorrow's citizens to experience the world of

others provides them with vicarious practice for making life's decisions, thus enhancing their development of personal convictions. Personal convictions paired with civic imagination is the goal of liberal learning.

General education in the liberal arts tradition has always extended its focus beyond the confines of the campus and the college years. The expanded paradigm increases our emphasis on preparing students to be life-long learners, to be active and successful in careers and communities, to be individuals who make positive contributions to the world around them. The increased emphasis on theory and practice encourages students to be participatory learners and leaders throughout their lives. The expanded paradigm should serve our students well even when they first leave the College. They should be better prepared for graduate and professional study and more highly prized by the world of business. Because of their general education experiences, our graduates will be better able to understand and help shape the changing world of the twenty-first century. Their knowledge, experience, and adaptability will serve them well. These will be invaluable skills in advanced study, in business and government, and in all facets of life.

REQUIREMENTS FOR GRADUATION

Degrees Conferred

Birmingham-Southern College confers the earned undergraduate degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, and Bachelor of Science.

Requirements for any Bachelor's Degree

To earn any bachelor's degree offered by the College, a student must complete the following requirements:

(1) Total units: pass 32 full-unit regular term courses or the equivalent, and complete one interim term project for each full academic year that he or she is enrolled in Birmingham-Southern College.

(2) Major: successfully complete a concentration consisting of a minimum of eight units in the major discipline. For the Bachelor of Arts degree or the Bachelor of Science degree, no more than 20 units in a major and its supporting courses (including interim terms) or in any interdisciplinary or individualized major may be presented toward the 32 regular term plus interim term units required for graduation.

(3) Grade point average: earn a grade point average of 2.00 (a "C" average) on all work completed at Birmingham-Southern College and earn a 2.00 grade point average on all work completed in his or her major and minor field; for interdisciplinary or individualized majors the student must earn a 2.00 average in the required courses in each of the disciplines; additionally, a student who has transferred to Birmingham-Southern College from another institution must have a cumulative 2.00 average, a 2.00 average on all work completed at the College, and must have a 2.00 average on all courses in the major and minor field completed at Birmingham-Southern College.

(4) Residency: complete at least two years of work (16 regular term units and 2 interim units) at Birmingham-Southern College. A student who has transferred to Birmingham-Southern College from another institution must complete at least five units of credit in his or her major discipline, and, if declaring a minor, earn at least half of the required credits at Birmingham-Southern College.

If a student has completed the requirements for one baccalaureate degree at Birmingham-Southern College, he or she must earn at least eight regular units and one interim unit of additional credit in residence at Birmingham-Southern College, and must satisfy all requirements for graduation, in order to complete a second baccalaureate degree. *Completion of two majors alone does not warrant the awarding of two separate degrees to graduating students.*

(5) Discharge all obligations and college duties.

Foundations Curriculum Requirements for B.A. and B.S. Degree Programs

At Birmingham-Southern College, we believe that a liberal arts education is the foundation for life-long learning, and a foundational understanding of a breadth of scholarly disciplines forms the fundamental core of that education. This belief is the organizing principle of our liberal arts curriculum. The curriculum at the College is taught through academic disciplines. These disciplines, however, are not completely distinct. Many disciplines share common methodologies or are constructed around a common body of knowledge. We recognize this fact by grouping the academic disciplines at the College into six broad areas: behavioral and social sciences; business; education; fine and performing arts; humanities; and mathematics and natural, physical, and computer sciences. While we teach our curriculum through these disciplines, the ideal goal of a liberal arts education is an integration of knowledge and understanding gained through them. Moreover, we recognize that some important concepts, especially scholarship, cross all disciplines. The College's intentions for general education are explained in the General Education Goals and Integrated Studies statements that precede the Foundations Curriculum Requirements in the catalog and serve as its basis.

(1) First-Year Foundations (2 units)

Birmingham-Southern College recognizes the importance of the first year of college as foundational in the development of a life-long learner. As a means of focusing on the special needs of first-year students, each academic area of the College has designated a number of courses solely for these students. Some courses are offered either in the fall or the spring; others are offered each term. Often these courses have special components tied to the "Common Hour," such as lectures or performances. Some of these courses are linked so that all students in one class will also be taking the other. Some are offered in multi-disciplinary clusters; some are partnered with a first-year interim term project. In registration materials, these courses are designated as "1Y."

In their first year of college, students are required to take two First-Year Foundations courses representing different academic disciplines. These courses may also satisfy the Disciplinary Foundations or Skills Foundations requirements as articulated below. (Students who transfer to the College in the interim term or spring term of their first year are required to take one of these courses. Students transferring to the College after their first year are exempt from this requirement.)

(2) Disciplinary Foundations (10 units)

Arts and sciences form the foundation of a liberal arts education. We recognize that students cannot take courses in every discipline of the arts and sciences, yet we believe it is important that they take courses in different areas to secure a well-rounded education. To ensure a foundational breadth, students must take at least five units in both arts and sciences within the parameters stated below. Students taking interdisciplinary courses may count them in any discipline represented by the course or in the discipline of one of the professors if the course is team taught. Disciplinary Foundations courses may not fulfill Skills Foundations requirements.

- (a) Arts (at least one unit from each of the five groups below)
 - (1) Fine and performing arts (must be in the history, appreciation, or theory of art, dance, music, or theatre; not in the practice of a creative or performing art)
 - (2) History
 - (3) Literature (through English, classics, or foreign language)
 - (4) Philosophy or religion (except for PL 241 and PL 350)
 - (5) Humanities (classics, English, foreign languages, history, humanities, philosophy, religion)

- (b) Sciences (at least five units from the two areas described below)
 - (1) Astronomy, biology, chemistry, computer science, environmental studies, mathematics, or physics (a minimum of three units representing at least two disciplines; at least one course must be a laboratory science)
 - (2) Economics, political science, psychology, or sociology (a minimum of two units representing at least two disciplines)

(3) Skills Foundations (4-5 units)

In addition to their Disciplinary Foundations courses, Birmingham-Southern College students are expected to demonstrate a basic competency in a creative art, a foreign language, mathematics, and writing. Courses taken to fulfill the Skills Foundations may not be used for Disciplinary Foundations credit.

- (a) Creative Art (one unit)

A total of at least one unit must be in the practice of a creative or performing art, not in the history, appreciation, or theory of a fine or performing art (art, creative writing, dance, music, or theatre). The full unit must be in the same discipline.

(b) Foreign Language and Culture (one or two units)

Depending on placement, students will take one or two units in a non-native language through one of the following means: 101 and 102; 201 and 220; or one course at the 220-level or above. Students who have studied a language for more than one year prior to entering Birmingham-Southern College will not receive general education credit for taking 101 or 102 in that language except through approval by the foreign language faculty.

(c) Mathematics (one unit)

MA 150 or MA 250 (introductory courses), MA 207 (statistics), or MA 231 (calculus) or higher. Students must also pass MA 115 by course work, by presenting acceptable ACT or SAT scores, or by passing the algebra proficiency exam given during orientation week. This requirement must be completed before any other mathematics courses may be taken. All new students should complete this requirement during their first term at the College. If schedule conflicts or other problems prevent this, students should complete this requirement no later than their second term at the College.

(d) Writing (one unit)

Successfully complete EH 102 or EH 208. A student with an AP score of five on the English grammar examination or an IB score of six or seven is placed automatically in EH 208. All other students are placed by the English faculty according to application essays and ACT or SAT test scores.

(4) Intercultural Foundations (1 unit)

We live in an increasingly globalized world composed of diverse cultures. With this reality in mind, we require each student to take at least one course or interim whose primary focus of study is the experience of an ethnic minority American culture or cultures; culture(s) other than that of the United States; or the analysis of multiple cultures. This unit may also fulfill one of the requirements above or requirements for the major or minor. These courses are labeled in the catalog and interim bulletin as “IC” courses.

Approved Regular Term Intercultural Foundations Courses

AR 220 International Film I

AR 221 International Film II

ARH 215 Survey of Art History I: Ancient to Medieval

ARH 216 Survey of Art History II: Renaissance to Present

ARH 314 Renaissance Art

ARH 315 Baroque Art

ARH 415 Nineteenth-Century Art

ARH 416 Twentieth-Century Art

CL 211 Mythology
CL 301 Greek Civilization

DA 350 Dance History I

EH 230/HI 230 Plural America I
EH 231/HI 231 Plural America II
EH 384 Literature of the American Indian
EH 385 Contextual Studies in World Literature
EH 395 Contemporary International Fiction

FR 325 French Civilization
FR 360 Quebec: Life and Letters
FR 401 Survey of French Literature I
FR 402 Survey of French Literature II
FR 410 Twentieth-Century Literature
FR 420 Nineteenth-Century Literature
FR 470, 471 French Seminar
FR 490 Francophone Literature from Africa and the Caribbean

GN 303 Introduction to German Culture I
GN 304 Introduction to German Culture II
GN 310 German Landeskunde
GN 401 Survey of German Literature I
GN 402 Survey of German Literature II

HI 181 East Asian Civilization I: Introduction to Chinese Civilization
HI 182 East Asian Civilization II: Introduction to Japanese Civilization
HI 230/EH 230 Plural America I
HI 231/EH 231 Plural America II
HI 242 Industry, Imperialism, and World War: History of England from
George III to the Present
HI 245 Russian Civilization
HI 260 Social History of Latin America
HI 265 The Middle East in the Twentieth Century
HI 282 Disputers of the Tao: Major Texts in the Confucian, Buddhist, and
Taoist Traditions of East Asia
HI 287 Western Images of Asia
HI 288 Remembering World War II (A): The War in Asia and the Pacific
HI 289 Remembering World War II (B): The War in Europe and the
Holocaust
HI 300 Colonial America

IDS 200 Introduction to Human Rights

IS 100 Introduction to International Studies

LAS 200 Seminar in Latin American Studies

MU 126 Music of the World's People

PL 251 History of Western Philosophy I

PS 238 Introduction to Comparative Politics

PS 240 Introduction to Latin American Politics

PS 307 Civil Rights and Justice

PS 338 Comparative Political Behavior

PS 342 Comparative Political Development

PS 361 Politics in China and Japan

PY 230 Cross-Cultural Psychology

RE 221 Religions of the East

SO 102 Contemporary Social Problems

SO 305 Sociology of the Family

SO 335 Race and Ethnic Relations

SO 380 Sociology of Religion

SN 340 Cinema in Spain and Latin America

SN 350 Latinos in the United States

SN 360 Spanish Civilization

SN 365 Latin American Civilization

SN 370 Special Topics in Culture

SN 401 Panorama of Spanish Literature

SN 402 Panorama of Latin American Literature

SN 495 Special Topics in Literature

(5) Scholarship Foundations

Scholarship is the primary product of disciplinary study. We use this word in the broadest sense. It may mean research in the sciences, writing in the humanities, performing in the arts. Each discipline defines what constitutes appropriate scholarship for its students. In the academic world, scholarship is presented publicly and reviewed by peers. This process of presentation, review, and commentary creates a richer intellectual community for both scholars and the world at large. Scholarship occurs throughout the liberal arts experience, and the culminating piece of scholarship at Birmingham-Southern College is the Senior Conference, a time during which seniors publicly share their research, scholarship, and creativity with faculty and students inside and outside their major.

All students must complete a scholarly senior seminar, interim, or independent study as deemed appropriate by disciplinary faculty in the major. To demonstrate this disciplinary scholarship, all students must participate in a Senior Conference prior to graduation.

(6) Intellectual and Cultural Foundations

The intellectual and cultural opportunities presented during the course of a college education are immense. During this time, life-long learners deepen their intellectual and cultural understandings and experiences. They enrich their interests in certain areas and develop new tastes in others. To assist in this development, all students must accumulate 40 points in the College's intellectual and cultural life program. Prior to graduation, students are required to attend at least 40 approved cultural and intellectual programs held on campus and in the community, an average of ten per year. No more than ten of these may come from off-campus events. Each semester a list of specially approved lectures, events, performances, recitals, etc., will be published through print and electronic means. Many of these events will occur during the "Common Hour" on Tuesdays and Thursdays. Transfer students must obtain points equivalent to five per each term they attend Birmingham-Southern College. (Students on foreign study receive five points for each term abroad.)

A student's time of registration is linked to a student's class standing and the number of cultural events attended. The minimum suggested number of events is as follows:

	fall registration (for interim and spring)	spring registration (for summer and fall)
1st Year	3	7
2nd Year	13	17
3rd Year	23	27
4th Year	35	37 (if necessary)

Events attended in excess of the minimum do not supersede class standing.

Foundations Curriculum Requirements for B.M., B.M.E., and B.F.A. Degree Programs

Students who wish to earn a Bachelor of Music degree, Bachelor of Music Education degree, or a Bachelor of Fine Arts degree must complete the following requirements.

(1) First-Year Foundations (2 units)

Students are required to take two First-Year Foundations courses representing different academic disciplines.

(2) Disciplinary Foundations (5 units)

Students must complete five units in areas outside of the fine and performing arts, and are required to take one each from science and mathematics, humanities, and the behavioral and social sciences.

(3) Skills Foundations (3-4 units)

Skills Foundations units are in addition to the Disciplinary Foundations units listed above. For required units in foreign language and culture (one to two units), mathematics (one unit), and writing (one unit) see the Skills Foundations section under Foundations Curriculum Requirements for B.A. and B.S. Degree Programs.

(4) Intercultural Foundations (1 unit)

Each student must take at least one IC designated course or interim as discussed in the Intercultural Foundations section under Foundations Curriculum Requirements for B.A. and B.S. Degree Programs. This unit may also fulfill one of the requirements above or requirements for the major or minor.

(5) Scholarship Foundations

Students must complete a scholarly senior seminar, interim or independent study as directed by disciplinary faculty in the major. To demonstrate this disciplinary scholarship, all students must participate in a Senior Conference prior to graduation.

(6) Intellectual and Cultural Foundations

Students should attend at least 40 approved cultural and intellectual programs, an average of ten per year.

Interim Term

A major objective of the curriculum is to encourage students to develop their potential for creative activity and independent study. Under the four-one-four academic calendar on which the College operates, the January interim term provides a unique opportunity for innovation and experimentation on the part of both students and faculty. Consequently, project activities during the January interim term vary in content and in technique, but students are encouraged to use initiative and imagination whether their project is a group endeavor or an individual effort. Students should complete interim projects during the winter interim, a period of four weeks beginning early in January.

During the sophomore, junior, and senior years, students may contract individualized interim projects. All contracted projects must meet high academic standards and be supervised by faculty members from Birmingham-Southern College. Each contracted project must be approved by the student's faculty advisor, the project sponsor, the appropriate department chair, and the Interim and Contract Learning Committee. First-year students may not contract individualized interim projects; they must select from the Interim Term Bulletin one of the projects open to them. All first-year students must work under the close supervision of a Birmingham-Southern College faculty member. Additionally, students may participate in the Interim Exchange Program and work under the supervision of faculty members from other institutions with which the College is affiliated in the program.

A student is required to complete one interim project for each full academic year of enrollment in the College up to a maximum of four. Each project counts as a full unit. For those majors that require a senior interim project, the senior interim project must receive a letter grade. A student who accelerates his or her program in order to graduate after three academic years plus summers is required to take only three interim projects. A transfer student who meets only the minimum residence requirements for a degree must complete at least two interim projects.

All interim projects are recorded on permanent records and class schedules according to discipline abbreviations (including "GEN" for those projects outside of the disciplines offered at the College) and the number 199, 299, 399. If required for the major, senior interims will be recorded as 499. Although not listed in the catalog, all disciplines normally offer projects every January interim term. Each fall a published Interim Term Bulletin lists projects offered in the upcoming term. The College also receives information concerning January offerings at other four-one-four colleges and encourages students to consider these opportunities.

ACADEMIC MAJORS

Declaration of a Major

Students may major in any of the areas listed below. Before the end of the sophomore year, preferably during spring registration, a student must make a formal declaration of his or her proposed major. Students should be aware that certain majors may require more than eight regular terms to complete.

Disciplinary Majors

Accounting

Art (Bachelor of Fine Arts in painting, photography, printmaking, or sculpture; Bachelor of Arts in studio art or art history)

Biology

Business Administration

Chemistry

Computer Science

Dance

Economics

Education (elementary/collaborative education K-6, secondary education 6-12, dance P-12, visual art P-12, music education P-12, educational services)

English

French

German

History

Mathematics

Music (Bachelor of Arts in church music, film music, music literature, music technology, music theory, performance, and song writing; Bachelor of Music Education; Bachelor of Music in composition, church music, music history, music performance: classical guitar, orchestral instrument, organ, piano, voice; Master of Music in composition, organ, piano, voice)

Philosophy

Physics

Political Science

Psychology

Religion

Sociology

Spanish

Theatre Arts

Interdisciplinary Majors

Biology-Psychology
Computer Science-Mathematics
English-Theatre Arts
History-Political Science
International Studies
Musical Theatre
Philosophy-Politics-Economics
Religion-Education
Religion-Philosophy
Sociology-Political Science
Sociology-Psychology
Urban Environmental Studies

Students who double major with one major being disciplinary and the second being interdisciplinary and overlapping in content with the first major may count a course explicitly required by both majors towards each major but may not count elective courses within one major towards satisfaction of the requirements of the other major.

Cooperative and Dual Degree Programs

Asian Studies
Engineering
Environmental Studies
Nursing

Individualized Majors

Individualized majors are designed in consultation with a faculty committee consisting of at least three faculty members representing the various disciplines involved. One of these committee members is designated chair. The student must present a proposal to the committee outlining objectives for the major, and a suggested program comprising no fewer than eight and no more than 20 units with at least six units in one discipline, if possible above the introductory level. It must also include at least one and preferably two courses that provide a synthesis of the areas covered in the major (one of these courses may be the senior interim). There shall be a distribution of 100-400 level courses with several 300-400 level courses included, at least one of which shall be at the 400 level. EH 102 and interim projects should not be listed in the areas of concentration as these are requirements of the College. The student shall accompany the proposal with a brief statement establishing a rationale for the major that indicates why existing majors and minors fail to meet the student's academic objectives. The proposal shall also be accompanied by an endorsement by the committee chair. Before approving the program, the committee will advise the student and make any necessary revisions. The program is then drawn up into a contract. Once the committee as well as the

Interim and Contract Learning Committee have approved it, the contract is sent to the Provost for final approval.

Students interested in individualizing a major should submit the completed proposal, signed by the student's faculty committee, by the end of the first semester of the junior year. All negotiations for the major should be completed prior to the end of the junior year. Any changes made in the major after it has been approved must be initialed by the committee chairperson. An individualized major does not exempt students from the degree requirements of the College. (For further information contact the Center for Interim and Contract Learning or a faculty member in one of the disciplines of concentration.)

ACADEMIC MINORS

Students may concentrate additional studies in any of the areas listed below. Minors are not required for graduation, but students who pursue a minor should do so thoughtfully, and should declare it prior to the end of the junior year. Students must maintain at least a 2.00 grade point average in the minor, and none of its course requirements may be evaluated “S” or “U.” In addition, no courses counted toward the major may be counted toward a minor unless specifically exempted from this exclusion. (Exemptions appear in the descriptions of majors found in the Curriculum section of this catalog.)

A student who elects to pursue a minor is encouraged to spread his or her elective courses over the remaining disciplines in order to gain the benefits of a broad liberal arts education.

Disciplinary Minors

- Art (studio art and art history)
- Biology
- Business Administration
- Chemistry
- Classics (classical civilization, Latin)
- Computer Science
- Dance
- Economics
- English (literature, creative writing, and journalism)
- French
- German
- History
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Religion
- Sociology
- Spanish
- Theatre Arts

Interdisciplinary Minors

- Environmental Studies
- Latin American Studies

Cooperative Programs

- Asian Studies

CURRICULUM

The College's curriculum is designed to provide a four-year academic program for each student. It consists of courses numbered in an orderly sequence ranging from the first-year level to the senior level.

The abbreviations in parentheses after the names of disciplines ("AR" for art, etc.) are those used by the College for permanent records and class schedules. The bachelor's degree designations to the right of names of disciplines (Bachelor of Arts, etc.) indicate those degrees awarded by the College for completing major requirements in the discipline.

The figure in parentheses after each course indicates the amount of credit given for the course: a full-unit course (1), a half-unit course ($\frac{1}{2}$), a quarter-unit course ($\frac{1}{4}$). Units of credit earned at Birmingham-Southern College may be translated into conventional semester-hour credits by multiplying the indicated figure by four. They may be translated into conventional quarter-hour credits by multiplying the indicated figure by six.

Prerequisites for courses follow the course descriptions; if no designation appears after a course description, that course has no prerequisites.

Typically, courses are scheduled for two or three days per week, for fourteen weeks each term. Not all courses conform to this schedule; the College recognizes that different kinds of learning experiences may require different contexts for learning. Students should consult the class schedule as they plan their courses each term.

A "Common Hour" is built into the schedule on Tuesdays and Thursdays for special programs, speakers, and College community activities.

DISCIPLINARY MAJOR REQUIREMENTS

Accounting (AC)
Business and Accounting

Bachelor of Science

Susan R. Cockrell, Ron Stunda, Tara Sudderth

Business enterprises and other social organizations have grown greatly in size and complexity in modern times. These changes have greatly increased the importance of reporting, controlling, and auditing for managers and administrators. In order for management to control its operations effectively, it must have reports on these complex relationships in a systematic, accurate form. Modern accounting compiles pertinent information to help plan future activities and to aid management in control, as well as summarizing and interpreting events already past. Thus, accounting is the vital art of preparing and presenting financial and statistical information for the conduct of affairs in modern society.

Since an accountant is called upon to serve as an advisor to management, it is essential that his or her educational preparation extend far beyond principles and practices of accounting. The student must be familiar with economics, mathematics, computer science, management, and other fields relevant to the conduct of social affairs. The accounting major is, therefore, designed to give the student a broad foundation in the arts and sciences, to provide extensive exposure to general business principles, and to culminate with a set of courses that emphasizes the analytical and theoretical principles underlying current accounting practice. The program serves students in preparation for careers in public accounting, business, non-profit organizations, and government.

Students completing the accounting program should, at minimum, understand the following:

- (a) The fundamental principles and language of accounting and the basic economics and business vocabulary.
- (b) The role of accounting in public, private, and not-for-profit organizations.
- (c) The functions of accountants, including preparing financial, tax, and audit reports, interpreting financial and cost data, assisting in management and marketing decisions, projecting future performance, and consulting on tax strategy.
- (d) The usefulness of computer applications in improving the efficiency and effectiveness of all accounting and tax work.
- (e) The economic impact of actions taken by individuals, firms, governments, and other groups and organizations.

- (f) The importance of cost accounting to the organization and how it is used by management to make decisions.
- (g) The issues, concepts, application, and impact of taxation on financial and decision-making activities.
- (h) The major legal issues and concepts relevant to business.
- (i) The principles and procedures that are significant aspects of the attest function.
- (j) The problems of corporate mergers and consolidations and foreign currency transactions and translations.
- (k) The process of discovery, analysis, and problem resolution of accounting and taxation issues, along with appropriate methods of communicating this information in written and oral form.

The area's programs are accredited by AACSB International.

Major Requirements

The following courses are required (15 units):

AC 221 and 222
AC 321 and 322
AC 324
AC 341 and 342
AC 361
AC 421
AC 428
AC 499
BA 201
EC 201 or 202
EC 303 or BA 372
MA 207

Courses in Accounting

AC 221 Accounting I (1)

An introductory study of financial statement analysis and accounting principles and techniques. Fall, Spring.

AC 222 Accounting II (1)

Special attention to accounting for manufacturing and the preparation and analysis of accounting statements. Prerequisite: AC 221. Fall, Spring.

AC 321 Intermediate Accounting I (1)

The study of accounting theory as it pertains to general-purpose external reporting by business enterprises. Techniques for assets and current liabilities are examined.

Prerequisite: AC 222. Fall.

AC 322 Intermediate Accounting II (1)

Financial statement analysis and full disclosure requirements are addressed, along with techniques in accounting for debt, capital transactions, adjustments, income taxes, pensions and leases. Prerequisite: AC 321 and a “C” or better in all previous AC courses. Spring.

AC 324 Cost Accounting (1)

Analysis and techniques of recording, measuring, and reporting cost information to reflect inventory valuation and income or loss of business entities for internal and external reporting and decision-making purposes. Prerequisite: AC 222. Fall.

AC 341 Income Tax I (1)

A study of Federal income tax laws, research procedures, tax return preparation, and tax planning relating to individuals. Fall.

AC 342 Income Tax II (1)

A study of Federal income tax laws, research procedures, tax return preparation, and tax planning relevant to corporations, partnerships, and tax-exempt entities, with an overview of taxation of international transactions. Prerequisites: AC 322 and a “C” or better in all previous AC courses. Spring.

AC 361 Business Law (1)

An explanation of the workings of the law in business, scope and classification of business law, legal relations of people in business, the law of contracts; damages, guaranty and suretyship, negotiable instruments, partnership and corporate forms of business organization. Prerequisite: accounting major. Fall.

AC 421 Auditing I (1)

A study of the theory of financial compliance and operational audits. Performance of a simulated audit and case presentation provides students with practice in applying professional auditing procedures for evidence gathering, evaluation, reporting, ethics, legal liability, and team work. Prerequisites: AC 322 and a “C” or better in all previous AC courses. Fall.

AC 422 Auditing II (1)

A study of advanced concepts in auditing. Students acquire further academic preparation in understanding and applying auditing in the computer environment, information systems control concepts, special audit risk considerations, and consultation in a computer systems context. Prerequisite: senior standing. Spring.

AC 428 Advanced Accounting (1)

A study that deals primarily with corporate consolidation problems, foreign currency transactions and translations. Prerequisite: senior standing. Fall.

AC 443 Governmental and Not-for-Profit Accounting (1)

A study and critique of the conceptual and procedural issues pertaining to the accounting, reporting, and auditing of not-for-profit organizations, including state and local governments, hospitals, universities, and health and welfare organizations.

Prerequisite: senior standing. Spring.

AC 444 Accounting Information Systems (1)

An introduction to accounting information systems and how they assist in achieving organizational objectives and improve planning and control at all levels of the organization. The study of various audit statistical sampling techniques used in the performance of an audit. Prerequisite: AC 324.

AC 445 Accounting Theory (1)

Current literature, theory, and controversies affecting the accounting profession. Resolution of controversies and application of financial accounting theory in accordance with professional standards relating to financial reporting. Prerequisite: AC 322.

AC 485 Internship Pro-seminar (1)

An examination of current accounting issues and the primary practices and procedures in the accounting profession. This seminar examines the issues, practices and procedures that accounting graduates face as they enter the profession. This seminar is offered in conjunction with AC 499, the Accounting Internship (January to mid-March). Prerequisite: AC 499. Spring.

AC 493 Independent Study (1)

Supervised reading and research, field work, written reports, analysis of theoretical and practical problems designed primarily for majors. Prerequisite: consent.

AC 498 Teaching Experience in Accounting (1)

Planning and developing methods and materials of teaching accounting. Emphasis is placed on the psychology of learning in both the traditional classroom and tutorial setting. Prerequisites: at least junior standing and consent.

AC 499 Senior Project in Accounting (1)

An experience designed to solidify and enhance students' knowledge in the accounting field. The experience may include a ten-week internship or an in-class project. Topics may include recent accounting developments, extensions of accounting concepts, and exploring basic business systems. Students electing an internship for their senior project should consult with the disciplinary faculty about the variety of internship options. Prerequisites: AC 322, 324, and 421. Interim.

Art (AR) and Art History (ARH)
Fine and Performing Arts

Bachelor of Arts, Bachelor of Fine Arts

*Steven F. Cole, Jim Neel, Kevin Shook, Timothy B. Smith, Kathleen Spies,
Cooper D. (Bud) Spivey, Pamela Venz*

The faculty of art offers courses that introduce students to the visual arts, both as observers and participants. Beginning courses are open to students with no previous training. In addition, there are three programs for those who wish to concentrate in art. One leads to the B.F.A. degree in either painting, photography, printmaking, or sculpture. The second program leads to the B.A. degree in studio art with emphasis in painting, photography, printmaking, or sculpture. A third program leads to the B.A. degree with a major in art history. Tutorial or contract courses cannot substitute for required art history courses.

With the approval of his or her advisor, an art major may elect a maximum of two teaching experiences in the area of concentration. This is done in either the sophomore, junior, or senior year by enrolling in AR 298, 398, or 498.

Students with a studio concentration must be able to demonstrate that they are sufficiently competent to undertake college-level work in the visual arts.

Major Requirements

B.F.A. in Painting, Photography, Printmaking, or Sculpture (17 units):

AR 111

AR 112

ARH 114

AR 150, 250, and 350

ARH 216

AR 471 and 472

two additional units in art history

three units in the area of concentration (painting, photography, printmaking,
or sculpture)

two additional units in two of the three other areas

AR 499

B.A. in Studio Art (13 units):

AR 111

AR 112

ARH 114

AR 150, 250, and 350

ARH 216

two additional units in art history

three units in the area of concentration (painting, photography, printmaking,
or sculpture)

AR 471

B.A. in Art History (13 units):

AR 101, 103, or 104

AR 102

ARH 114

ARH 215

ARH 216

five additional units in art history

two additional units at the 200 level or above, outside of art history, in related field/s of interest (such as studio art, literature, history, or language courses), not used for general education

ARH 473

*Minor Requirements***Studio Art (5 units):**

AR 101 or 103

AR 102

AR 104

ARH 215 or 216

one unit in AR studio experience at the 300 level or above

Art History (5 units):

ARH 215

ARH 216

one unit from AR 101, 102, 103, 104

two units from ARH 315, 316, 415, 416, 470

*Courses in Art***AR 100 First Experiences in Studio Art (1)**

A first-year level, team-taught introduction to the five studio art disciplines of drawing, painting, printmaking, photography and sculpture. After a one-week introduction and analysis of studio approaches and applications, the course introduces the five disciplines through five two-week concentration sessions. The course does not count towards art major requirements. Typically offered as a First-Year Foundations course. (Satisfies Skills Foundations requirement in creative art.) Materials fee required. Fall.

AR 101 Basic Painting (1)

A studio course dealing with the fundamental principles of oil painting, accompanied by supplemental exercises aimed at developing elementary drawing skills. Fall, Spring.

AR 102 Basic Design (1)

A studio course dealing with two- and three-dimensional problems in organization, proportional relationship, and use of materials. Fall, Spring.

AR 103 Basic Photography (1)

A studio course for the student with no prior darkroom experience and limited or no 35mm camera experience. Emphasis is on the development of basic technical and aesthetic facility in 35mm photography. A 35mm camera is required. Fall, Spring.

AR 104 Basic Drawing (1)

A studio experience dealing with the basic principles of composition, proportions, linear perspective, and form in space within the context of representational drawing. Fall, Spring.

AR 111 Two-Dimensional Design (1)

A studio course emphasizing structural and proportional organization through problems in line, tonal contrast, and color relationship, employing a variety of materials. Fall, Spring.

AR 112 Three-Dimensional Design (1)

A studio course emphasizing composition and construction techniques through a series of three-dimensional projects. Fall, Spring.

AR 150 Drawing I (1)

A studio course dealing with basic principles of drawing. This course emphasizes drawing skills and perception. Fall, Spring.

AR 220 International Film I (1)

An overview of the stylistic and creative development of the art film from the silent era in Europe through the French New Wave. Two two-and-one-half-hour meetings weekly (an IC designated course). Also listed as HON 220, this course may be counted by Honors Program students toward fulfillment of their course requirements. Fall.

AR 221 International Film II (1)

An overview of the stylistic and creative development of the art film from the second Italian Renaissance to the present. Two two-and-one-half-hour meetings weekly (an IC designated course). Also listed as HON 221, this course may be counted by Honors Program students toward fulfillment of their course requirements. Spring.

AR 250 Drawing II (1)

A studio experience focusing on figurative studies involving proportions of the human skeleton and life drawing, as well as developing a personal imagery through a variety of techniques. Prerequisite: AR 150. Fall.

AR 256 Digital Printmaking I (1)

A studio experience in printmaking utilizing the computer as a tool to create and manipulate digital images. Prerequisite: AR 111 or 150. Fall, Spring.

AR 301 Printmaking I (1)

A studio experience in collagraph, linocut, etching, and engraving as an introduction to relief and intaglio printmaking. Prerequisite: AR 111 or 150. Fall, Spring.

AR 302 Printmaking II (1)

A studio experience in advanced level of techniques presented in AR 301.
Prerequisite: AR 301. Fall, Spring.

AR 303 Printmaking III (1)

A studio experience in advanced techniques and conceptual approaches to printmaking. Enrollment in AR 371 required of students enrolled as their declared studio concentration (Spring only). Prerequisite: AR 302. Fall, Spring.

AR 306 Painting I (1)

A studio experience in the fundamentals of oil painting, exploring traditional subjects and concepts. Prerequisite: AR 150. Fall, Spring.

AR 307 Painting II (1)

Application of techniques presented in AR 306, with an investigative approach to materials and style and an emphasis on aesthetics. Prerequisite: AR 306. Fall, Spring.

AR 308 Painting III (1)

A studio experience in advanced techniques and conceptual approaches to painting, specifically in the development of works in series. Enrollment in AR 371 required of students enrolled as their declared studio concentration (Spring only). Prerequisite: AR 307. Fall, Spring

AR 309 Encaustic Painting (1)

A studio experience in the history and techniques of painting with pigmented wax, exploring traditional subjects, concepts and contemporary themes in art. Following a lecture on the history and contemporary uses of this ancient medium, studio experimentation will explore the various techniques of encaustic painting while solving visual problems that address issues in poststructuralist postmodernism.
Prerequisite: AR 102 or AR 111.

AR 311 Sculpture I (1)

A studio experience in several traditional sculptural concepts and media, including modeling, casting, and carving. Prerequisite: AR 112. Fall, Spring.

AR 312 Sculpture II (1)

Advanced sculptural problems, their concepts and media. Prerequisite: AR 311. Fall, Spring.

AR 313 Sculpture III (1)

A studio experience in advanced techniques and conceptual approaches to sculpture. Enrollment in AR 371 required of students enrolled as their declared studio concentration (Spring only). Prerequisite: AR 312. Fall, Spring.

AR 321 Photography I (1)

A studio experience in the fundamentals of 35mm photography beyond basic technical skills. Introduces the use of various films, papers, and darkroom techniques.
Prerequisite: AR 111. Fall, Spring.

AR 322 Photography II (1)

Application of techniques presented in AR 321 with an investigative approach to photographic image making. Prerequisite: AR 321. Fall, Spring.

AR 323 Photography III (1)

A studio experience in advanced techniques and conceptual approaches to photography. Enrollment in AR 371 required of students enrolled as their declared studio concentration (Spring only). Prerequisite: AR 322. Fall, Spring.

AR 350 Drawing III (1)

A studio experience focusing on figurative studies involving muscular anatomy and life drawing, as well as developing a personal imagery through the use of experimentation in drawing media and technique. Prerequisite: AR 250. Spring.

AR 351 Drawing IV (1)

A studio experience focusing on a continuation of advanced drawing techniques, figurative studies, and personal imagery. Prerequisite: AR 350. Spring.

AR 352 Drawing V (1)

A studio experience focusing on a continuation of advanced drawing techniques, figurative studies, and personal imagery. Prerequisite: AR 351. Spring.

AR 371 Studio Experience (1)

Develops conceptual and critical analysis skills crucial to the maturation of the studio artist. This course is required of students enrolled in the third level of their declared studio concentration. Prerequisite: enrollment in AR 303, 308, 313, or 323. Spring.

AR 471 Senior Studio I (1)

A course for B.A. and B.F.A. studio art degree candidates that leads to the production of a series of related works in the student's area of specialization. For the B.A. student, the course fulfills the senior capstone experience and will culminate in a public exhibition of the completed works, a public talk, and a written formal statement. For the B.F.A. student, the course is the first of three courses (AR 471, 499, and 472) that comprise the senior capstone experience; the completion of all three courses will culminate in a public exhibition, a public talk, a formal artist's statement, and a written thesis. The major components of this course will include weekly critiques, a written statement of purpose, and the development of a formal statement that outlines the conceptual and visual basis of the student's work. Prerequisites: AR 303, 308, 313, or 323, and consent. Fall.

AR 472 Senior Studio II (1)

A continuation of work initiated in AR 471 culminating in the student's participation in the senior exhibition to be reviewed by the art faculty. Prerequisite: AR 471. Spring.

AR 499 Senior Project in Art (1)

A capstone experience in art subject to approval by the major professor. The B.F.A. candidate either continues project work from AR 471 or takes on a course of study supportive of the senior studio experience. The B.A. candidate in studio art pursues a personalized experience in visual art that enhances his or her chosen course of study over the previous four years; it may be project or research oriented, documented travel, or an internship. Prerequisite: senior standing. Interim.

*Courses in Art History***ARH 114 Introduction to Art Issues (1)**

An introductory discussion course designed for beginning studio art and art history majors. Students are introduced to the language and methods of verbal and written visual analysis, and to political and social issues surrounding the production and consumption of art today. Prerequisite: art or art history major. Fall.

ARH 215 Survey of Art History I: Ancient to Medieval (1)

A slide-lecture course that provides the general student as well as the art major with an introduction to the language and methodology of art history. Focus is placed on stylistic development and its relation to cultural and historical contexts. Objects studied include prehistoric cave paintings, Egyptian pyramids, ancient Greek sculpture, and the cathedrals of medieval Europe (an IC designated course). Fall.

ARH 216 Survey of Art History II: Renaissance to the Present (1)

A slide-lecture course that provides the general student as well as the art major with an introduction to the language and methodology of art history. Focus is placed on stylistic development and its relation to cultural and historical contexts. Artists studied include Michelangelo, Rembrandt, Monet, Picasso, Dali, and O'Keeffe (an IC designated course). Spring.

ARH 311 Roman Art (1)

A survey of the visual arts and archaeology of ancient Rome from its prehistoric origins through the fall of the Empire, considered in a social-historical context and with a primary emphasis on the early Imperial period. Prerequisite: ARH 215.

ARH 314 Renaissance Art (1)

A survey of the visual arts and architecture of Western Europe between 1400 and 1600, considered in a social-historical context and with a primary emphasis on major Italian centers and artists (an IC designated course). Prerequisite: ARH 216.

ARH 315 Baroque Art (1)

A survey of the visual arts and architecture of Western Europe from 1600 to 1700, considered in a social-historical context and with a special emphasis on Italy, France, and the Dutch Republic (an IC designated course). Prerequisite: ARH 216.

ARH 316 American Art (1)

A study of the visual arts of the United States and their social-historical contexts from the Colonial period to 1945. Prerequisite: ARH 216. Fall.

ARH 345 Medieval Narrative in Words and Pictures (1)

An investigation of medieval modes of reading texts and images. Beginning with working definitions of such words as *reading*, *narrative*, and *intertextuality*, this seminar will explore such through interdisciplinary case studies and will address topics like the relations of images and texts, reception, and compositional structure and meaning. (Satisfies Disciplinary Foundations requirements in art history or humanities. Satisfies a pre-1800 period course requirement for art history majors.) Prerequisite: Honors Program, art history major, or consent.

ARH 415 Nineteenth-Century Art (1)

A study of the major European art movements from about 1760 to 1900, with a brief inclusion of their correlation in America. Focus is given to viewing artworks in their social-historical contexts (an IC designated course). Prerequisite: ARH 216. Fall.

ARH 416 Twentieth-Century Art (1)

A study of the major European and American art movements from 1900 to the present. Focus is given to viewing artworks in their social-historical contexts (an IC designated course). Prerequisite: ARH 216. Spring.

ARH 470 Art History Seminar (1)

Problems in art history, taught by the seminar method. This course may be repeated once for credit. Prerequisite: consent. Spring.

ARH 473 Senior Capstone in Art History (1)

An advanced exploration of an art-historical topic of the student's choice, and approved by the instructor. Students will conduct in-depth, directed research culminating in a substantial paper and public presentation that demonstrate knowledge of art historical concepts and research methodology. This course is required for the major in art history. Prerequisites: art history major, senior standing. Spring.

Astronomy (AS)

Science and Mathematics

*Duane Pontius, Mark E. Rupright**Major Requirements*

No major or minor is offered in astronomy.

*Courses in Astronomy***AS 101 General Astronomy (1)**

An introduction to major topics of modern astronomy, focusing on the fundamental physical principles underlying astronomical phenomena. Topics include the origin, structure, and evolution of the solar system, stars, galaxies, and the universe, along with elementary observational astronomy. Algebra proficiency is required. Three lectures and one laboratory per week. Fall, Spring.

AS 301 Introduction to Astrophysics (1)

A survey of the astronomical universe, with emphasis placed on physical principles. Topics include Kepler's laws of planetary motion, the Sun, planetary and stellar atmospheres and interiors, variable stars, stellar clusters and associations, galactic structure, stellar evolution, and cosmology. Prerequisites: PH 122 and MA 232.

Biology (BI)

Science and Mathematics

Bachelor of Science

R. Scot Duncan, Andrew Gannon, Megan Gibbons, Pamela Hanson, Leo Pezzementi, Gretchen Repasky, Jeannette Runquist, H. Wayne Shew, Peter A. Van Zandt

Biology, the study of life from molecules to ecosystems, is one of the most interesting and important areas of modern scientific inquiry, with profound implications for society. Breakthroughs in basic research in biology are leading to practical applications in medicine, agriculture, and environmental management. The biology faculty of Birmingham-Southern College offers its students the opportunity to participate in the excitement of biology as part of a learning community of faculty and students through investigative study in the classroom, laboratory, field, and library; through collaborative undergraduate research projects; and through formal and informal consultation, advising, and discussions.

By participating in these activities, students actively learn both the process and content of modern biological science.

The introductory three-course sequence of the biology major introduces students to some of the major concepts and approaches of biology: genetics, evolution, ecology; biological organization and diversity, comparative structure-function relationships; cell structure and function, energetics and metabolism, gene structure and expression. The only upper-level course required, genetics, emphasizes the centrality of this area to all of biology. Upper-level elective courses allow students to investigate more thoroughly various facets of biological science. All students will undertake a two-term undergraduate research project as a capstone experience for their studies.

In addition to preparation for medical and dental schools, a biology major at Birmingham-Southern College also provides pre-professional training for students interested in various paramedical fields (e.g., physical therapy, and physician or surgical assistant's programs). A biology major will also prepare students for additional coursework and research in graduate school in areas as diverse as molecular biology, physiology, environmental studies, and conservation biology. Biology majors may enter public school teaching with the appropriate courses in education for certification. Immediate employment opportunities are available in academic and industrial laboratories.

An interdisciplinary major in biology and psychology is available as are pre-professional programs in biology/environmental studies, biology/pre-nursing, and biology-psychology/pre-nursing (see the Interdisciplinary Majors section of this catalog). Courses in biology can be combined with courses in other disciplines for an interdisciplinary or individualized major to meet special career goals.

Students majoring in biology with the intention of pursuing a health career such as medicine or dentistry must meet the requirements indicated below. Additional course requirements may be needed for entrance into medical, dental or other professional programs. Students should consult with the pre-health advisor to ensure that they meet all additional requirements.

Chemistry courses required for the biology major may be used to meet minor requirements in chemistry. Major requirements in the biology major may also be used towards the environmental studies minor.

Major Requirements

The following courses are required (11-12 units):

BI 115

BI 125

BI 225

BI 301

two units in one of the following sequences: BI 470 and 472, or BI 470 and 499

one unit that involves a significant field component: BI 206, 232, 314, 332, or 411

three elective units in BI, at least one of which must be at the 400 level or above (BI 199, 299, 399, 499, 298, 398, and 498 may not count towards this requirement)

CH 121 and 122, or CH 149

BI 293, 393, and 493 are intended for students interested in additional research experience, and may not be applied toward the major; only one non-laboratory course (BI 363 or BI 415) may be applied towards the major as an elective.

Scholarship Foundations: Capstone Experience in Biology

The biology faculty invite and challenge our majors to move beyond their coursework and truly embrace the discipline. We strive to establish and maintain a community of learners actively and personally seeking to become scientists. Excellence in courses is needed, but only research experience can transform a science student into a student scientist. Thus, as part of the Foundations curriculum, all biology majors will participate in the Scholarship Foundations component by completing the following requirements:

- (1) Complete a minimum of two terms of research in biology (BI 470, BI 472, BI 499). Research may be conducted off-campus if suitable supervision can be arranged. Interdisciplinary research projects are also encouraged. These two terms may be completed in the fall and spring terms of the senior year, the fall and interim terms of the senior year, the spring of the junior year and the fall of the senior year, the summer before the senior year and the fall term of the senior year, the spring term of the junior year and the summer before the senior year, or, in exceptional instances, the interim and spring terms of the junior year.

When research is performed during the spring, summer, or fall terms, students will register for BI 470 or BI 472 Directed Research, for one unit of credit per term; in interim, students will register for BI 499. During the first term of Directed Research, students will consult with their research advisors and the course facilitator to (a) develop and write a formal research proposal, (b) give an oral presentation of the proposal to the class, and (c) begin their research. During the second term, students will (a) give a progress report, (b) finish their research, (c) write a thesis in the form of a scientific article, and (d) prepare an oral presentation of their research project. During both terms, students will lead discussions of research articles related to their projects. Students completing the first semester of Directed Research in either fall, spring, or summer will enroll in BI 470 and those completing the second semester of research in either fall, spring or summer will enroll in BI 472.

- (2) Give a twenty-minute oral presentation of their research results and analysis to the discipline and the College community in their Senior Conference. This presentation may be delivered on Honors Day or during discipline or area conferences scheduled during the fall, interim, spring, or summer terms.
- (3) Write a thesis in formal research style presenting the experimental results and analysis. A committee of three faculty, professors, scientists, or other professionals in the field, including the research sponsor and a course facilitator for BI 470 or BI 499, must read and approve the thesis.
- (4) Take the E. T. S. Major Field Achievement Test in Biology.

Minor Requirements

Internships, interim projects, and teaching experience may not count toward the minor.

The following courses are required (6 units):

BI 115

BI 125

BI 225

BI 301

one additional unit in BI at the 300 level or above

CH 121

Graduation with Disciplinary Honors in Biology

The biology faculty as a whole will decide on honors for each candidate, based on the student's performance at the College, in the biology major, and in Beta Beta Beta, the biology honorary society. At a minimum, students must meet the following requirements:

- (1) Earn a grade point average of 3.75 in all courses and a grade point average of 3.75 in courses in the biology major.
- (2) Score at or above the 80th percentile nationally on the E. T. S. Major Field Test in Biology.

*Courses in Biology***BI 101 Explorations in Biology (1)**

A course for non-science majors designed to provide an understanding of selected fundamental biological principles and processes. Three lectures and one three-hour laboratory per week. This course does not count towards the biology or biology-psychology major. (Satisfies the Disciplinary Foundations requirement in a laboratory science.)

BI 103 Introduction to Forensic Science: Using Science to Solve Crimes (1)

An introduction to the field of criminalistics. Study will focus on the use of biology and chemistry in solving crimes. The course will consider actual criminal cases and how they were solved by use of forensic techniques. In addition, simulated crime scenes will be used to provide students an opportunity to "solve" crimes using forensic science. Three lectures and one three-hour laboratory per week. This course may not be counted toward the biology major. (Satisfies the Disciplinary Foundations requirement in a laboratory science.)

BI 115 Organismal Biology (1)

An introduction to the biology of organisms. Topics include levels of biological organization, biological diversity, plant and animal structure and function, and comparative study of structure-function relationships in living organisms. Designed for students who plan to major in biology or one of the natural sciences and/or who are pre-health. Three lectures and one three-hour laboratory per week. Fall, Spring.

BI 125 Cell and Molecular Biology (1)

An investigation of the fundamental properties of cells. Topics include cell structure and function, energetics and metabolism, gene structure and expression, and the techniques used to study these phenomena. Designed for students who plan to major in biology or one of the natural sciences and/or who are pre-health. Three lectures and one three-hour laboratory per week. Prerequisite: BI 115. Fall, Spring.

BI 149 Cancer: Biology and Beyond (1)

A study of the development, progression, and treatment of cancer. The fundamentals of cell biology are learned by exploring the differences between normal and cancerous cells. In addition, the psychological and socioeconomic impacts of the disease are studied. Three lectures and one three-hour laboratory per week. This course may not be counted toward the biology major. (Satisfies the Disciplinary Foundations requirement in a laboratory science.)

BI 206 Field Botany (1)

A study of the plants and fungi native to the southeastern United States, particularly Alabama, with special emphasis on identification, classification, distribution, and ecology. Two lectures and one three-hour laboratory per week. One weekend field trip is required. Prerequisite: BI 115. Spring.

BI 208 Archaeology (1)

An introduction to the prehistory of the southeastern United States with emphasis on Alabama prehistory. Students participate in a mock archaeological dig, artifact analysis, and site report preparation. Two lectures and one three-hour laboratory per week.

BI 225 Evolutionary Ecology (1)

A study of the basic concepts of evolution and ecology as a gateway to upper-level coursework in ecology and organismal biology. Emphasis is placed on an understanding of natural selection and how it shapes speciation, population dynamics, and community interactions and composition. Prerequisites: BI 115 and 125, or ES 150, and at least sophomore standing. Fall, Spring.

BI 232 Invertebrate Zoology (1)

An introduction to the invertebrate animals with an emphasis on their diversity, morphology, physiology and ecology. One weekend field trip is required. Three lectures and one three-hour laboratory per week. Prerequisite: BI 115. Fall of even-numbered years.

BI 301 Genetics (1)

A study of the structure, function, and transmission of the genetic material. Topics from classical and molecular genetics are covered. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 125 and 225, CH 122, MA 115 or equivalent, and at least junior standing. Fall.

BI 303 Physiology (1)

A study of the functions of organ systems and their role in regulation of body processes. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 125 and CH 122. Spring.

BI 304 Microbiology (1)

An introduction to basic and applied microbiology. Fundamentals of bacteriology, virology, and immunology are covered. Laboratory work includes basic, clinical, and diagnostic microbiology. Two lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisite: BI 125. Spring.

BI 314 Conservation Biology (1)

A study of the population and ecosystem level processes required to understand and conserve biodiversity. Emphasis is placed upon the genetics and demographics of populations, the implications of species interactions and community influences on conservation, and management and sustainable development case studies. Three lectures and one three-hour laboratory per week. Prerequisites: BI 115 and 225, or ES 150. Fall of odd-numbered years.

BI 315 Animal Behavior (1)

An examination of the immediate causes and evolutionary explanations for the behavior of animals. Emphasis is placed on exposure to historical perspectives and current ideas about animal behavior, training in the methodology of behavioral experimentation, and development of independent, critical thought. Topics include sexual selection, bird song learning, and aggressive behavior. Three lectures and one three-hour laboratory per week (one weekend field trip may be required). (Also listed as PY 315.) Prerequisites: BI 225 and PY 101. Spring.

BI 332 Vertebrate Field Zoology (1)

A field-oriented study of the native vertebrate animals of the southeastern United States with special emphasis on identification, classification, and ecology. Two lectures and one three-hour laboratory per week. One weekend field trip is required. Prerequisites: BI 115 and BI 225. Spring of odd-numbered years.

BI 350 Ethnobotany and Economic Botany (1)

An examination of the relationships between plants and people, historically as well as in the twenty-first century. Topics include biochemistry and uses of natural plant products, material uses of plants, plants as food, poisonous plants, plant biotechnology and commercial applications of plants and plant products. Two lectures and one three-hour laboratory per week. Prerequisites: BI 125 and 225. Fall.

BI 363 Current Topics in Biology (1)

An in-depth study of the current literature on a topic or topics selected by the instructor. Laboratory required. Prerequisites: at least junior standing and biology major.

BI 402 Cell Biology (1)

A study of eukaryotic cells at the molecular level. Topics include protein biosynthesis, membrane structure and function, gene expression and regulation, cellular and subcellular structure, and the cell cycle. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. BI 301 is strongly recommended. Prerequisites: BI 125, CH 122, and at least junior standing. Spring.

BI 405 Recombinant DNA Technology (1)

A course investigating the impact of genetic engineering in the biological sciences. Emphasis is placed on the techniques of gene cloning and analysis, and how these techniques are used as tools in basic research in signal transduction, oncogenes, evolution, and nervous system function; and in applied research in agriculture, medicine, and industry. The social impact of recombinant DNA technology is also discussed. Three lectures, one three-hour laboratory, and one DHAR laboratory each week. Prerequisites: BI 125, 225, and 301, and CH 121. Spring.

BI 408 Biochemistry (1)

An introduction to the structure, chemistry, and metabolism of carbohydrates, proteins, nucleic acids, and lipids. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. (Also listed as CH 408, this course may be counted for credit in either biology or chemistry.) Prerequisites: BI 125 and CH 212. Fall.

BI 411 General Ecology (1)

A study of organisms at the population, community, and ecosystem levels of biological organization. Emphasis is placed on organism-environment and organism-organism interactions. Three lectures and one three-hour laboratory per week. Prerequisites: BI 225 or BI 115 and ES 150, and at least junior standing.

BI 415 Evolution (1)

A study of the basic theories and processes of organic evolution with emphasis on sources of variability and the organization of variability in populations, population genetics, and the origin of species by natural selection. Prerequisite: BI 301.

BI 425 Comparative Vertebrate Embryology (1)

A descriptive study of the development of vertebrates from gametogenesis through organogenesis. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 115 and at least junior standing. Spring.

BI 442 Comparative Vertebrate Anatomy (1)

A study of the phylogenetic development of chordate systems with special emphasis on the comparative morphology of a series of vertebrates. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisites: BI 115 and at least junior standing. Fall.

BI 293, 393, 493 Independent Study (½ or 1)

Directed research for advanced students. Prerequisite: consent.

BI 298, 398, 498 The Teaching Experience in Biology (½ or 1)**BI 470, 472, 499 Directed Research (1)**

An advanced exploration of the practices and techniques of biological research focusing on the design, conduction, and presentation of experiments, data analysis, and information retrieval. Two units are required, one of which may be in the interim or summer session. During the first term, students will consult with their research advisors and the course facilitator to (a) develop and write a formal research proposal based on literature related to the topic, (b) give an oral presentation of the proposal to the class, and (c) begin their research. During the second term, students will (a) give a progress report, (b) complete their research, (c) write a thesis in the form of a scientific article, and (d) prepare an oral presentation summarizing the results of their research. During both terms, students will lead discussions of research articles related to their projects. Students will be expected to devote as much time to this course as that required of an upper-level laboratory course. Research may be conducted off-campus if suitable supervision can be arranged. Interdisciplinary research projects are also encouraged. Students conducting their first term of research in the fall, spring, or summer will register for BI 470. Students conducting their second term of research in the fall, spring, or summer will register for BI 472. During interim, students register for BI 499.

Business Administration (BA)
Business and Graduate Programs

Bachelor of Science

E. Byron Chew, Stephen H. Craft, Bert Morrow, Sara Robicheaux, Jack Taylor

The business administration major enables students to graduate ready to participate fully in the rapidly changing world of business, as well as to pursue graduate studies. The greatest strength of the business administration program lies in its philosophical commitment to creating “strong generalists” rather than “specialists.”

Birmingham-Southern’s business administration major has been recognized by numerous national and international organizations for program innovation. It is recognized as unique due to its emphasis on team teaching, student team building, continuous programmatic assessment, integration of business disciplines within the liberal arts, and the senior capstone experience. The program has received awards and recognition from The Southwestern Business Deans’ Association, Association of American Colleges and Universities, International Academy of Business Administration, Council for Advancement and Support of Education, Association of Collegiate Business Schools and Programs (ACBSP), AACSB International, and the American Association for Higher Education.

Students completing the business administration program should, at minimum, understand the following:

- (a) The roles and responsibilities of managers, including the steps that must be taken to plan, organize, lead, and control organizations; the application of quantitative tools and techniques used in solving business problems; and the concepts of organizational behavior, the means by which managers can design and change organizations and work systems.
- (b) The roles and responsibilities of marketing managers, including developing products and services; targeting markets; developing marketing strategies; and an understanding of the role of consumer behavior and the channels through which products and services reach the ultimate consumer in both for-profit and not-for-profit organizations.
- (c) The roles and responsibilities of the financial manager, including analyzing and using financial statements to assess the financial health of a firm from the perspectives of management and the suppliers of capital; developing pro forma financial statements for use as a tool in forecasting long and short term funding needs; applying the time-value-of-money concepts to the financing and investment decision making process, particularly in the areas of security valuation and capital budgeting; and a familiarity with capital structure issues, dividend policy, and working capital management.
- (d) The fundamental principles and language of economics, including the nature and role of a market, profits, and entrepreneurship.

- (e) The concepts of strategy formulation and implementation and what it means to respond to the external forces affecting the organization, including economic, social, cultural (demographic), competitive, environmental (ecological), political, governmental, legal, and technological forces.

The area's programs are accredited by AACSB International.

Major Requirements

The following courses are required (15 units):

AC 221 and 222
EC 201 and 202
MA 231
BA 201
BA 311
BA 320
BA 350
BA 363
BA 372
BA 400
BA 474
BA 475
BA 499

Minor Requirements

The following courses are required (7 units):

AC 221 and 222
EC 202
BA 201
BA 320
BA 350
BA 372

Graduation with Business Disciplinary Honors in International Business

Business administration majors who meet eligibility requirements will be invited to complete the business disciplinary honors in international business. Only invited students may apply for the disciplinary honors program. For eligibility, students must meet the following requirements:

- (1) Attain an overall grade point average of 3.7 in all courses at the College.
- (2) Demonstrate outstanding achievement in the six-course, 200-level sequence of AC 221 and 222, BA 201, EC 201 and 202, and MA 231.

- (3) Complete one additional disciplinary honors project in each of the three 400-level business courses with an international component: BA 400, BA 474, and BA 475.
- (4) Complete IBA 499 instead of BA 499 for the senior interim.
- (5) Complete an approved international experience, as described below.

In some cases, Business administration faculty may waive specific requirements for deserving students.

The approved international experience may be an interim, summer, semester, or year-long travel experience. In rare cases, an internship in the international division of a domestic firm may satisfy this requirement, as determined by a three-member faculty committee. Students must gain approval prior to the internship.

Students who meet the eligibility requirements and are considering the business disciplinary honors in international business are strongly encouraged to develop non-native language proficiency through advanced coursework and immersion programs.

Courses in Business Administration

BA 201 The Real “Bottom Line”: Foundations of Business Thought (1)

An examination of classic and contemporary literature in order to explore perceptions and opinions about business and the role individuals play in business organizations. The course reviews the evolution of thought on the organizational structure of business enterprises. In particular, it considers objectives of business beyond profitability: that is, more than the “bottom line.” Fall, Spring.

BA 301 International Business and Marketing (1)

A focused examination of principles of international business and marketing, including marketing analysis, product development, pricing, global channels of distribution, international trade and economic structures, and promotion as applied in the international setting. This course is designed for non-majors. (Does not satisfy requirements for Business Administration major). Summer.

BA 311 Quantitative Analysis for Business and Economics (1)

Selected methods and techniques related to managerial choice and administrative decision making. (Also listed as EC 311.) Prerequisites: BA 201 and MA 231. Fall, Spring.

BA 320 Management Principles and Organizational Behavior (1)

A study of the nature and problems of planning, organizing, staffing, directing, and controlling organizations. Prerequisite: BA 201. Fall, Spring.

BA 350 Principles of Marketing (1)

A survey course of marketing as an exchange process. Consideration is given to product development as well as to how transactions in the marketplace are initiated, motivated, facilitated, and consummated by both business and nonbusiness organizations. Prerequisite: BA 201. Fall, Spring.

BA 363 Legal Environment of International Business (1)

An examination of selected topics of the international legal environment as applied to businesses as they operate domestically and internationally. Emphasis will be on U.S. laws. The impact and interaction of foreign laws on U.S. businesses will be included. Prerequisites: BA 201 and at least one year of college coursework. Fall, Spring.

BA 372 Principles of Finance (1)

An introductory course in the principles of financial analysis directed at developing the tools necessary for sound financial decision making. Major topics include an overview of the financial environment, valuation, financial forecasting, and capital budgeting. Lab required. Prerequisites: AC 221, EC 202, and MA 231. Fall, Spring.

BA 400 International Strategic Issues (1)

A study of the international business organization as a device for mobilizing people and resources to accomplish organizational objectives. Major topics include strategy formulation and implementation in a global environment with particular attention to organizational leadership, role of culture, and ethical and socially responsible decision making (a Leadership Studies designated course). Prerequisites: BA 320, 350, and 372. Fall, Spring.

BA 414 Investments (1)

A study of various financial instruments and investment theories. The primary objective of this course is to develop analytical tools for making investment decisions and to learn practical applications of investment theory. These tools facilitate portfolio selection and the relationship between risk and return. The application of these tools leads to an understanding of stocks, bonds, options and mutual funds. (Also listed as EC 414.) Prerequisite: BA 372. Spring, every other year.

BA 415 Portfolio Management I (½)

A study of theories of portfolio management and investing strategies. Students begin with an asset allocation decision, and then create an investment policy. They will choose investments and manage a financial portfolio. Students will be able to transfer their knowledge directly from theory to application. Students are expected to enroll in BA 416 in the spring. Prerequisite: consent. Fall.

BA 416 Portfolio Management II (½)

A study of theories of portfolio management and investing strategies. Students begin with an asset allocation decision, and then create an investment policy. They will choose investments and manage a financial portfolio. Students will be able to transfer their knowledge directly from theory to application. Prerequisite: BA 415. Spring.

BA 445 Leadership and Decision Making (1)

An advanced course that provides an understanding of various theories and concepts pertinent to decision making. Students apply these concepts to formulate and solve unstructured leadership problems. Prerequisite: BA 320.

BA 470 Special Topics in Business (1)

A seminar on selected topics in the leadership and management of organizations.

BA 474 Advanced and International Financial Management (1)

An advanced course in financial analysis from a managerial perspective. The course emphasizes advanced practices in financial management and their application to decision making in the business firm, including the study of the application of principles of financial management in an international setting. The course develops the student's ability to make financial decisions by using a case study format that builds on the skills developed in BA 372. The business faculty suggest that students earn at least a "C" in BA 372 before attempting this course. Prerequisite: BA 372. Fall, Spring.

BA 475 Advanced and International Marketing (1)

A study of advanced topics and strategies employed in marketing practice including behavioral research techniques, market segmentation, consumer behavior, and the marketing of services. The course includes significant coverage of international marketing and the structures of trade employed to facilitate the marketing process. The course examines marketing as employed in domestic, international, global corporate, nonprofit, and other non-government organizations. Prerequisite: BA 350. Fall, Spring.

BA 493 Independent Study (1)

Supervised reading, field work, written reports, analysis of theoretical and practical problems designed primarily for seniors. Prerequisite: consent.

BA 498 Teaching Experience in Business Administration (1)

Open to sophomores, juniors, or seniors with consent of major advisor.

BA 499 Strategic Management (1)

An integration of several business functions, such as accounting, finance, production, marketing, and management, in developing and stimulating the student's skill at the formulation of overall management strategy and policy. Prerequisites: senior standing and a business administration major, including completion of 28 regular term units, BA 400, EC 201, AC 222 and either BA 474 or BA 475. Interim.

IBA 499 Advanced Senior Project in International Business Strategy (1)

A capstone experience in international business in the form of a research project, pursued independently or corporately, that utilizes the skills developed across the international business curriculum. Both a written product and oral presentation will be required. Many students complete this course in conjunction with BA 499 or AC 499. Prerequisites: admission to Business Disciplinary Honors in International Business, senior standing, and consent. Interim.

Chemistry (CH)

Science and Mathematics

Bachelor of Science

Scott Dorman, David J. A. Schedler, Clyde T. Stanton, Laura K. Stultz

Career opportunities in chemistry include health care, teaching, and government and industrial research. Students who expect to work in the field of chemistry or attend graduate school in chemistry should take the courses listed under track 1. Students can receive an American Chemical Society certified degree by completing the requirements for track 1 and also taking CH 408. Track 2 is available for students pursuing health care careers such as medicine or dentistry or graduate school in biochemistry. Students wishing to prepare for teaching chemistry in secondary schools should complete a chemistry major and confer with the education department concerning additional requirements in education.

Courses required for the chemistry major may be used to meet minor requirements in mathematics and physics.

Major Requirements

Track 1 (15-17 units):

CH 121 and 122 (or CH 149)

CH 211 and 212

CH 304

CH 311 and 312

CH 401 and 402

CH 404

CH 406

CH 410

CH 499

MA 232 (see note below)

PH 121 and 122

one unit in computer programming

A reading knowledge of German is strongly recommended.

Track 2 (16-20 units):

CH 121 and 122 (or CH 149)

CH 211 and 212

CH 304

CH 311 and 312

CH 401 and 402

CH 408

two units from CH 404, CH 406, CH 410, BI 301, BI 304, BI 402, or BI 405,
at least one of which must be a CH course (see note below)

CH 499

BI 115 and 125

MA 232 (see note below)

PH 121 and 122

Certain courses have their own prerequisites that add units to those required for the major: BI 301 requires BI 225; BI 405 requires BI 225 and BI 301; depending on placement, MA 232 may require MA 231.

Minor Requirements

The following courses are required (4-5 units):

CH 121 and 122 (or CH 149)

CH 211 and 212

CH 304 or 311

CS 170 is strongly recommended.

*Courses in Chemistry***CH 101 Introductory Chemistry (1)**

An introduction to the fundamental principles of chemistry and the importance of chemistry in modern life. This course may be counted toward the laboratory science requirement but cannot be used as a prerequisite for CH 122. Three lectures and one three-hour laboratory per week.

CH 121 General Chemistry I (1)

A study of the laws and theories of chemistry, stoichiometry atomic and molecular structure of matter, chemical bonding, properties of solutions, and periodicity of the elements. Three lectures and one three-hour laboratory per week. Two tutorial sessions are offered each week. Prerequisite: placement. Fall, Summer.

CH 122 General Chemistry II (1)

A continuation of CH 121, covering equilibria, thermodynamics, kinetics, and oxidation-reduction. Laboratory work includes semi-micro qualitative analysis. Three lectures and one three-hour laboratory per week. Prerequisite: CH 121. Spring.

CH 149 Chemical Principles (1)

A one-semester course covering advanced topics in atomic theory, equilibria, thermodynamics, and kinetics, as well as an introduction to organic and biochemistry. This course is designed for students with excellent high school preparation in chemistry and replaces the CH 121/122 sequence. Three lectures and one three-hour laboratory per week. Prerequisite: placement (AP score of 4). Fall.

CH 150 Introduction to Research (1)

An introduction to the method of scientific research. Lecture work focuses on literature search techniques, data analysis, and theory of scientific instrumentation. Laboratory work focuses on the methodology of chemical research, uses and limitations of chemical analysis, and application of different measurement techniques to the same chemical problem. Students are required to work on an independent research project. Prerequisite: CH 122 or 149. Spring.

CH 211 Organic Chemistry I (1)

An introduction to structure and modern theory of organic compounds. Laboratory work includes preparation, purification, and structure determination of these compounds. Three lectures and one three-hour laboratory per week. Prerequisite: CH 122 or 149. Fall, Summer.

CH 212 Organic Chemistry II (1)

A continuation of CH 211 with emphasis on aromatic organic compounds, spectroscopy, and carbonyl chemistry. Three lectures and one three-hour laboratory per week. Prerequisite: CH 211. Spring.

CH 304 Quantitative Analysis (1)

Theory and practice of volumetric, gravimetric, and certain instrumental chemical analyses. Two lectures and two three-hour laboratories per week. Prerequisite: CH 122 or 149. Spring.

CH 311 Physical Chemistry I (1)

Basic principles of physical chemistry, stressing thermodynamics. Three lecture periods, one three-hour laboratory, and one DHAR laboratory per week. Students are strongly encouraged to take MA 310 or equivalent prior to taking CH 311. Prerequisites: CH 212, MA 232, and PH 122. Fall.

CH 312 Physical Chemistry II (1)

Continuation of CH 311, stressing chemical kinetics, elementary quantum theory, and spectroscopy. Three lectures, one three-hour laboratory, and one DHAR laboratory per week. Prerequisite: CH 311. Spring.

CH 401 Senior Seminar in Chemistry (½)

A weekly, hour-long seminar on current topics in chemistry and related areas, involving faculty, students, and guest speakers. Each student presents one seminar on a topic approved by the faculty. Fall.

CH 402 Senior Seminar in Chemistry (½)

A weekly, hour-long seminar on current topics in chemistry and related areas, involving faculty, students, and guest speakers. Each student presents one seminar on a topic approved by the faculty. Spring.

CH 404 Advanced Analytical Chemistry (1)

Theory and practice of such physico-chemical methods of analysis as infrared, visible, and ultraviolet spectrophotometry; gas chromatography; atomic absorption; voltammetry; and mass spectroscopy. Three lectures and two three-hour laboratories per week. Prerequisites: CH 304 and PH 122. Fall.

CH 406 Inorganic Chemistry (1)

A course containing both theoretical and descriptive inorganic chemistry. Topics include group theory and symmetry, crystal field theory, coordination chemistry, reaction mechanisms, organometallic chemistry, and bioinorganic chemistry. Three lectures and one three-hour laboratory per week. Prerequisite: CH 311. Spring.

CH 408 Biochemistry (1)

An introduction to the structure, chemistry, and metabolism of carbohydrates, proteins, nucleic acids, and lipids. Topics in application of biochemistry to medicine, dentistry, and nutrition are also considered. Three lectures and one three-hour laboratory per week. (Also listed as BI 408, this course may be counted for credit in either biology or chemistry.) Prerequisites: CH 212, BI 115 and 125, and consent. Fall.

CH 410 Senior Research in Chemistry (1)

A research experience in chemistry during the senior year. Requirements include a paper written in the style of a scientific journal article and an oral presentation to students and faculty. Prerequisites: CH 212 and consent. Fall, Spring.

CH 293, 393, 493 Independent Study (1)**CH 298, 398, 498 Teaching Experience in Chemistry (1)****CH 499 Senior Project in Chemistry (1)**

A research project, pursued independently or corporately, that brings to bear the student's accumulated knowledge and skills in chemistry. A paper and oral presentation are required. Students may be required to lead discussion or direct the activities of other members of the project. Prerequisite: senior standing or consent. Interim.

Classics (CL) and Classical Languages (GK) (LA)

Humanities

Samuel J. Pezzillo

Classics studies Greco-Roman antiquity from prehistory to the end of the Roman Empire. As an interdisciplinary field, classics synthesizes the disciplines of language and literature, history, art history, philosophy, religion and anthropology. By studying classical material, one gains an understanding and appreciation of ancient cultures which continue to influence our own.

Students not only study primary materials, such as ancient texts and archaeological remains, but learn to integrate a variety of materials. The ability to synthesize materials provides the student with an intellectual foundation leading to graduate work in a variety of fields.

Courses in support of the minor are available through Birmingham-Southern, the Sunoikisis program of the ACS, BACHE courses, and ACS affiliated overseas programs.

Language placement level will be determined in consultation with classics faculty.

Major Requirements

No major is offered in classics.

Minor Requirements

Minor in Classical Civilization

The following courses are required (6 units):

two units of either Greek or Latin

four elective units in classical language, literature, archaeology, art, history, philosophy or culture from the following:

any additional GK or LA course

ARH 215, ARH 311, CL 211, CL 301, EH 280, PL 251

senior interim (499) study in Greece or Italy when there is substantial focus on classical antiquity

courses in Latin and archaeology available through the ACS Sunoikisis program

relevant courses available through the BACHE program with approval from the classics faculty

Minor in Latin

The following courses are required (5 units):

four units in Latin at the 200 level or above

one elective unit in CL language, literature, archaeology, art, history, philosophy or culture from the following:

ARH 215, ARH 311, CL 211, CL 301, EH 280, PL 251

courses in Latin and archaeology available through the ACS Sunoikisis program

relevant courses available through the BACHE program with approval from the classics faculty

No more than two courses in the BACHE program may be counted toward any classics minor.

Courses available through the ACS Sunoikisis program (www.sunoikisis.org)

Latin

ICLAT 392 Literature of the Late Republic

ICLAT 393 Literature of the Neronian Period (Fall 2005)

ICLAT 393 Literature of the Early Empire (Fall 2001)

ICLAT 394 Literature of the Roman Empire, 70-180 CE

ICLAT 395 Literature from Late Antiquity and the Medieval Period

ICLAT 391 Literature from the Early Republic

Archaeology

IC Arch 111

Study-travel opportunities available through the Sunoikisis program may also count towards the minor.

*Courses in Classics***CL 150 Urbanism and the City in Antiquity (1)**

Introduces students to the historical development of the urban environment in major Mediterranean cities of classical antiquity and the social, economic and political priorities expressed through them. The course examines whether Birmingham exhibits similar priorities through its history, and the potential developments Birmingham may experience in the future. (Satisfies Disciplinary Foundations requirement in humanities.)

CL 211 Mythology (1)

A survey of the myths of Greece and Rome with a view toward their religious, historical, and literary development. (Satisfies Disciplinary Foundations requirement in literature or humanities; an IC designated course.)

CL 301 Greek Civilization (1)

A survey of the history, literature, and art of the Greeks from their beginning to Alexander the Great. (Satisfies Disciplinary Foundations requirement in humanities; an IC designated course.)

*Courses in Greek***GK 101 Elementary Greek I (1)**

An introduction to the basic forms and fundamental syntax of Attic Greek.

GK 102 Elementary Greek II (1)

A continuation of elementary Greek with special emphasis on the verb.

GK 245 Directed Greek Readings (1)

Independent reading of elementary authors suited to student need and interest. (May be taken more than once for credit.) (Satisfies Disciplinary Foundations requirement in literature or humanities.)

GK 333 Greek Across the Curriculum (¼)

Directed readings in the language in conjunction with a course in another discipline. May be taken more than once for credit providing that the disciplinary course is different.

GK 445 Directed Greek Readings (1)

Independent reading of more advanced authors suited to student need and interest. (May be taken more than once for credit.) (Satisfies Disciplinary Foundations requirement in literature or humanities.)

*Courses in Latin***LA 101 Elementary Latin I (1)**

An introduction to the basic forms and grammar of classical Latin. The first semester emphasizes the forms of nouns and verbs and their use in simple sentences and clauses. Fall.

LA 102 Elementary Latin II (1)

A continuation of the material of Latin I with an emphasis on complex sentences and clauses, rhetorical practices, and the reading of continuous Latin. Spring.

LA 201 Fundamentals of Latin Grammar (1)

A review of the fundamentals of grammar designed primarily for students who have had only one or two years of language on the high school level.

LA 245 Directed Latin Readings (1)

Independent reading of elementary authors suited to student need and interest. (May be taken more than once for credit.) (Satisfies Disciplinary Foundations requirement in literature or humanities.)

LA 333 Latin Across the Curriculum (¼)

Directed readings in the language in conjunction with a course in another discipline. May be taken more than once for credit providing that the disciplinary course is different.

LA 445 Directed Latin Readings (1)

Independent reading of more advanced authors suited to student need and interest. (May be taken more than once for credit.) (Satisfies Disciplinary Foundations requirement in literature or humanities.)

Computer Science (CS)

Bachelor of Science

Science and Mathematics

Marietta Cameron, Lewis Patterson, Richard S. Turner

“The excitement of computer science is not only within the discipline itself. Advances in computers have led to leaps in almost every academic discipline and changed the very nature of our everyday lives.”

—The National Science Foundation

The major in computer science is intended for students who wish to learn about computer systems and their applications, and is designed to prepare students for careers in computing and/or graduate studies. Students are encouraged to meet with computer science faculty as soon as possible for advising concerning their intended goals.

Courses required for a computer science major may be used to meet minor requirements in mathematics. Students interested in both computer science and mathematics should consider the interdisciplinary major in computer science-mathematics explained in the Interdisciplinary Major Requirements section of this catalog.

Major Requirements

The following courses are required (13 units):

CS 170 or 171 (see note below)

CS 250

CS 290

CS 499

MA 240

CS 390 or 420

one unit from CS 390, MA 207, PL 350, PS 204, PY 204, SO 204, or any MA course other than MA 240 numbered 231 or above (interim and teaching experience courses may not count towards this requirement)

six units from CS 300, 310, 330, 360, 380, 390, 420, 425, 430, 440, 460, 465, or 480; the courses for this requirement must be different from courses used to satisfy previous requirements

Students with prior programming experience may substitute an upper-level computer science course for the CS 170 or CS 171 requirement by passing a qualifying exam.

The grade for the senior interim (CS 499) will be based on the quality of work during interim and the performance on a comprehensive exam taken during the spring term of the senior year.

Computer science majors planning on graduate work should consider taking additional computer science courses and additional mathematics courses beyond MA 231. Recommended computer science electives for students intending to pursue graduate study include CS 360, 380, 390, 460, and 465.

Recommended electives for students seeking immediate employment upon graduation include CS 300, 330, 420, and 430.

Minor Requirements

Internships and teaching experience courses may not count toward the minor. Interim projects may not count toward the minor unless approved by the computer science faculty.

The following courses are required (5 units):

CS 170 or 171

CS 250

CS 290

two units in CS at the 300 level or above, one of which may be satisfied by MA 240

Graduation with Disciplinary Honors in Computer Science

Disciplinary honors in computer science provides an opportunity for those students seeking additional work, more research experience, and further preparation for computing as a profession. Disciplinary honors rewards those students who successfully go beyond the minimum requirements of the discipline.

To earn disciplinary honors, a student should apply for consideration preferably by the end of the sophomore year and no later than the end of the fall term of the junior year. Specific requirements are as follows:

- (1) Complete the requirements of the computer science major or of the interdisciplinary major in computer science and mathematics.
- (2) Complete two additional CS units at the 300 level or above; these units are in addition to the requirements of the student's major.
- (3) Complete MA 232 and a choice of MA 317, 421, or 454.
- (4) Attain a minimum 3.00 grade point average in courses taken at the College and a minimum 3.30 average for the courses within the discipline.
- (5) Maintain a two-year national membership within the Association for Computer Machinery and the local student ACM.
- (6) Complete a senior thesis, the proposal for which must be submitted no later than October 15 of the senior year. The senior interim should be devoted to work on the thesis, which must be supervised by a faculty member in computer science. This thesis must be successfully defended before a committee of at least two faculty members. Interdisciplinary committees are encouraged. The thesis must be completed no later than March 31 of the senior year.

*Courses in Computer Science***CS 170 Introduction to Computing (1)**

An introduction to the field of computer science. Topics include computing concepts and terminology. A major part of this course is problem solving and algorithm development using a programming language such as Pascal, Java, or C++. Not open to students who have received credit for CS 171. Prerequisite: MA 115 or equivalent. Fall, Spring.

CS 171 Computers and the Mind's Eye (1)

An overview of the discipline of computer science and its contributions to and from other disciplines including (but not exclusively) art, mathematics, physics, psychology, and philosophy. This course introduces problem solving via the computer by using tools and concepts from computer visualization and provokes thought on how various results from computing redefine perceptions of art and intelligence. Not open to students who have received credit for CS 170. Prerequisite: MA 115 or equivalent. Fall, Spring.

CS 250 Advanced Programming (1)

A second programming course assuming a good understanding of fundamental programming processes. Emphasis is placed on good software engineering practices. Basic data structures are introduced. Prerequisite: CS 170 or 171. Fall, Spring.

CS 290 Data Structures (1)

A study of structures for storing and manipulating data. Students learn to create and use such data structures as stacks, lists, trees, and graphs. Prerequisite: CS 250. Fall, Spring.

CS 300 Systems Programming (1)

An introduction to assembly language programming with the goal of better understanding how computers operate. Prerequisite: CS 250.

CS 310 Alternative Programming Languages (1)

A study of languages from several categories such as functional, imperative, logical, and specialized. The student writes intermediate-level programs in each language. Prerequisite: CS 290.

CS 330 Systems Analysis (1)

The design of large-scale computer-based systems, with examples from major application areas. Prerequisite: CS 290.

CS 360 Programming Languages (1)

A study of the manner in which the various categories of programming languages deal with the fundamentals of programming. Prerequisite: CS 290.

CS 380 Introduction to Computer Organization (1)

Introduction to organization and structure of major hardware components of computers, the mechanics of information transfer and control within a digital computer system, and the fundamentals of logic design. Prerequisite: CS 250.

CS 390 Automata, Computability, and Formal Languages (1)

A study of the theory of computer science. Topics include such areas as computability, computational complexity, and formal languages. Prerequisites: CS 250 and MA 240.

CS 420 Database Management Systems (1)

A course in the design, function, and application of database systems. Prerequisite: CS 250.

CS 425 Selected Topics in Computer Science (1)

A focused study within a specific sub-discipline of computer science. With the permission of the computer science faculty, students may enroll more than once for credit, providing that the focus of the course is different. Prerequisite: MA 240.

CS 430 Data Communications (1)

An introduction to such topics as communications hardware, protocols, networks, and communication software design. Prerequisite: CS 290.

CS 440 Introduction to Computer Graphics (1)

An introduction to the terminology, standards, and basic algorithms in computer graphics. Topics include image transformations, projections from 3D to 2D, curve and surface modeling and three-dimensional viewing. Prerequisites: CS 290, and MA 231 and 240.

CS 460 Operating Systems and Architecture (1)

An introduction to operating systems, system architecture, and their relationships. Prerequisite: CS 250.

CS 465 Artificial Intelligence (1)

An introduction to topics such as cognitive modeling, automatic problem solving, natural language processing, and robotics. Prerequisites: CS 290 and MA 240.

CS 480 Compilers (1)

A study of the theory and function of compilers for high-level languages. Prerequisites: CS 290 and MA 240.

CS 293, 393, 493 Independent Study in Computer Science (1)**CS 298, 398, 498 Teaching Experience in Computer Science (1)****CS 499 Senior Project in Computer Science (1)**

An in-depth research project that brings to bear the student's accumulated knowledge and skills in computer science. This substantial endeavor may include some combination of the following: computer programs, papers, oral presentations, and community projects. Evaluation is based on successful completion of the objectives outlined by instructor and student at the beginning of the term. As part of the senior interim experience, all students are required to participate in an assessment process. This may include, but is not limited to, a standardized test, an exit interview, an oral examination, or some combination of the above. Prerequisite: senior standing or consent.

Dance (DA)

Fine and Performing Arts

Bachelor of Arts

Ruth S. Henry, Mira Popovich

The program in dance allows for the following two options. Students may earn the B.A. degree with a major in dance, which enables them to pursue a career as a performing artist or a teacher of dance in private schools. The requirements for this major are listed below. Alternatively, students may add teaching certificate requirements to the dance major if they wish to teach dance in the public schools. Students who choose this second option must complete twelve additional units in Educational Professional Studies, and should see the Education section of this catalog.

Major Requirements

The following courses are required (14 units):

- DA 301 Intermediate, and DA 401 Advanced Ballet Technique: 6 units (six terms)
- DA 110 Basics of Choreography: ½ unit (two terms)
- DA 202 Jazz Dance: ½ unit (two terms)
- DA 203 Modern Dance: ½ unit (two terms)
- DA 210 Student Choreography Workshop: 1 unit (four terms)
- DA 303 Classical Ballet Repertoire: ½ unit (two terms)
- DA 310 Dance Performance: 1 unit (two terms)
- DA 350 Dance History I: 1 unit (one term)
- DA 351 Dance History II: 1 unit (one term)
- DA 410 Dance Pedagogy I: ½ unit (one term)
- DA 411 Dance Pedagogy II: ½ unit (one term)
- DA 499 Senior Project in Dance: 1 unit (one interim)

Minor Requirements

The following courses are required (6 units):

- DA 202 Jazz Dance: ½ unit (two terms)
- DA 203 Modern dance: ½ unit (two terms)
- DA 210 Student Choreography Workshop: ¼ unit (one term)
- DA 310 Dance Performance: ½ unit (one term)
- ¼ unit from dance courses numbered 101 or above
- four units in ballet technique numbered 201 or above with at least two units from DA 301 or DA 401

All students registered for DA 401 and dance scholarship students, regardless of their major or minor, are required to participate in performance each term when offered. All dance majors and scholarship students are required to perform and choreograph for DA 210 at the discretion of the faculty of dance.

*Courses in Dance***DA 100 The World of Dance (1)**

Introduces dance as an art form and as entertainment. Topics include a historic overview of the beginnings of dance in Greece, Rome, Italy, and France up to the 1700s, and the evolutions of the major genres, including ballet, modern, jazz, theatre dance, and dance in world cultures. The course also includes basics in body awareness and injury prevention as they relate to dance movement. (Satisfies Disciplinary Foundations requirement in history, appreciation, or theory of dance.) Spring.

DA 101 Basic Ballet (½)

A study of the basic principles and techniques of classical ballet. May be repeated for credit. Fall, Spring.

DA 102 Jazz Dance (¼)

A course in the basic elements of jazz dance for the non-major. May be repeated for credit. Fall, Spring.

DA 103 Basic Modern Dance (¼)

Basic elements of modern dance for the non-major. May be repeated for credit. Fall.

DA 110 Basics of Choreography (¼)

A course in the basic aspects of creating choreography: design, sources of subject matter, musical form as related to dance, selection of music, casting and rehearsal techniques. The class culminates in a public performance of works in the bi-annual Winter Dance Concert during the last month of the term. Students participating in that performance must be registered in DA 110. All performance groups are selected by the choreographers and overseen by the faculty, in line with the particular needs of the work being produced. Each student who registers will also audition for each specific group. Required of all dance majors, dance scholarship students, and students who will be choreographers the following fall term in DA 210. Prerequisite: consent. Fall.

DA 201 Ballet Technique (½)

A study of ballet technique for dancers who have some prior dance training but who are not advanced enough for DA 301. May be repeated for credit. Prerequisite: consent. Fall, Spring.

DA 202 Jazz Dance (¼)

Techniques of jazz dance. May be repeated for credit. Prerequisite: consent. Fall.

DA 203 Modern Dance (¼)

Techniques of modern dance. May be repeated for credit. Prerequisite: consent. Spring.

DA 204 Tap Dance (¼)

Basic elements of tap dance for the non-major. May be repeated for credit. Spring.

DA 205 Summer Dance Seminar: Jazz Dance (½)

A workshop in dance forms, usually focusing on jazz dance techniques. Satisfies ½ unit of Skills Foundations in practice of a creative or performing art for the non-major, and one term of jazz or modern technique for the major or minor requirement. Summer.

DA 210 Student Choreography Workshop (¼)

Participation in all aspects of a dance production: choreography, performance, direction, lighting design, etc. This course is required for students registered in DA 401, and required of scholarship students. Dance majors and scholarship students are required to perform or choreograph at the discretion of the dance faculty. All performance groups are selected by the choreographers and overseen by the faculty, in line with the particular needs of the work being produced. Each student who registers will also audition for each specific group. Prerequisite: consent. Fall, Spring.

DA 301 Intermediate Ballet Technique (1)

The study of the intermediate level of classical ballet technique, including *pointe* work. Placement in courses is determined by previous training and not by the year in residence. May be repeated for credit. Prerequisite: consent. Fall, Spring.

DA 303 Classical Ballet Repertoire (¼)

Introduction to standard classical ballet repertoire. May be repeated for credit. Prerequisite: consent. Fall, Spring.

DA 310 Dance Performance (½)

Participation in dance performances. This course is required of all students enrolled in DA 401 and all scholarship students. All performance groups are selected by the choreographers and overseen by the faculty, in line with the particular needs of the work being produced. Each student who registers will also audition for each specific group. This course may require participation in the interim term immediately prior to the semester the works are performed. May be repeated for credit. Spring.

DA 350 Dance History I (1)

A study of the history of dance, especially in western culture (an IC designated course). Prerequisites: senior standing, dance major, or junior standing with consent. Fall.

DA 351 Dance History II (1)

A continuation of DA 350. Prerequisite: DA 350. Spring.

DA 401 Advanced Ballet Technique (1)

Advanced techniques of classical dance, including *pointe* work. Placement in courses is determined by previous training and not by the year in residence. May be repeated for credit. Students must also be enrolled in DA 210 or DA 310 when offered. Prerequisites: consent. Fall, Spring.

DA 410 Dance Pedagogy I (½)

A study of concepts and techniques of teaching dance, with emphases on observation and participation. Students must also be enrolled in DA 301 or 401. Prerequisites: senior standing, dance major, or junior standing with consent. Fall.

DA 411 Dance Pedagogy II (½)

A continuation of DA 410. Prerequisite: DA 410. Spring.

DA 499 Senior Project in Dance (1)

A capstone experience in dance that involves fulfillment of five aspects: daily technique class and rehearsal, biweekly courses on anatomy and injury prevention, a choreography project which will be performed in the Spring Dance Concert, weekly papers and journals, and a research paper. Interim.

Economics (EC)

Behavioral and Social Sciences

Bachelor of Science

Paul Cleveland, Sara Robicheaux, Kathleen Greer Rossmann

Economics uses a small set of powerful and flexible tools to understand trades: trades between producers and consumers, trades between workers and employers, trades between investors and firms, trades among banks, trades between one generation and the next, trades between countries, and the taxation and regulation of trades. Further, economics considers issues associated with equity and property rights.

Progressing through a major in economics means acquiring a deepening understanding of the small set of basic tools of economics: understanding their usefulness, their limitations, and the details of their application to important issues. An economics major is a firm foundation for a career in public policy analysis, banking, finance, market analysis, business management, or teaching, and for graduate study in economics, business, public policy, and law.

The core courses in both the major and the minor are two introductory courses (EC 201 and 202) and two intermediate courses (EC 308 and 309). Introductory courses in calculus and statistics are also required for the major. It is recommended that these six courses be completed prior to taking others in the major, and introductory calculus should be completed prior to taking Microeconomics (EC 309).

It is also possible to complete an interdisciplinary major in philosophy-politics-economics. The interdisciplinary major is designed to enable students to deal more adequately with the broad range of questions raised by contemporary social, economic and political issues. For more information see the Interdisciplinary Major Requirements section of this catalog.

Students completing the economics program should, at minimum, understand the following:

- (a) The fundamental principles and language of economics.
- (b) The usefulness of economic modeling as a tool of rigorous analysis.
- (c) The nature of trade and how markets function to facilitate it.
- (d) The role of economic theory in the examination of public policy issues.
- (e) The economic impact of actions taken by individuals, firms, governments, and other groups and organizations.

Major Requirements

The following courses are required (13 units):

EC 201

EC 202

EC 308

EC 309

six additional units in EC at the 300 level or above (other than EC 493, 498, and 499); BA 372 or BA 474 are acceptable in fulfilling this requirement

EC 499

MA 207

MA 231

Minor Requirements

Internships, interim projects, service-learning, and teaching experience may not count toward the minor.

The following courses are required (5 units):

EC 201 and 202

three elective units in EC at the 300 level or above

Courses in Economics

EC 201 Principles of Economics I (1)

A general introduction to economics with emphasis on macroeconomic aspects: national income determination, monetary and fiscal policy. Fall, Spring.

EC 202 Principles of Economics II (1)

A general introduction to economics with emphasis on microeconomic aspects: the economic principles underlying price, production, distribution of income, and related problems. Fall, Spring.

EC 303 Money and Banking (1)

A study of the financial intermediary and payments system of the United States; operations, supervision and history of commercial banks; the Federal Reserve System and its control of the money supply; the economy of the United States and the influence thereon of monetary policy; the international payments system; money and capital markets. Prerequisite: EC 201.

EC 305 Comparative Economic Systems (1)

The examination and analysis of alternative economic systems in theory and practice. Particular attention is paid to the economic structure, regulatory policies, fiscal and monetary policies of various nations which are committed to rival doctrines of economic organization. Prerequisites: EC 201 and 202.

EC 308 Macroeconomics (1)

A study in depth of the aggregates of economic society: Gross National Product, national income, personal income; the balance of savings and investment; economic stability; economic growth. Prerequisites: EC 201 and 202. Fall.

EC 309 Microeconomics (1)

A survey of contemporary theory concerning consumption, production, demand, supply; market price under competition and monopoly; factor prices; wages, interest, rent; the concept of profits. Prerequisites: EC 201, 202 and MA 231. Spring.

EC 311 Quantitative Analysis for Business and Economics (1)

Selected methods and techniques related to managerial choice and administrative decision making. The course is strongly recommended for majors. (Also listed as BA 311). Prerequisite: MA 207 or 231. Fall, Spring.

EC 312 Trade in the Americas (1)

An examination of the expansion of commercial trade between the countries of the Americas. The course will develop the basic principles of economic analysis and will focus on the growth of international trade in the Americas. Specific attention will be given to the various negotiated trading agreements, and an examination of the institutions associated with international commerce will be provided. Prerequisites: EC 201 and 202. Spring.

EC 315 Managerial Economics (1)

A study of the fundamental concepts of managerial economics, including analysis of market conditions and demand, market structure and pricing strategies, production conditions and costs, value maximization and fixed capital investment decisions, together with relevant analytical and empirical methods. Prerequisites: EC 201 and 202, and MA 207.

EC 340 Economics of Natural Resources and the Environment (1)

An examination of the economic theory of natural resource use and the environment. Prerequisite: EC 202.

EC 402 Public Choice (1)

Government expenditures and revenues, the shifting and incidence of taxation, public debt, fiscal and monetary policies. Prerequisites: EC 201 and 202.

EC 410 International Trade (1)

The theory of international trade, balance of payments, international financial institutions, the structure of trade, international impacts on income distribution, trade policy including protection and regulation. Prerequisites: EC 201 and 202.

EC 414 Investments (1)

A study of various financial instruments and investment theories. The primary objective of this course is to develop analytical tools for making investment decisions and to learn practical applications of investment theory. These tools facilitate portfolio selection and the relationship between risk and return. The application of these tools leads to an understanding of stocks, bonds, options and mutual funds. (Also listed as BA 414.) Prerequisite: BA 372. Spring, every other year.

EC 415 Capital Theory (1)

Examines the theories of capital and financial markets. The course considers the purpose and function of capital in the economy and examines the impact of various government policies on such markets, as well as the various theories aimed at explaining how financial markets function in practice.

EC 420 History of Economic Thought (1)

A study of the evolution of economic thought from Aristotle and Plato to New Keynesianism and Neo-classicism. Prerequisite: EC 201 or 202.

EC 425 Industrial Organization (1)

A course examining the economic behavior of producers in various situational settings. Prerequisite: EC 202.

EC 430 Economic Growth and Development (1)

A study of theories of economic growth, alternative approaches to development policy, and their applications in various developing countries or regions. Prerequisites: EC 201 and 202.

EC 435 Austrian Economic Theory (1)

A study of the underlying propositions which form the foundation of the Austrian tradition of economic analysis. Prerequisites: EC 201 and 202.

EC 470, 471, 472 Senior Seminar (1)

A capstone experience providing for the integration and synthesis of subject areas pertinent to the major. This course is limited to advanced juniors and seniors who are majors or are interdisciplinary majors with an emphasis in economics.

EC 493 Independent Study (1)

Designed primarily for departmental majors: supervised reading, field work, written reports, analysis of theoretical and practical problems. Prerequisite: consent.

EC 498 Teaching Experience in Economics (1)

Open to sophomores, juniors, or seniors with consent of major advisor.

EC 499 Senior Project in Economics (1)

An independent research project that brings to bear the student's accumulated knowledge and skills in economics. A substantial paper and/or oral presentation are required. Prerequisite: senior standing or consent. Interim.

Education (ED) (EPy)
Education

Bachelor of Arts, Bachelor of Fine Arts,
Bachelor of Music Education, Bachelor of Science

Clint E. Bruess, Gwenyth McCorquodale, Eileen Moore, Carol Standifer, Mary Jane Turner

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

—Marion Wright Edelman

The education department offers three certification areas where students may pursue a teaching career. The major in elementary/collaborative education is for students who wish to teach grades kindergarten through 6. This major offers certification in both elementary education and collaborative teacher K-6 (special education). Certification programs are also offered for students to teach secondary grades 6-12 and for students to teach art, dance, or music in preschool through 12.

Education also offers the educational services major for students not seeking teacher certification. This major prepares students for education-related careers or to pursue graduate study in careers requiring advanced degrees.

A religion-education interdisciplinary major is available. For requirements in this major, refer to the Interdisciplinary Majors section of this catalog.

Teacher Education Program

The discipline of education offers a combined major that leads to teacher certification in elementary and special education (K-6); a program that leads to teacher certification in secondary education (6-12); and a program in art, dance, and music in grades P-12. All of the College's Teacher Education Programs are accredited by the National Council for Accreditation of Teacher Education and the Alabama State Department of Education.

Coursework and/or a degree accepted from institutions outside of the United States shall be substantiated by an evaluation of the foreign credentials from a state, federal, or private foreign credential evaluation service recognized by the Alabama State Department Office of Teacher Education and Certification.

Please note, the Teacher Education Program at Birmingham-Southern College is subject to change from the Alabama State Department of Education without notice. This includes requirements for entrance into the Teacher Education Program, continuation in the Teacher Education Program, program completion, and recommendation for certification.

Eligibility for the Teacher Education Program

Students who are pursuing teaching certification must make formal application for admission to the Teacher Education Program (TEP) after completing at least 13 units of credit. Applications must be approved by the education faculty before students may enroll in 300- or 400-level courses in education.

The criteria for admission to and continuation in the Teacher Education Program are as follows:

- (1) Completion of at least 13 units of credit or the equivalent.
- (2) A grade point average of 2.50 or higher in professional studies (ED, EPy) and in the teaching field. Grades of “C” or higher in all courses in professional studies (ED, EPy). A grade of “C-” is not acceptable. Students cannot enroll in more than five professional education courses before admission or re-admission into the TEP.
- (3) Successful interview and AssessmentFolio review with two or more members of the faculty, including completion of a writing sample.
- (4) Evidence of teaching aptitude as demonstrated by successful completion of ED 199 or 299 Exploring Teaching.
- (5) A passing score on all sections of the Alabama Prospective Teacher Test.
- (6) Successfully complete a background review (fingerprinting).

Field Experiences and Clinical Practice

Students enrolled in the Teacher Education Program participate in three levels of field experiences. The first level involves primarily observation, typically done in education courses at the 200 level and/or exploratory experiences during interim. The second level involves working with children and youth in a specified area such as reading, mathematics, social studies, science, etc. These are completed in the methods courses within a major. The third and most in-depth experience is clinical practice (student teaching), a series of placements in two or more schools on a full-time basis. Clinical practice measures a student’s synthesis of all previous coursework.

Application for Clinical Practice

Teacher candidates must make formal application for clinical practice. The student's application must be approved by the education faculty prior to the term when teacher candidates expect to begin the teaching internship. The criteria for approval to student teach are as follows:

- (1) A cumulative grade point average of 2.50 or higher in professional studies and in the teaching field.
- (2) Grades of "C" or higher in all courses in professional studies. A grade of "C-" is not acceptable.
- (3) A satisfactory interview and AssessmentFolio review, with two or more members of the faculty to assess performances in field experiences.
- (4) A minimum passing score set by the Alabama State Department of Education on the PRAXIS II test appropriate to the subject field and grade level for which certification is sought.

Eligibility for the Teaching Certificate

The education faculty may need to change requirements in the Teacher Education Program in order to comply with regulations and policies of the Alabama State Board of Education, which grants the teaching certificate. Students should consult a faculty advisor or the certification officer in education concerning current certification requirements.

To be eligible for a teaching certificate a student must complete an approved course of study in one of the following programs:

Elementary/Collaborative Education Program K-6
Secondary Education Program 6-12
Dance P-12
Visual Art P-12
Music education P-12

Each program has three components: general studies, professional studies, and major studies. Completion of the Teacher Education Program is necessary, but not sufficient, for recommendation for a teaching certificate. A student must also satisfy the following conditions:

- (1) Completion of the College's graduation requirements.
- (2) Achieve a minimum 2.50 cumulative grade point average in professional studies and in the teaching field with no grade below "C" in professional studies. A grade of "C-" is not acceptable.

- (3) Demonstrate proficiency in teaching by achieving a grade of “B-” or better in all student teaching internships.
- (4) Pass written comprehensive examinations on knowledge of the field(s) and knowledge of professional education practices. The discipline of education has designated the PRAXIS II Principles of Teaching and Learning test appropriate to the grade level taught to meet this requirement. A passing score of 167 must be achieved.

Elementary / Collaborative Education (Bachelor of Science)–Professors McCorquodale and Moore, Advisors

The major in elementary/collaborative education prepares students to teach children in grades kindergarten through 6. The program leads to recommendation to the Alabama State Department of Education for Class B teaching certificates in Collaborative Teacher K-6 and in Elementary Education.

I. General Studies

Students must complete the Foundations Curriculum Requirements of the College. Additional courses in mathematics, English language arts, social science, and science are also required to meet state certification requirements.

II. Professional Studies (8 units)

ED 199 or 299 Exploring Teaching
 ED 201 Introduction to Education
 ED 210 Curriculum Design
 EPy 223 Human Growth and Development
 EPy 260 Survey of Exceptional Children
 EPy 320 Educational Psychology
 ED 470 Seminar in Teaching Technology
 ED 471 Education Seminar

III. Major Studies (13 units)

ED 219 Creative Arts in Teaching
 ED 315 Reading I: Developmental Reading
 ED 316 Reading II: Reading Practicum
 ED 317 Teaching Social Studies
 ED 318 Children’s Literature
 ED 320 Teaching Mathematics
 ED 324 Teaching Science and Health
 ED 360 Methods and Materials for Teaching Students with Special Needs
 ED 410 Internship II
 ED 411 Internship III
 ED 472 Research in Education
 ED 499 Internship I

Secondary Education (Bachelor of Arts or Bachelor of Science, according to major)—Professor Turner, Advisor

The Secondary Education program leads to recommendation to the Alabama State Department of Education for Class B certification for grades 6 through 12. Candidates for this certificate must complete coursework in general studies, professional studies, and a major. They may seek single certification or comprehensive certification. Single certification is available in biology, chemistry, French, German, history, mathematics, physics, and Spanish. Comprehensive certification is available in English Language Arts and General Social Science.

I. General Studies

Students must complete the Foundations Curriculum Requirements of the College.

II. Professional Studies (11 units)

ED 199 Exploring Teaching

ED 201 Introduction to Education

ED 319 Teaching Secondary Reading

ED 323 Teaching Secondary Subjects

ED 340-346 Methods for Teaching, according to teaching field

ED 412 Internship IV

ED 413 Internship V

ED 470 Seminar in Teaching Technology

ED 471 Education Seminar

EPy 223 Human Growth and Development

EPy 260 Survey of Exceptional Children

EPy 320 Educational Psychology

III. Major Studies

Students must complete a teaching program or programs approved by the College. The options for teaching certification programs are listed below:

A. Single major certification

A student may select a single major in biology, chemistry, French, German, history, mathematics, physics, or Spanish. The requirements for these majors are listed under their respective disciplines in this catalog.

B. Comprehensive certification

A student may pursue comprehensive certification in English Language Arts or General Social Science by choosing one of the following options:

English Language Arts (grades 6-12)

Current Alabama State Department of Education requirements for this program are available from the Education office in Harbert 116. This certification includes courses in English, speech, and theatre. Students can major in English or English-theatre arts.

General Social Sciences (grades 6-12)

Current Alabama State Department of Education requirements for this program are available from the Education office in Harbert 116. This certification includes courses in history, geography, government, political science, sociology, and economics. Students can major in history or history-political science.

The P-12 Grade Certification Programs in Art and Dance

Both of the P-12 programs are designed to prepare candidates to teach their respective subjects at any grade level, preschool through grade 12. Upon completion of one of the programs outlined below, candidates will be eligible for a Class B, Preschool-12 Teaching Certificate.

Visual Arts Teaching Certification (Bachelor of Arts or Bachelor of Fine Arts, according to major)—Professors Steve Cole and Mary Jane Turner, Advisors

Students who wish to teach visual arts in the public schools may add teaching certification requirements to a degree in art.

I. General Studies

Students must complete either the B.A. or B.F.A Foundations Curriculum Requirements of the College.

II. Professional Studies (13 units)

- ED 199 Exploring Teaching
- ED 201 Introduction to Education
- ED 219 Creative Arts in Teaching
- ED 319 Teaching Secondary Reading
- ED 323 Teaching Secondary Subjects
- ED 344 Methods for Teaching Visual Arts in Secondary Schools
- ED 414 Internship VI
- ED 415 Internship VII
- ED 470 Seminar in Teaching Technology
- ED 471 Education Seminar
- EPy 223 Human Growth and Development
- EPy 260 Survey of Exceptional Children
- EPy 320 Educational Psychology

III. Major Studies

Students must complete the requirements for the B.A. or B.F.A degree requirements as listed in the Art section of this catalog. (At least 19 hours of courses must be at the 300 level or above for certification.)

Dance Teaching Certification (Bachelor of Arts)—Professors Ruth Henry and Mary Jane Turner, Advisors

Candidates who wish to teach dance in the public schools may add teaching certification requirements to a degree in dance.

I. General Studies

Students must complete the Foundations Curriculum Requirements of the College.

II. Professional Studies (12 units)

- ED 199 Exploring Teaching
- ED 201 Introduction to Education
- ED 323 Teaching Secondary Subjects
- ED 319 Teaching Secondary Reading
- ED 346 Methods for Teaching Dance in Secondary Schools
- ED 414 Internship VI
- ED 415 Internship VII
- ED 470 Seminar in Teaching Technology
- ED 471 Education Seminar
- EPy 223 Human Growth and Development
- EPy 260 Survey of Exceptional Children
- EPy 320 Educational Psychology

III. Major Studies

Students must complete the requirements for the dance major as listed in the dance section of this catalog.

Music Education (Bachelor of Music Education)—Professor Ron Hooten, Advisor

Candidates for the Preschool-12 Teaching Certificate in Music Education must complete requirements for the Bachelor of Music Education degree as listed in the music section of this catalog.

Educational Services Major (Bachelor of Arts)—Professor Bruess, Advisor

The Educational Services major provides students who plan on working in related careers in industry, business, community service or government the opportunity to major in education. Majors may also plan to pursue graduate studies in careers requiring advanced study, such as special education, library science, human resources, counseling and guidance, or administration in higher education.

In addition to the Foundations Curriculum Requirements of the College, students who wish to acquire a major in educational services without a teaching certificate must complete the following courses (14 units):

ED 201 Introduction to Education

ED 210 Curriculum Design

EPy 223 Human Growth and Development

EPy 260 Survey of Exceptional Children

EPy 320 Educational Psychology

ED 499 Senior Interim Project in Educational Services

three units of education methods courses:

one unit from ED 219, 315, or 318 (these courses focus on the young child)

one unit from ED 317, 320, or 324 (these courses focus on the upper elementary age child)

one unit from ED 319 or 323 and one of the 340 series labs (these courses focus on the secondary school age child)

five additional units in a supporting area (other than education). Students will select a supporting area in the discipline of their choosing made up of five units approved by an academic advisor in the designated area and the education faculty.

Physical Activity Courses

Physical activity courses may not be repeated for credit. Student athletes may not take an activity course for credit in the sport in which they participate, and they may not receive credit for ED 121 Strength Training. Individually designed contracts for physical activity courses must meet similar academic requirements as regularly offered physical activity courses.

If an appropriately qualified student wishes to serve as a student assistant for a physical activity course, the student should follow the procedures for teaching experience courses. This student will not register for the activity course, but for $\frac{1}{2}$ unit of ED 298, 398, or 498.

ED 111 Golf I ($\frac{1}{4}$)

Introduces students to the basic skills and fundamentals of playing golf. Students with little or no experience in playing golf may be expected to use this sport as a personal wellness and fitness activity upon the completion of this course. This course may not be repeated for credit. Not open to members of the golf team. Fall.

ED 112 Golf II ($\frac{1}{4}$)

An advanced course for students who have reached a basic proficiency level for playing golf. The course will increase strategies in shot making and skills in playing different strokes as well as contribute to students' physical and mental health. This course may not be repeated for credit. Not open to members of the golf team. Prerequisite: ED 111. Spring.

ED 121 Strength Training ($\frac{1}{4}$)

Provides students the opportunity to acquire knowledge and skill in weight training. Students benefit from increased fitness in the areas of neuro-muscular coordination, balance, flexibility, muscular endurance, postural movement, and overall improved muscle tone. This course may not be repeated for credit. Student athletes may not take for credit. Fall, Spring.

ED 126 Tennis I ($\frac{1}{4}$)

Provides students the opportunity to develop proficiencies in game skills, knowledge of rules, selection and care of equipment, tennis etiquette, and strategy. In addition to these proficiencies, students are expected to develop basic analytical skills and to complete a series of eight annotations of articles on the game of tennis. This course may not be repeated for credit. Not open to members of the tennis team. Fall.

ED 127 Tennis II ($\frac{1}{4}$)

An advanced course for students who have reached a basic proficiency level for playing tennis. Students are expected to improve both skills and strategies in playing tennis and to improve their strength, agility, and stamina. This course may not be repeated for credit. Not open to members of the tennis team. Prerequisite: ED 126. Spring.

ED 128 Racquetball ($\frac{1}{4}$)

Introduces racquetball as a lifetime sport and wellness activity. Students will learn the basic skills, rules, and etiquette of playing the game. This course may not be repeated for credit. Fall.

ED 129 Basketball (¼)

Provides students an opportunity to develop the basic skills and fundamentals of basketball. Students will learn the rules of the game as well as terminology and strategies. Not open to members of the men's and women's basketball teams. This course may not be repeated for credit. Fall, Spring.

*Courses in Education***ED 199, 299 Exploring Teaching (1)**

A field-based interim project that requires observation and participation in classrooms at the elementary, middle-school, or high-school level. Specific requirements are listed in the Interim Term Bulletin, which is published every fall. Interim.

ED 201 Introduction to Education (1)

Surveys the history, purposes, practices, policies, functions, procedures, governance, and control of public and private schools in America as well as related issues. The student examines education and schooling from historical, philosophical, sociological, and psychological perspectives. Laboratory required. Fall, Spring.

ED 210 Curriculum Design (1)

Introduces the principals of curriculum design and development, including learning theory, instructional strategies, lesson planning, classroom management, assessment approaches; and process, determinants, and organization of curricula found in public and private schools. This course includes working with children with special needs. Prerequisite: at least one year of college coursework. Fall, Spring.

ED 219 Creative Arts in Teaching (1)

Provides pre-service teachers with techniques for integrating music, art, drama, and movement into classroom instruction in grades K-6. Laboratory required. Prerequisite: at least one year of college coursework. Fall.

ED 315 Reading I: Developmental Reading (1)

Provides a framework to make appropriate decisions regarding the planning, implementation, and the assessment of instruction in the teaching of reading and the language arts for all learners in K-6 classrooms. Teacher candidates will carefully examine components of a balanced literacy program based on best practices rooted in research and current thinking about how children become literate. Instruction will be based on Standards for Reading Professionals developed by the International Reading Association and the National Council of Teachers of English Standards for the English language arts. This course includes working with special needs learners. Laboratory experiences in area K-6 schools include tutoring, small group instruction, and whole group instruction. Concurrent enrollment in ED 318 is recommended. Laboratory required. Prerequisites: admission to Teacher Education Program and ED 210. Fall.

ED 316 Reading II: Reading Practicum (1)

Expands upon theory, principles and practices developed in ED 315 and 318. A focus on content area reading, study skills, and the use of technology in the teaching of reading and the language arts is developed. Extensive laboratory experiences in area K-6 schools include tutoring, small group instruction, and whole group instruction. This course includes working with special needs learners. Concurrent enrollment in ED 318 is recommended. Laboratory required. Prerequisites: admission to Teacher Education Program and ED 315. Spring.

ED 317 Teaching Social Studies (1)

Provides teacher candidates with philosophy, content knowledge, techniques, and materials to assist them in the teaching of social studies in grades K-6. Responsible citizenship and the importance of multi-cultural education is stressed. Attention will be given to teaching children with special needs. Laboratory required. Prerequisite: admission to Teacher Education Program. Fall.

ED 318 Children's Literature (1)

Provides a framework to make appropriate decisions regarding the planning, implementation, and the assessment of literacy instruction using children's literature in the elementary classroom in all disciplines. This course allows the teacher candidate to explore books for children; the authors, illustrators, and poets who write for children; and the resources available for children's literature. The required laboratory experience in area K-6 schools provides a foundation for thematic teaching in the area of literacy learning. This course includes working with children with special needs. Concurrent enrollment in ED 315 is recommended. Laboratory required. Prerequisite: admission to Teacher Education Program. Fall.

ED 319 Teaching Secondary Reading (1)

Provides theories, methods, and materials necessary to teach reading in the content areas to students ages 9 through 16. Improvement and remediation of reading are emphasized in relation to middle and secondary school students. Laboratory required. Prerequisite: admission to Teacher Education Program. Spring.

ED 320 Teaching Mathematics (1)

Develops techniques, materials, and methods for teaching mathematics to children ages 5 through 12. Attention will be given to teaching children with special needs. Laboratory required. Prerequisite: admission to Teacher Education Program. Spring.

ED 323 Teaching Secondary Subjects (¾)

Designed for teacher candidates who seek certification at the secondary level, grades 6-12. Students develop strategies, techniques, methods, and materials necessary to direct learning within respective content areas. Teacher candidates are required to make decisions about their teaching fields in relation to planning, presenting, and assessing subject matter. Laboratory required. Prerequisites: enrollment in subject field methods course (ED 340-346) and admission to Teacher Education Program. Fall.

ED 324 Teaching Science and Health (1)

Provides teacher candidates with philosophy, content knowledge, techniques, and materials to assist them in the teaching of science and health to grades K-6. Attention will be given to teaching children with special needs. Laboratory required. Prerequisite: admission to Teacher Education Program. Spring.

ED 340 Methods for Teaching English Language Arts in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching English Language Arts in grades 6-12 classroom settings. Teacher candidates will demonstrate an ability to interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 341 Methods for Teaching Modern Foreign Languages in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching modern foreign languages (German, Spanish, French) in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of strategies for teaching and evaluating language skills with appropriate attention to the integration of the foreign language skills. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 342 Methods for Teaching Mathematics in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching mathematics in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of effective use of math manipulatives, inquiry, technology, a variety of teaching strategies that address the needs of students, a mathematics curriculum that integrates mathematical concepts across all disciplines, and co-curricular activities, such as mathematics tournaments and clubs. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 343 Methods for Teaching Social Studies in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching social science and social studies in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 344 Methods for Teaching Visual Arts in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching visual arts in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of teaching and learning theories related to art education, professional literature, methods, and materials of contemporary art education including technology, fiscal management of an art program, and the role, responsibilities, and impact of various educational and community agencies on art education. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 345 Methods for Teaching Science in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching science in grades 6-12 classroom settings. Teacher candidates will show knowledge of and ability to create science lessons using multi-level strategies and methods including technology in the secondary classroom. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 346 Methods for Teaching Dance in Secondary Schools (¼)

Provides knowledge of current trends and issues in teaching dance in grades 6-12 classroom settings. Teacher candidates will demonstrate knowledge of and ability to teach dance to students with different levels of ability. Prerequisites: enrollment in ED 323 and admission to Teacher Education Program. Fall.

ED 360 Methods and Materials for Teaching Students with Special Needs (1)

A practical course on how to provide appropriate accommodations and modifications for instruction of children with special needs in a typical inclusive and/or non-typical classroom. Common areas of exceptionalities and assistive technology for grades K-6 will be addressed. Laboratory required. Prerequisites: at least three years of college coursework and admission to the Teacher Education Program. Fall.

ED 410 Internship II (1½)

Full-time teaching internship in grade K, 1, 2, or 3 for six weeks under supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 411 and 471 and admission to Teacher Education Program. Fall, Spring.

ED 411 Internship III (1½)

Full-time teaching internship in grade 4, 5 or 6 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 410 and 471 and admission to Teacher Education Program. Fall, Spring.

ED 412 Internship IV (1½)

Full-time teaching internship in grade 7, 8 or 9 for six weeks under the supervision of a certified teacher and a college supervisor. Student must also enroll in ED 413 and ED 471. Prerequisites: enrollment in ED 413 and 471 and admission to Teacher Education Program. Fall, Spring.

ED 413 Internship V (½)

Full-time teaching internship in grade 10, 11 or 12 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 412 and 471 and admission to Teacher Education Program. Fall, Spring.

ED 414 Internship VI (1½)

Full-time teaching internship in art or dance in grades K-6 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 415 and 471 and admission to Teacher Education Program. Fall, Spring.

ED 415 Internship VII (1½)

Full-time teaching internship in art or dance in grades 7 through 12 for six weeks under the supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 414 and 471 and admission to Teacher Education Program. Spring.

ED 470 Seminar in Teaching Technology (1)

Designed to help teacher candidates to apply technology, media, audio/visuals, and a variety of community resources to instruction in the classroom. Laboratory required. Prerequisites: at least three years of college coursework, and admission to Teacher Education Program. Fall.

ED 471 Education Seminar (1)

Designed to increase the competencies and knowledge base of the teacher candidate with regard to legal issues, crisis management, parent-teacher conferencing, ethical considerations, diversity, classroom management, and professional development. This seminar must be taken in conjunction with clinical practice. Prerequisites: at least three years of college coursework, and admission to Teacher Education Program. Fall, Spring.

ED 472 Senior Research Project in Education (1)

An advanced exploration of the practices and techniques of educational research focusing on the reading and writing of the background literature, conducting and analyzing selected action research, and preparing that information for public presentation. Each student will select an area of research that builds on experience from the student's field experiences and design essential questions. The class is seminar format. Prerequisite: admission to Teacher Education Program. Spring.

ED 499 Internship I (1)

A capstone experience in clinical practice that involves full-time assignment to a collaborative classroom for four weeks under the joint supervision of a certified teacher and two college supervisors. Students design, plan, and implement coordinated learning experiences for special-needs children, attend regular seminars, engage in independent conferences, and participate in the development of Individualized Education Programs for special-needs students. Students also prepare a notebook that includes assigned observations, school-related information, and a daily reflective journal. Prerequisites: at least three years of college coursework and approval for student teaching internship. Interim.

ED 499p Senior Project in Educational Services (1)

A research project for the professional studies major, pursued independently or corporately, that demonstrates the student's accumulated knowledge in the discipline. A substantial paper is required. Prerequisite: at least junior standing. Interim.

*Courses in Educational Psychology***EPy 223 Human Growth and Development (1)**

Theories of human growth and development to help students understand the mental, social, and emotional patterns of development from conception to late adulthood.

Laboratory required. Fall, Spring.

EPy 260 Survey of Exceptional Children (1)

The role and scope of educational programs for exceptional children including etiology, identification, and incidence. An overview of how individualized programs are developed and planned is also included. Laboratory required. Fall, Spring.

EPy 320 Educational Psychology (1)

Theories and practices in human learning to help students develop an understanding of the nature of learning as applied in nursery schools, kindergartens, elementary grades, and high school grades. Emphasis is placed on the development and implementation of assessment systems and the professional use of standard tests and measures. Laboratory required. Prerequisite: admission to Teacher Education Program. Fall, Spring.

English (EH)
Humanities

Bachelor of Arts

Kent Andersen, Jane Archer, Frederick Ashe, Rachel Clevenger, William Tynes Cowan, Peter Donahue, Susan K. Hagen, Michael L. McInturff, Gail Smith, Sandra L. Sprayberry, John D. Tatter, David W. Ullrich

The courses offered by the English faculty serve a twofold purpose: to teach students to formulate and articulate their thoughts clearly and effectively in both our spoken and written language, and to help students develop a critical understanding of work by writers of American, British, and world literature.

The English faculty understands that students come to the study of English with diverse interests and motives. Therefore, with faculty guidance, a student majoring in English may design a course of English study to satisfy those interests while maintaining some of the depth and breadth of study traditionally expected in the discipline. Such subjects as gender studies, ethnic literature, literature in various interdisciplinary contexts, literary history, literary theory, and the teaching of English suggest possible emphases.

The study of literature provides students with an appreciation of various responses of men and women to the human condition; in addition, the study of English serves as a humane preparation for careers in fields such as teaching, law, medicine, government service, journalism, and publishing. Students considering graduate study in English should consult with a member of the English faculty as soon as possible to plan the most appropriate course of study.

All literature courses satisfy the Disciplinary Foundations requirement in literature; however, students are encouraged to satisfy that requirement by choosing from courses numbered 200-295. Writing courses do not satisfy this requirement.

Creative writing courses, such as EH 205 and EH 307, satisfy the Skills Foundations requirement in the practice of a creative art.

Sequential numbering within 200- and 300-level courses does not represent a graduating scale of difficulty.

Neither credit by examination in the AP and IB programs, nor individualized educational experiences (such as individual contracts, internships, or tutorials) fulfill general education requirements in writing or literature.

Major Requirements

The following courses are required (11 units):

EH 250

EH 260

one unit emphasizing a breadth of literary study (category 1): EH 349, 355, 375, 381, 389, 390

one unit emphasizing a depth of literary study (category 2): EH 310, 330, 360, 380

one unit emphasizing literature of a different time, place, or culture (category 3): EH 350, 351, 361, 384, 385

one unit emphasizing contemporary literature (category 4): EH 392, 394, 395, 396

one unit emphasizing literary theory (category 5): EH 400, 410, 420, 459

three elective units (excluding EH 208), two of which must be at the 300 level or above

one unit of EH 470, 471, or 472

Two units used to fulfill major requirements must be taken from the following courses that concentrate on literature written before 1900: EH 349, 350, 351, 360, 361, 380, 381, or 388. EH 330 and EH 389 may also count as a “pre-1900” course if the major author(s) under consideration wrote before 1900. Students should consult with their advisors carefully as they seek to fulfill category requirements and the requirement of taking two “pre-1900” courses.

Minor Requirements

Interim projects, service-learning, and teaching experience courses may not count towards toward any EH minor. Internships may not count towards the literature minor.

Minor in Literature

The following courses are required (5 units):

one 200-level literature course

one unit emphasizing a breadth of literary study (category 1)

one unit emphasizing a depth of literary study (category 2)

one unit emphasizing literature of a different time, place, or culture (category 3)

one unit emphasizing contemporary literature or literary theory (category 4 or 5)

Minor in Creative Writing

The following courses are required (5 units):

Option 1:

EH 205

four additional units from EH 208, 301, 302, 304, or 493

Option 2 (*Quad* staff):

EH 205

EH 206 (two terms for one unit)

three additional units from EH 208, 301, 302, 304, or 493

EH 301, 302, and 304 may be repeated once for credit.

Minor in Journalism

The following courses are required (5 units):

Option 1:

EH 204

four additional units from EH 208, 303, 304, 305, 306, 493, or PS 333

Option 2 (*Hilltop News* staff):

EH 204

EH 206 (two terms for one unit)

three additional units from EH 208, 303, 304, 305, 306, 493, or PS 333

With the approval of the journalism faculty, students may count one course from a BACHE institution towards the journalism minor. The course must be in print or broadcast journalism, media studies, or communications.

Courses in English

EH 102 Introduction to Writing (1)

Techniques of expository prose. (Satisfies Skills Foundations requirement in writing.)

Prerequisite: placement by English faculty. Fall, Spring.

EH 200 Introduction to Literature (1)

Critical approaches to poetry, short stories, and drama. Prerequisite: EH 102 or 208.

Fall, Spring.

EH 204 Writing for the Print Media (1)

A survey of writing styles and techniques appropriate for news writing, public affairs reporting, and feature articles for the print media. Prerequisite: EH 102 or 208.

EH 205 Introduction to Creative Writing (1)

Beginning work in creative writing in several genres, including fiction, poetry and either drama or creative nonfiction, at the discretion of the instructor. Using a combination of in-class exercises, readings, and workshops, the course introduces students to the fundamentals of creating, reading, and evaluating short pieces of creative writing. Prerequisite: EH 102 or 208.

EH 206 *Hilltop News* or *Quad* Editorial Staff (½)

A practicum course that offers instructional support through training, supervision, readings, and short assignments for the editorial staff of the *Hilltop News* and *Quad*. The course instructs student-editors on the background and methods of sound newspaper and literary magazine editing. It aims also to ensure quality and timeliness in the editing and production of the two publications. The staff of each publication meets separately once a week with the instructor. Editorial staff must take the course in the fall and spring for a total of 1 unit. The course is required for *Hilltop News* and *Quad* editorial staff. Prerequisite: open only to *Hilltop News* and *Quad* editorial staff. Fall, Spring.

EH 208 Intermediate Writing (1)

The development of intensive analytical skills, precise and extensive vocabulary, and consciousness of style. (Satisfies either the Skills Foundations requirement in writing or Disciplinary Foundations requirement in humanities.) Prerequisite: EH 102 or placement by English faculty. Fall, Spring.

EH 210 Introduction to Fiction (1)

An introduction to the short story, in American, British, and world literature, with some attention to longer fiction. Prerequisite: EH 102 or 208. Fall, Spring.

EH 212 Introduction to Science Fiction (1)

An introduction to the major authors, issues, definitions, and cultural roles of science fiction from the late nineteenth century to the present. This course introduces literary study through a focused examination on science fiction, including the interpretation of science fiction and the study of science fiction as a cultural phenomenon.

EH 214 American Historical Fiction (1)

A study of American historical fiction from the early 1800s to today that focuses on the relationship between fiction and history within the genre. This course introduces students to issues of narrative and historiography while examining how novels and short stories depict different historical periods. Students read and write critically about the genre. They also research and compose an original piece of historical fiction.

EH 215 Introduction to Drama (1)

An introduction to dramatic literature from the Greeks to the present. Prerequisite: EH 102 or 208.

EH 220 Literature and the Social Experience (1)

An introduction to the social interpretation of literature through study of a faculty-selected topic, focusing on a cultural movement, a social issue, or the perspective of a social group. The course can be taken only once for credit.

Prerequisite: EH 102 or 208.

EH 225 Labyrinths and Solitude: Latin American Fiction in Translation (1)

An introduction to Latin American fiction covering a selection of novels and short fiction. Students will learn basic skills of literary interpretation and study cultures of Latin America.

EH 230 and 231 Plural America I (1) and II (1)

This sequence of courses introduces students to the plurality of the American culture from within the liberal arts traditions of history and literature. The intent is to recognize the aspects of other cultures appropriated into the Western tradition but often either unacknowledged or glossed over. The end should be an appreciation of the achievements and limitations of our Western heritage, and a heightened sensitivity to the cultural diversity of the world-at-large. Plural America I focuses on Native American and Chicano history and literature and on the European context of American society; Plural America II focuses on African-American and Asian-American history and literature and on the 1960s as a catalyst for multi-culturalism (IC designated courses). Also listed as HON 230 and 231, these courses may be counted by Honors Program students toward fulfillment of their course requirements. (Also listed as HI 230 and 231.) Prerequisite: EH 102 or 208.

EH 248 Monsters, Monarchs, and Monastics: Legacies of Medieval Literature in Popular Culture (1)

An introductory course focusing on critical approaches to literature. Using medieval literature in translation and texts from popular culture the course introduces students to the fundamentals of literary interpretation. Texts range from Arthurian romances to contemporary trade-market mysteries. Considerable attention is also given to technology in teaching and learning. Prerequisite: EH 102 or 208. Spring.

EH 249 Literature, Visual Art, and Digital Images (1)

A survey of various approaches to the relationships between verbal and visual arts from the Middle Ages to the present, including emerging relationships between literature and digital media. Study includes works in one medium inspired by those of another, works in visual and verbal media from the same period, and artists of multiple forms. Prerequisite: EH 102 or 208.

EH 250 Survey of British Literature (1)

An introduction to major British prose and verse written from the Anglo-Saxon period to the present. Prerequisite: EH 102 or 208.

EH 260 Survey of American Literature (1)

An introduction to major American prose and verse written from the Colonial period to the present. Prerequisite: EH 102 or 208.

EH 265 Survey of Southern Authors (1)

Studies of important long works by major Southern writers from antebellum to present times. Prerequisite: EH 102 or 208.

EH 270 World Literature in Translation (1)

A selection of major works of European and Third World authors in translation. Prerequisite: EH 102 or 208.

EH 280 Greco-Roman Literature in Translation (1)

A selection of major Greek and Latin works read in English translation. Prerequisite: EH 102 or 208.

EH 301 Fiction Workshop (1)

The writing of original short prose fiction taught by the workshop method. The course may be repeated once for credit. Prerequisite: EH 205.

EH 302 Poetry Workshop (1)

The writing of original short poetry taught by the workshop method. The course may be repeated once for credit. Prerequisite: EH 205.

EH 303 Advanced Prose Workshop (1)

The study of and practice in development of style in writing, with general and professional applications. Prerequisite: EH 204 or 205.

EH 304 Creative Nonfiction Workshop (1)

A study and practice of creative nonfiction that includes the writing of original nonfiction prose within a workshop format. Writings may draw on memoir, journalism, cultural studies, history, literary criticism, nature writing, travel writing, sports writing, spiritual writing, or any kind of writing based on real-life events and experiences. The course will also entail the study of classic and contemporary writers within the genre. May be repeated once for credit. Prerequisite: EH 204 or 205.

EH 305 Journalism Workshop (1)

Reading and practice in forms of journalism, including literary journalism, arts reviews, feature writing, editorials, and interviewing. Prerequisite: EH 204.

EH 306 Media Internship (1)

A practicum course for Journalism minors who want to gain firsthand experience in various media practices. Students will work under the direct supervision of qualified practitioners in print, broadcasting, communications, and public relations in media outlets and media-related offices throughout the greater Birmingham area. Students must work for a minimum of ten hours each week during the course of the internship. Prerequisite: EH 204.

EH 307 Introduction to Playwriting (1)

An introduction to the principles of dramatic structure, playwriting and revision. (Also listed as ThA 307.) Prerequisite: EH 102 or 208.

EH 310 Development of the Novel (1)

An examination of the novel as a genre from its origins to its later forms. Emphases on common motifs, the development of fictional elements such as characterization, plot, and point of view, and the role of the author. Prerequisite: any 200-level literature course. (Category 2)

EH 330 Major Authors (1)

A focused study of the works of one to three authors. Recent offerings have included Dante, Hawthorne, Hemingway, Morrison, Woolf, and Yeats. With the permission of the English faculty, students may enroll more than once for credit, providing that the focus of the course is different. Prerequisite: any 200-level literature course. (Category 2)

EH 349 Literature and the Arts (1)

A survey of the relationships among the art forms of a particular culture or historical period. Emphasis is placed on how literary works influenced or were influenced by larger cultural movements manifested in music, painting, sculpture, and architecture. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 1)

EH 350 Chaucer (1)

A reading of the *Canterbury Tales* and other selected major poems of Chaucer in Middle English. Also listed as HON 350, this course may be counted by Honors Program students toward fulfillment of their course requirements. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 3)

EH 351 Medieval British Literature (1)

Studies in British prose, poetry, and drama of the Middle Ages. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 3)

EH 355 Romance: Medieval to Gothic to Modern (1)

A survey and analysis of the development of the genre of romance from its English origins in the Middle Ages to contemporary popular fiction. Special attention is given to modern methods of analysis. Prerequisite: any 200-level literature course. (Category 1)

EH 360 Shakespeare (1)

Studies in the major Shakespearean genres: tragedy, comedy, history. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 2)

EH 361 Renaissance Poetry (1)

Non-dramatic poetry of the Tudor and Stuart periods, 1485-1660. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 3)

EH 375 Satire (1)

A study of the forms and techniques of satire including, but not limited to, selections from Classical and Augustan literature. A secondary emphasis is placed on the visual and performing arts. Prerequisite: any 200-level literature course. (Category 1)

EH 380 Romantic Prose and Poetry (1)

The critical study of major British writers of the Romantic period. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 2)

EH 381 Victorian Prose and Poetry (1)

A study of major British writers of the Victorian period. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 1)

EH 384 Literature of the American Indian (1)

Studies in literature by and about North American Indians (an IC designated course). Prerequisite: any 200-level literature course. (Category 3)

EH 385 Contextual Studies in World Literature (1)

A study of world literature within its cultural contexts. At present, the focus of the course is African literature. With the permission of the English faculty, students may enroll more than once for credit, providing that the focus of the course is different (an IC designated course). Prerequisite: any 200-level literature course. (Category 3)

EH 388 Literature and Culture of the American Renaissance (1)

An in-depth study of selected U.S. literature of the mid-nineteenth century in its cultural context. Both traditional "classic" texts and more recently rediscovered texts will be studied in relation to key cultural issues of the time such as the Transcendentalist movement, slavery and race, and domesticity and gender politics. Readings include fiction, nonfiction, and poetry, selected from authors such as Emerson, Thoreau, Fuller, Hawthorne, Melville, Poe, Dickinson, Whitman, the Alcotts, Jacobs, Douglass, and Stowe. Fulfills the pre-1900 requirement for the major. Prerequisite: any 200-level literature course. (Category 2)

EH 389 Contextual Studies in American Literature (1)

A critical examination of selected American writing within its cultural contexts. Prerequisite: any 200-level literature course. (Category 1)

EH 390 Twentieth-Century British and American Poetry (1)

The critical study of major British and American poetry of the twentieth century. Prerequisite: any 200-level literature course. (Category 1)

EH 392 Contemporary Fiction (1)

An examination of trends in British or American fiction since World War II, including the impact of postmodernism, neorealism, and the belated recognition of minority writing. Prerequisite: any 200-level literature course. (Category 4)

EH 394 Contemporary Drama (1)

A critical examination of the principal plays, playwrights, and theories of contemporary drama. (Also listed as ThA 331.) Prerequisite: any 200-level literature course. (Category 4)

EH 395 Contemporary International Fiction (1)

A sampling of recent non-Anglo-American fiction; may include postcolonial literatures, such as African- and Latin-American fiction, as well as Japanese, Chinese, Indian, and other Asian fiction (an IC designated course). Prerequisite: any 200-level literature course. (Category 4)

EH 396 Contemporary Poetry (1)

A study of recent poetry and poetics. Prerequisite: Any 200-level literature course. (Category 4)

EH 400 Studies in Culture and Text (1)

A theoretical study of texts from a perspective of cultural criticism. Recent offerings have emphasized modernism and postmodernism. With the permission of the English faculty, students may enroll more than once for credit, providing that the focus of the course is different. Prerequisite: three 300-level literature courses. (Category 5)

EH 410 Studies in the Novel (1)

A theoretical study of the novel. The focus of the course may change each time it is offered: for example, gender and the novel, the modernist novel, the novel and narratology. Prerequisite: three 300-level literature courses. (Category 5)

EH 420 Studies in the Drama (1)

A theoretical study of the drama. The focus of the course may change each time it is offered: for example, gender and the drama, dramatic form and theory, the theatre of the absurd. Prerequisite: three 300-level literature courses. (Category 5)

EH 459 Methods of Literary Interpretation (1)

Study and application of major methods of literary analysis. Prerequisite: three 300-level literature courses. (Category 5)

EH 470, 471, 472 Senior Seminar (1)

Advanced study of selected topics within a specific area of language or literature. Students may enroll for a second seminar on a separate topic as one of their electives. Prerequisite: senior standing.

EH 493 Independent Study (1)

Directed work for advanced students. Prerequisite: consent.

EH 498 Teaching Experience in English (1)

Experience in the teaching of English fundamentals under the supervision of a member of the English faculty. Prerequisite: consent.

French (FR)

Bachelor of Arts

Humanities

Dominique Linchet, Renée Norrell

In light of the significant changes taking place in our world and the need for greater international understanding and cooperation, one cannot over-estimate the importance of foreign language study. The courses and laboratory work in foreign languages at Birmingham-Southern College are designed to help students attain a degree of written and oral proficiency. Furthermore, in studying a foreign language, students develop an appreciation of another culture, and in doing so, they gain new insights into their own culture as well.

Students are encouraged to complement their coursework in a foreign language with various on- and off-campus experiences: dining with faculty and students at the language tables, attending foreign films, taking part in a service-learning project or other special interest trip during the interim term in a country where their target language is spoken, and participating in an approved foreign study program.

The program for French majors and minors aims at developing the following major objectives: (a) a level of proficiency in the language which enables the student to communicate effectively with native speakers, (b) a sound understanding of French culture, and (c) a basic knowledge of French literature with emphasis on the study of its masterpieces.

French majors are strongly advised to adopt an appropriate cognate program—as either a minor or double major. Proficiency in French is particularly useful for students planning careers in teaching (university, secondary, and bilingual), international business, foreign service, law, research and technology, and fine arts.

Students may earn credit in French at Birmingham-Southern through the Advanced Placement or International Baccalaureate programs. A score of four or more on either the grammar or the literature AP examination or a score of five or more on the IB examination will satisfy the general education requirement in foreign language at the College and will also earn credit for the student in the appropriate language course. See the section Credit by Examination under Academic Policy for a full description of the policy.

All 400-level French courses except FR 498 satisfy the Disciplinary Foundations requirement in literature.

Major Requirements

The following courses are required (11 units):

- FR 300
- FR 315
- FR 401 and 402
- one unit in FR culture
- five elective units in FR at the 270 level or above
- FR 499

Minor Requirements

The following courses are required (5 units):

- FR 300
- FR 315
- one unit in FR culture
- one unit in FR literature
- one elective unit in FR at the 270 level or above

*Courses in French***FR 101 Elementary French I (1)**

An introduction to the sounds and structure of the language as well as to the culture of French-speaking peoples. Skills emphasized are reading, writing, speaking, and oral comprehension. Prerequisite: consent. Fall.

FR 102 Elementary French II (1)

A continuation of FR 101. Prerequisite: FR 101. Spring.

FR 201 Fundamentals of French Grammar (1)

A review of the fundamentals of grammar designed primarily for students who have had only one or two years of language on the high school level. Prerequisite: consent. Fall, Spring.

FR 220 Intermediate French (1)

A course built on beginning French that thoroughly reviews basic grammar concepts, builds vocabulary, and further develops all four language skills. Prerequisites: FR 102 or 201, and consent. Fall, Spring.

FR 270 Conversation française (1)

Instruction and practice in oral comprehension and speaking. Conversation is based on *realia* (newspapers, magazines, videos). The course increases oral proficiency and awareness of modern culture. Prerequisites: FR 220 and consent. Fall.

FR 280 Approches de lecture (1)

An introduction to French literature as well as to the skills and methods needed to read literature in the French language. This course provides practice in and application of these skills using a variety of genres. The course increases reading proficiency and prepares students for 400-level literature courses. (Does not satisfy general education requirement in literature.) Prerequisite: FR 220. Spring.

FR 300 French Phonetics and Conversation (1)

A study of French phonetics with extensive conversational training. Prerequisite: FR 270 or 280.

FR 315 Advanced Grammar and Composition (1)

A detailed analysis of grammar and intensive practice in composition. Prerequisite: FR 270 or 280. Fall 2007.

FR 325 French Civilization (1)

The study of the development of French civilization as shown in its history, arts, and thought. Emphasis is placed on the interdependence of these aspects during any given period and also on their relationship on a chronological time scale. All lectures, discussions, and readings are in French (an IC designated course). Prerequisite: FR 270 or 280.

FR 333 French Across the Curriculum (¼)

Directed readings in the language in conjunction with a course in another discipline. May be taken more than once for credit providing that the disciplinary course is different. Prerequisites: FR 220 and consent. Fall, Spring.

FR 360 Quebec: Life and Letters (1)

A study of the culture of French-speaking Canada with emphasis on the development of its literature. All lectures, discussions, and readings are in French (an IC designated course). Prerequisite: FR 270 or 280.

FR 398 Teaching Experience in French (1)

Prerequisite: consent.

FR 401 Survey of French Literature I (1)

A study of the evolution of French literature from its beginning through the eighteenth century (an IC designated course). Prerequisite: FR 280.

FR 402 Survey of French Literature II (1)

A continuation of FR 401 emphasizing French literature in the nineteenth and twentieth centuries (an IC designated course). Prerequisite: FR 280.

FR 410 Twentieth-Century Literature (1)

A study of major themes and currents in twentieth-century francophone literature. The focus of this course may vary each time it is offered: for example, existentialism, *nouveau roman*, *théâtre de l'absurde*, gender in contemporary fiction, francophony. With the permission of the French faculty, students may enroll more than once for credit, provided that the reading list is different (an IC designated course). Prerequisite: FR 280.

FR 420 Nineteenth-Century Literature (1)

Creative writings from Romanticism to Symbolism with attention to the theories of the important genres (an IC designated course). Prerequisite: FR 280.

FR 421 Poetry and Music: The French Connection (1)

An investigation into the relationship between poetry and music, specifically as demonstrated in the works of the French art song composers. Designed for the non-music major, this course, taught in English, will bring together textual analyses of poetry and interpretations of the language of music. Also listed as HON 321, this course may be counted by Honors Program students toward fulfillment of their course requirements. This course may count as an elective in the French major, but not in the French minor. Prerequisite: FR 280 or EH 102.

FR 460 Major Authors (1)

A focused study of the life and works of a major francophone author. Future offerings include Baudelaire, Voltaire, Roy, Hébert. Prerequisite: FR 280.

FR 470, 471 French Seminar (1)

An in-depth study of a faculty-selected topic in literature, either from France or from other francophone countries. Topics emphasize thematic approaches to the literature of a particular era or genre (an IC designated course). Prerequisite: FR 280.

FR 490 Francophone Literature from Africa and the Caribbean (1)

Presents students with an overview of the literature written in French in sub-Saharan Africa and in the Caribbean during the twentieth century. The selection of texts and authors allows students to explore the effects of the American Negro-renaissance in Europe and Africa, the independence of African colonies, and post-colonialism (an IC designated course). Prerequisite: FR 280.

FR 498 Teaching Experience in French (1)

Prerequisite: consent.

FR 499 Senior Project in French (1)

An independent research project on a literary or cultural topic pertaining to the French language. A substantial paper that demonstrates an advanced degree of proficiency in the written expression of the language and an oral presentation are required. Prerequisite: at least junior standing. Interim.

German (GN)

Bachelor of Arts

Humanities

Judith H. Cox

Germany is the most populous and arguably most influential member state of the European Union and serves as a gateway to eastern Europe and the countries of the former Soviet Union. A leading economic power in Europe for years, Germany will continue to play a significant role in the business, economics, and politics of Europe and the world. Germany and Austria are also of interest to historians, philosophers, and musicians because of their major influence on culture and political events throughout history.

The study of the German language will be beneficial to students of political science, economics, communications, science and technology, international studies, and international business. These factors will also bring about a need for teachers of German at both the secondary and university levels.

The study of a foreign language develops an appreciation of another culture and leads to a better understanding of one's own language and culture. The major and minor in German aim at developing proficiency in the language, an understanding of German culture, and a basic knowledge of German literature. Students are strongly encouraged to complement their coursework with various on- and off-campus experiences: dining with faculty and students at the *Stammtisch*, attending foreign films, studying in a German-speaking country either during the interim or summer term or with an approved foreign study program for a semester or a year.

Students may earn credit in German at Birmingham-Southern through the Advanced Placement or International Baccalaureate programs. A score of four or more on either the grammar or the literature AP examination or a score of five or more on the IB examination will satisfy the general education requirement in foreign language at the College and will also earn credit for the student in the appropriate language course. See the section Credit by Examination under Academic Policy for a full description of the policy.

All 400-level German courses except GN 498 satisfy the Disciplinary Foundations requirement in literature.

Major Requirements

The following courses are required (11 units):

GN 300

GN 315

GN 401 and 402

GN 499

one unit in GN culture

five elective units in GN at the 270 level or above

Minor Requirements

The following courses are required (5 units):

GN 300

GN 315

one unit in GN culture

one unit in GN literature

one elective unit in GN at the 270 level or above

*Courses in German***GN 101 Elementary German I (1)**

An introduction to the sounds and structure of the language as well as the culture of German-speaking peoples. Work in the language laboratory is required. Emphasis is placed on all four language skills: oral comprehension, speaking, reading, and writing. Fall.

GN 102 Elementary German II (1)

A continuation of GN 101. Prerequisite: GN 101. Spring.

GN 220 Intermediate German (1)

Building on beginning German, this course thoroughly reviews basic grammar concepts, builds vocabulary, and further develops all four language skills. Prerequisite: GN 102. Fall.

GN 270 Gesprächsdeutsch (1)

Instruction and practice in oral comprehension and speaking. Conversation is based on *realia* (newspapers, magazines, videos). The course increases oral proficiency and awareness of modern culture. Prerequisite: GN 220.

GN 280 Eine kleine Deutschliteratur (1)

An introduction to German literature as well as to the skills and methods needed to read literature in the German language. This course provides practice in and application of these skills using a variety of genres. The course increases reading proficiency and prepares students for 400-level literature courses. (Does not satisfy general education requirement in literature.) Prerequisite: GN 220.

GN 300 Advanced Conversation (1)

Intensive audio-lingual practice in the classroom and language laboratory using discussion, oral reports, and contemporary authentic materials. Prerequisite: GN 270 or 280.

GN 303 Introduction to German Culture I (1)

A study of the cultures of the German-speaking lands from their beginnings to the nineteenth century from several aspects: historical, philosophical, sociological, literary, and aesthetic. Lectures, discussions, and readings are in German (an IC designated course). Prerequisite: GN 270 or 280.

GN 304 Introduction to German Culture II (1)

A continuation of GN 303 from the nineteenth century to the present (an IC designated course). Prerequisite: GN 270 or 280.

GN 310 German Landeskunde (1)

A study of present-day Germany and its people from several aspects: political, cultural, geographical, and social. All lectures, discussions, and readings are in German. This course is beneficial to those majoring in international business or international studies (an IC designated course). Prerequisite: GN 270 or 280.

GN 315 Advanced Grammar and Composition (1)

A detailed analysis of grammar combined with intensive practice in composition. Prerequisite: GN 270 or 280.

GN 333 German Across the Curriculum (¼)

Directed readings in the language in conjunction with a course in another discipline. May be taken more than once for credit providing that the disciplinary course is different. Prerequisite: GN 220 and consent.

GN 398 Teaching Experience in German (1)

Prerequisite: consent.

GN 401 Survey of German Literature I (1)

The study of the evolution of German literature emphasizing literary movements to 1800 (an IC designated course). Prerequisite: GN 280.

GN 402 Survey of German Literature II (1)

A continuation of GN 401, from 1800 to the present (an IC designated course). Prerequisite: GN 280.

GN 410 Die Märchen der Brüder Grimm (1)

An examination of the tales of the Brothers Grimm as well as a sampling of critical theory of fairy tales. Students will become familiar with the history, theory and characteristics of the fairytale genre. Prerequisite: GN 280.

GN 450 Kriegsliteratur (1)

An examination of German literature and film dealing with Germany and Germans during and between World Wars I and II. Prerequisite: GN 280.

GN 460 Die deutsche Romantik (1)

Studies of German Romantic Literature. Prerequisite: GN 280.

GN 498 Teaching Experience in German (1)

Prerequisite: consent.

GN 499 Senior Project in German (1)

An independent research project on a literary or cultural topic pertaining to the German language. A substantial paper that demonstrates an advanced degree of proficiency in the written expression of the language and an oral presentation are required. Prerequisite: at least junior standing. Interim.

Greek (GK)

Humanities

For courses in Greek, see the Classics section of this catalog.

History (HI)

Humanities

Bachelor of Arts

*Randall Law, V. Markham Lester, Matthew Levey, William E. Nicholas,
Victoria Ott*

The history faculty engages students in an inquiry into the past. By reconstructing earlier civilizations and perceiving various ages within a time frame stretching from prehistory to the present, the history student comes to see an age in relationship to what came before and what follows. A sense of continuity is developed that expands mental horizons, permits fruitful comparisons to be made with the present, and allows a more acute awareness of one's surroundings. The effort to understand the peoples of the past makes use of various skills and techniques including the evaluation of evidence, employment of imagination, research skills in diverse sources of information, and effective oral and written communication skills. A primary concern of the study of history is change. The student who is conscious of the continuous process of change is better prepared for the conditions of change taking place today.

Historical study provides a training that helps prepare students for graduate study and for widely varied careers in teaching, law, the church, government, diplomatic service, museums, libraries, social services, business, journalism, and other fields.

General education requirements in history must be fulfilled by a classroom course in history at Birmingham-Southern College.

Major Requirements

The following courses are required (11 units):

HI 102 and (103 or 110) or HI 181 and 182

HI 152 and (151 or 155)

HI 270 (normally completed in the sophomore or junior year)

HI 470

five elective units, two at the 200 level and three at the 300 level. Of these five units, at least one must be in United States history, one in European history, and one in Latin American, Asian, or Middle Eastern history

History majors are encouraged to develop a degree of competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work. Students contemplating graduate work are urged to take at least three units in one foreign language.

In addition, the faculty strongly recommends for its majors an off-campus experience and HI 498 Teaching Experience in History where feasible.

Minor Requirements

The following courses are required (5 units):

one HI unit (classroom course) at the 100 level

one HI unit (classroom course) at the 200 level

two HI units (classroom courses) at the 300 level

one elective HI unit (classroom course)

Graduation with Disciplinary Honors in History

History majors may graduate with honors in history by fulfilling the following requirements:

- (1) Complete the requirements for a major in history.
- (2) Attain a 3.50 or better grade point average in all history courses taken at the College.
- (3) Earn a departmental designation of “with honors” for the project in HI 471 Senior Research Project in History.

*Courses in History***100 Level**

Courses dealing with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries; mostly textbook oriented with some primary sources; short non-research writing assignments.

HI 102 European Civilization I (1)

The historical development of European social and political attitudes and institutions through the Age of Enlightenment.

HI 103 European Civilization II (1)

The historical development of European social and political attitudes and institutions from the French Revolution to the late twentieth century.

HI 110 Great Leaders in Modern Western History (1)

An examination of the leadership of several important figures in western history from the Reformation to the Second World War. Previous topics have included Martin Luther (1483-1546), Elizabeth I (1533-1603), Napoleon Bonaparte (1769-1821), Giacomo Puccini (1858-1924), and Winston Churchill (1874-1965). Also, students will be a part of a group that will research and report on the life of another leader of their choice. Through the study of this diverse group of leaders, students will gain an awareness of the historical periods in which these individuals lived and learn about biography as an historical genre. Students will also be introduced to modern theories of leadership and will be challenged to apply these theories to the leaders studied.

HI 120 The History of Terrorism (1)

An examination of the history of terrorism with the twin goals of explaining its contemporary prevalence and its historical significance. Emphasis will be placed on the political, social, and cultural contexts of terrorism and political violence; critical, literary, and popular responses to terrorism; changing definitions of terrorism; and the interrelationship between terrorism and modernity. Particular attention will be paid to revolutionary terrorism in Europe and Russia in the nineteenth and early twentieth centuries; ethno-nationalist terrorism in Europe, the Middle East, and North Africa in the second-half of the twentieth century; anti-imperialist and left-wing terrorism in the 1960s and 1970s; and the recent upsurge in religiously inspired terrorism.

HI 151 History of the American People I (1)

The evolution of the American people to 1865, as reflected in their political and economic development, social practices, and philosophy with particular reference to the interaction between ideas and social structure.

HI 152 History of the American People II (1)

A continuation of History of the American People I, dealing with the changes in American society since 1865 as reflected in the industrialization of the nation with emphasis on the interaction between traditional concepts and contemporary social structure.

HI 155 Reforming America (1)

A study of the ideas, events, and people influencing major reform movements from the colonial period to 1877. Emphasis is placed on notable reform campaigns directed toward social, political, and economic change in America and the successes and limitations of those efforts. Some topics include social transformations in the Chesapeake and New England colonies; political thought in the American Revolution; evangelical Protestantism; responses to Native American removal legislation; social welfare campaigns relating to public education, temperance, prison, and asylum reforms; abolitionism and racial equality; anti-immigration organizations; and women's rights.

HI 181 East Asian Civilization I: Introduction to Chinese Civilization (1)

A comprehensive introduction to the history of Chinese civilization from its beginnings to the seventeenth century. Key topics include the formation of ancient Chinese civilization, the growth and development of the three main traditions of learning and religion (Confucianism, Taoism and Buddhism), the evolution of China's imperial system of government, patterns of land tenure, the development of commercialized agriculture and urban centers, and the ways in which Chinese historians have written about their national past (an IC designated course). Fall; offered as a First-Year Foundations course in even-numbered years.

HI 182 East Asian Civilization II: Introduction to Japanese Civilization (1)

A comprehensive introduction to the history of Japanese civilization from its beginnings to the seventeenth century. Key topics include the formation and evolution of Japan's imperial system, the "way of the warrior" (bushido), the evolution of Buddhism and Confucianism in relation to the native "Shinto" tradition, patterns of land tenure, the transition from rule by civilian aristocrats to the emergence of military rule, and the ways in which Japanese historians have written about their national past (an IC designated course). Spring; offered as a First-Year Foundations course in odd-numbered years.

200 level

Courses dealing with a single cultural or national entity, or a clearly related group of such entities (usually a century or more); textbooks, primary sources, and occasional monograph material; short non-research writing assignments.

HI 205 The Old South (1)

The development and flourishing of the antebellum plantation society, the institution of slavery, and the rise and fall of Southern nationalism.

HI 206 The New South (1)

The evolution of the American South from the end of the Civil War to the present with emphasis on the political and economic adjustments of Reconstruction, Bourbon Democracy, industrial development and the agrarian revolt, and social change.

HI 207 Diplomatic History of the United States to 1941 (1)

Development of America's international relations and its emergence as a world power, with emphasis on nineteenth-century expansionism, the Spanish-American War, involvement in the Far East and Latin America, World War I, and the Paris Peace Conference.

HI 208 Diplomatic History of the United States since 1941 (1)

United States foreign policy since 1941, with emphasis on World War II, and the Cold War in Europe, the Far East, and Latin America (a Leadership Studies designated course).

HI 210 U.S. Women's History (1)

A study of American women from the pre-colonial era to the late twentieth century. This course introduces the uniqueness of women's experiences and their role in shaping the economic, political, and social development of the nation. Among the topics covered are notions of "proper" womanhood, women's involvement in wars, women's role in family life, women's paid labor, and female activism. Emphasis is placed on the diversity of women's lives based on racial, class, ethnic, and sexual differences.

HI 230 Plural America I (1)

An introduction to the plurality of the American culture from within the liberal arts traditions of history and literature. The intent is to recognize the aspects of our cultures appropriated into the Western tradition but often either unacknowledged or glossed over. The end should be an appreciation of the achievements and limitations of our Western heritage, and a heightened sensitivity to the cultural diversity of the world-at-large. Plural America I focuses on Native-American and Chicano history and literature and on the European context of American society (an IC designated course). Also listed as HON 230, this course may be counted by Honors Program students toward fulfillment of their course requirements. (Also listed as EH 230.) Prerequisite: EH 102 or 208.

HI 231 Plural America II (1)

A continuation of Plural America I, focusing on African-American and Asian-American history and literature and on the 1960s as a catalyst for multi-culturalism (an IC designated course). Also listed as HON 231, this course may be counted by Honors Program students toward fulfillment of their course requirements. (Also listed as EH 231.) Prerequisite: EH 102 or 208.

HI 241 Monarchs, Rebellion, and Empire: History of England from the Anglo-Saxons to George III (1)

A survey of the political, social, economic, and constitutional history of England and the British Empire to 1789. Among the many subjects examined are the Anglo-Saxons, the Norman Conquest, the Wars of the Roses, Henry VIII and the English Reformation, Elizabeth I and the defeat of the Spanish Armada, the English Civil War, the Restoration, the establishment of the "first" British Empire, and the responses to the American and French Revolutions. Lectures are supplemented by audio-visu-als to add further context.

HI 242 Industry, Imperialism, and World War: History of England from George III to the Present (1)

A survey of the political, social, economic, and constitutional history of England and the British Empire from 1789 to the present. Among the many subjects examined are the Industrial Revolution, imperialism, the Irish independence movement, the First and Second World Wars, the Socialist and Thatcher revolutions, and the end of empire. Lectures are supplemented by audio-visuals to add further context (an IC designated course).

HI 245 Russian Civilization (1)

An introduction to the history of Russia and its distinctive political, social, and cultural institutions and expressions, from the formation of Rus in the first millennium of the common era through the breakup of the Soviet Union (an IC designated course).

HI 248 Modern Germany (1)

An examination of the history of Germany from the era of Bismarck through reunification at the end of the Cold War. Topics include the creation of the German nation-state, participation in the World Wars, Weimar, Nazism, East and West Germany, and post-reunification. The course emphasizes the use of Germany as a case study for studying the problems and paradoxes of European development in the modern era.

HI 260 Social History of Latin America (1)

A study of the basic cultural influences in the history of Latin America, including consideration of the Indian heritage, internal economic development, the traditional role of the church, and post-independence social structure and economic issues (an IC designated course). Prerequisite: at least one year of college coursework.

HI 261 Modern Latin America and the Revolutionary Tradition (1)

An analysis of the role of revolutionary change in modern Latin American history which emphasizes the major social and political revolutions in Mexico and Cuba and which examines the impact of *Peronismo* in Argentina, the military “revolution” in Peru in the 1960s and the more recent Sandinista regime in Nicaragua. Prerequisite: at least one year of college coursework.

HI 265 The Middle East in the Twentieth Century (1)

A study of the history of the Middle East from the collapse of the Ottoman Empire until the present day. The course offers an introduction to the geography, ethnography, and religions of the region, followed by an investigation of British and French colonialism and the inter-war independence struggles in the area. Emphasis is also placed on the growth of modern Middle Eastern states and societies after 1945, with particular focus on the topics of nationalism, modernization, the Arab-Israeli conflict, the Iranian revolution, and the Gulf War (an IC designated course).

HI 270 Practice of History Seminar (1)

A study of what history is and what the historian does. Through an examination of some of the classics of historical writing, attention is given to perspectives of the various historians and to the changing nature of the questions they have sought to answer. By preparing their own research paper, students are also exposed to contemporary methods and techniques of historical writing and research. Prerequisite: at least one year of college coursework.

HI 282 Disputers of the Tao: Major Texts in the Confucian, Buddhist, and Taoist Traditions in East Asia (1)

The historical development of the major philosophical and religious traditions of East Asia (Confucianism, Taoism, and Buddhism) taught through the reading of a selection of their fundamental texts. The focus will be the texts, the major doctrines and schools of these traditions, and the patterns of their historical development in China, India, Japan, and Korea (an IC designated course). Prerequisite: at least one year of college coursework.

HI 283 Modern China (1)

An introduction to Chinese history from the Manchu conquest in the seventeenth century to the People's Republic. Emphasis is on the changing social, economic, and political structure of Chinese society and how the Chinese explained to themselves the changes taking place in their society.

HI 284 Modern Japan (1)

An introduction to Japanese history from the emergence of military rule in the thirteenth century to the post-World War II democratic experience. Emphasis is on the changing social, economic, and political structure of Japanese society and how the Japanese explained to themselves the changes taking place in their society.

HI 287 Western Images of Asia (1)

A multimedia exploration of Western attitudes about the "orient." Through scholarly and fictional texts and a careful viewing of visual arts, this course analyzes the development of Western attitudes toward the "east," beginning with medieval explorers and concluding with our present concerns with the Japanese and Chinese (an IC designated course). Also listed as HON 287, this course may be counted by Honors Program students toward fulfillment of their course requirements. Prerequisite: at least one year of college coursework.

HI 288 Remembering World War II (A): The War in Asia and the Pacific (1)

How World War II in Asia and the Pacific is remembered in several countries, including China, Japan, Korea, and the United States. Using a variety of literary (novels, poetry, and memoirs), artistic (film and painting), and architectural (monuments, memorials, and museums) evidence, we explore the legacy and memories of World War II in these various countries, consider some of the many issues related to self-representation and historical memory, and examine how different cultures with widely divergent pasts and traditions come to shape memory and guilt (an IC designated course). Also listed as HON 288, this course may be counted by Honors Program students toward fulfillment of their course requirements.

HI 289 Remembering World War II (B): The War in Europe and the Holocaust (1)

How World War II in Europe and the Holocaust are remembered in several countries. Using a variety of literary (novels, poetry and memoirs), artistic (film and painting), and architectural (monuments, memorials, and museums) evidence, we explore the legacy and memories of World War II in these various countries, consider some of the many issues related to self-representation and historical memory, and examine how different cultures with widely divergent pasts and traditions come to shape memory and guilt. Countries to be studied are chosen from among the following: Germany, France, Poland, Russia/Soviet Union, and the United States (an IC designated course). Also listed as HON 289, this course may be counted by Honors Program students toward fulfillment of their course requirements.

300 level

Courses focused temporally or topically; monograph material and primary sources; research paper required; at least one year of college coursework required.

HI 300 Colonial America (1)

A study of the English colonies in America from their origins to the eve of the Revolution, with special emphasis on the development of social, economic, and political institutions. Problems regarding the nature of colonial society are examined in some detail (an IC designated course). Prerequisite: at least one year of college coursework.

HI 301 The American Revolution and the Federalist Period, 1763-1801 (1)

A study of the American Revolution, the creation of the new federal government, and the crucial early years of the young nation. Emphasis on three problems: the causes and nature of the Revolution, the struggle over the *Constitution*, and the emergence of political parties. Prerequisite: at least one year of college coursework.

HI 303 Civil War and Reconstruction (1)

The development of the American Republic in the nineteenth century with emphasis on westward expansion, the rise of sectionalism, the Civil War, and the Reconstruction years. Prerequisite: at least one year of college coursework.

HI 309 Women of the American South (1)

A study of women from the American South from pre-colonial contact to the present. Emphasis is placed on the contributions of women to the economic, political, social, and cultural development of the region. Among the topics covered are Native American women, slavery, Confederate states, mountain communities, Civil Rights, and country music (a Leadership Studies designated course). Prerequisite: at least one year of college coursework.

HI 319 America, 1900-1940 (1)

A study of the United States from 1900 to 1940, with emphasis on political, social, and intellectual aspects of the Progressive movement, World War I, the Twenties, the Depression, and the New Deal. Prerequisite: at least one year of college coursework.

HI 320 America Since 1940 (1)

The transformation of the United States since 1940, with emphasis upon the political and social aftermath of World War II, the expansion of the American economy in the 1950s and 1960s, social movements of the 1960s, and the era of disillusionment following Vietnam and Watergate in the 1970s. Prerequisite: at least one year of college coursework.

HI 326 Constitutional History of the United States (1)

A study of the development of the *Constitution of the United States* since Reconstruction. Topics examined include the regulation of interstate commerce, the *Constitution* and the two World Wars, the New Deal, civil rights, the Warren court, the Watergate affair, and the recent transition to conservative constitutionalism. Prerequisite: at least one year of college coursework.

HI 342 French Revolution and Napoleon (1)

Analysis of the causes and course of the Revolution in France and the spread of revolutionary ideas and institutions in Europe, 1789-1815. Prerequisite: at least one year of college coursework.

HI 344 Europe, 1914-1945 (1)

The development of the major European countries and of international relations in the era of the world wars. Prerequisite: at least one year of college coursework.

HI 346 Russia in the Twentieth Century (1)

A study of Russia and its transition in the twentieth century from a backward behemoth to the world's first socialist state and finally to a struggling post-communist nation. Topics include the crises of late Imperial Russia, the Russian Revolution, Stalinism, official and popular culture in the Soviet Union, the construction of "mature socialism," and the collapse of the U.S.S.R. (a Leadership Studies designated course). Prerequisite: at least one year of college coursework.

HI 347 Britain in the Twentieth Century (1)

Transition from empire to commonwealth, the Irish problem, two world wars and their consequences, reform, life and letters in England from 1901 to the recent past (a Leadership Studies designated course). Prerequisite: at least one year of college coursework.

HI 349 The Cold War: American and Soviet Perspectives (1)

A study of the Cold War from both the U.S. and Soviet perspectives, from its origins during the closing days of World War II to the collapse of the Soviet Union in 1991. Emphasis is placed on the Cold War's political and cultural impact on the home fronts, as well as the interrelationship between foreign and domestic policy (a Leadership Studies designated course). Prerequisite: at least one year of college coursework.

HI 385 The People's Republic of China (1)

An assessment of the history of the Chinese Communist Revolutionary movement from its inception to the present. Key topics include the Great Proletarian Cultural Revolution, the Democracy Movement, and various attempts by the Chinese Communist Party to transform the economic, social, intellectual, and political landscape of “traditional” China according to the competing visions—within the Party—of the nature, means, and goals of Marxist-Leninist Revolution. Prerequisite: at least one year of college coursework.

HI 386 Japan in the Twentieth Century (1)

An analysis of the political, social, and economic history of “Showa” (1912-1989) Japan, and an attempt to place Japan's recent economic and political emergence on the world stage in the context of the problem and process of modernization. Also a strong focus on Japan's wars in Asia and the Pacific, their consequences on Japan and their meaning for Japanese today. Prerequisite: at least one year of college coursework.

HI 393 Independent Study (½ or 1)

Directed readings and inquiry into selected historical problems and areas. (Upon demand and at convenience of the instructor.) Prerequisite: at least one year of college coursework.

400 level**HI 470 Senior Research Symposium (1)**

The senior capstone seminar, in which students write a major research paper on a topic of their choice with consent. Students will present their research in a senior conference, fulfilling the Scholarship Foundations requirement. Prerequisite: consent.

HI 471 Senior Research Project in History (1)

Qualified students may register for this course to meet graduation requirements for Disciplinary Honors in History. Prerequisites: HI 470 and consent.

HI 498 Teaching Experience in History (1)

With the approval of the faculty advisor, qualified students may register for this course for one term only.

Latin (LA)

Humanities

For Courses in Latin, see the Classics section of this catalog.

Mathematics (MA)
Science and Mathematics

Bachelor of Science

*Jeffrey Barton, Wesley Eddings, Bernadette Mullins, Douglas Riley, Barry S. Spieler,
Mary Jane Turner*

Lawyers, programmers, reporters, teachers, managers—indeed, members of almost every profession—require the quantitative and analytical skills developed by students who major in mathematics. More and more, employers are looking for applicants who are good thinkers. General problem-solving skills, the ability to synthesize information and reason logically, rather than narrow technical expertise, are seen as an advantage for employment. A mathematics major is not merely vocational training but, rather, an opportunity to equip oneself with skills, knowledge, flexibility, and ability to learn—all necessary in a changing world. In addition to fields that use mathematics directly, such as operations research, teaching, software engineering, statistical consulting, and actuarial work, a degree in mathematics provides good background for entry to jobs in business or admission to medical or dental school, M.B.A. programs, law school, engineering school, and public health programs.

An interdisciplinary major in mathematics and computer science is available for students who wish to combine these two areas. Please see the Interdisciplinary Major Requirements section of this catalog for requirements for this major.

Courses required for the mathematics major may be used to meet minor requirements in computer science and physics.

Major Requirements

The following courses are required (12 units):

MA 231

MA 232

MA 310

MA 311

MA 335

MA 451 or 455

MA 458 or 461

three additional units from MA 207, 240, 250, 317, 421, 422, 451, 452, 454, 455, 458, 461, 462, PH 121, or 122, at least two of which must be in

MA, at least one of which must be at the 300 level or above

one unit in computer science numbered CS 170 or above

MA 499

A student may be exempt from CS 170, MA 207, MA 231, and MA 232 by placement, AP credit, or IB credit.

Mathematics majors intending to seek employment immediately upon graduation in fields other than actuarial science are encouraged to take MA 207, 240, 317, and CS 250. Those intending an actuarial career are encouraged to take MA 317, 421, and 422; it is also recommended that they take some relevant courses in other disciplines, particularly AC 221, AC 222, EC 201, EC 202, BA 201, BA 372, CS 250, and CS 290.

Students planning on graduate study in pure mathematics are encouraged to take MA 317, 451, 455, 458, and 461. Those planning graduate work in applied mathematics are encouraged to take MA 317, 421, 451, 454, 461, PH 121 and 122, and CS 250.

Students planning to attain secondary teaching certification must take MA 207, 240, and 317.

Minor Requirements

Teaching experience courses may not count towards the minor.

The following courses are required (5 units):

MA 231

MA 232

MA 310

one elective unit in MA at the 200 level or above

one elective unit in MA at the 300 level or above

Courses in Mathematics

MA 115 Fundamentals of Algebra (1)

A college algebra course including operations of rational expressions, solving equations and inequalities, graphs, and functions. Satisfactory completion of this course, or exemption by placement examination or ACT or SAT scores, is required prior to registration for any other mathematics course. Not open to students who have passed any mathematics course above MA 115. Fall, Spring.

MA 124 Precalculus Mathematics (1)

A preparation for students who plan to study calculus. This course focuses on modeling real-world phenomena using polynomial, rational, exponential, logarithmic, and trigonometric functions. An understanding of these functions is developed graphically, numerically, analytically, and verbally. Not open to students who have passed MA 231 or equivalent. Prerequisite: placement. Fall, Spring.

MA 150 Introduction to Mathematical Modeling (1)

An introduction to important mathematical ideas and their applications in the real world. This course is designed for non-mathematics/science majors and includes topics from a variety of mathematical areas at the discretion of the instructor. Possible topics include population modeling, the mathematics of interest and loans, environmental modeling, probability, statistics, and the mathematics of social choice. Not open to students who have passed MA 231 or equivalent. Prerequisite: MA 115 or placement. Fall, Spring.

MA 207 General Statistics (1)

An investigation of four fundamental topics in statistics: displaying data, producing data, probability, and statistical inference. The course uses a statistical software package. Prerequisite: MA 115 or equivalent, or consent. Fall, Spring.

MA 231 Calculus I (1)

A course in calculus emphasizing graphical, numerical, analytical, and descriptive points of view. Topics include functions, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Prerequisite: MA 124 or placement. Fall, Spring.

MA 232 Calculus II (1)

A course in calculus emphasizing graphical, numerical, analytical, and descriptive points of view. Topics include definite integrals, approximation techniques, indefinite integrals, elementary differential equations, modeling, Taylor polynomials, and infinite series. Prerequisite: MA 231 or placement. Fall, Spring.

MA 240 Discrete Structures (1)

An introduction to concepts fundamental to the analysis of algorithms and their realizations. Topics include set theory, induction, recursion, graphs, networks, and Boolean algebra. Prerequisites: CS 250, or MA 231 and CS 170.

MA 250 Mathematical Modeling (1)

An introductory course in mathematical modeling for students who have had some prior experience with calculus. Models are developed for various applications in areas such as finance, ecology, and the social sciences. The methods focus predominantly on discrete dynamical models that can be easily implemented using a common spreadsheet program. Some familiarity with basic calculus allows analytical tools to complement this computational approach. Prerequisite: placement. Fall, Spring.

MA 254 Connecting the Dots (1)

An entry-level course on developing mathematical models to fit real-world data. To solve these problems, we study polynomial interpolation, trigonometric interpolation, splines, linear regression and the method of least squares. To obtain an overall theory to explain these methods, a function space perspective is adopted. Computers will play a central role in the course and every method discussed will be visualized. Prerequisite: MA 231.

MA 298, 398, 498 Teaching Experience in Mathematics (½ or 1)

Prerequisite: consent.

MA 310 Calculus III (1)

A course in calculus emphasizing graphical, numerical, analytical, and descriptive points of view. Topics include parametric equations, polar coordinates, vectors, multivariable and vector-valued functions, partial derivatives, multiple integrals, vector fields, and line integrals. Prerequisite: MA 232 or placement. Fall, Spring.

MA 311 Differential Equations (1)

An introduction to the study of ordinary differential equations with emphasis on solution techniques and applications. Whenever possible, numerical, qualitative and analytical methods are discussed, and students are encouraged to make use of computers in solving some of the problems. Prerequisite: MA 310. Spring.

MA 317 Linear Algebra (1)

Systems of equations, matrices, determinants, eigenvalues, matrix factorizations, vector spaces, linear transformations, and applications. Prerequisite: MA 232. Fall.

MA 335 Transition to Higher Mathematics (1)

An introduction to the logic and methods used in advanced mathematics, with emphasis on understanding and constructing proofs. Prerequisite: MA 232. Fall.

MA 393, 493 Independent Study (½ or 1)

Directed readings, inquiry, and/or research project in mathematics or statistics. Prerequisite: consent.

MA 421 Introduction to Mathematical Statistics I (1)

Basic probability theory, probability distributions, mathematical expectation, special discrete probability distributions, special probability densities, and moment-generating functions. Prerequisite: MA 310.

MA 422 Introduction to Mathematical Statistics II (1)

A continuation of MA 421 with emphasis on selected topics in statistics, including sampling distributions, point estimation, interval estimation, hypothesis testing, regression and correlation, analysis of variance, and nonparametric methods. Prerequisite: MA 421.

MA 451 Abstract Algebra I (1)

Topics include binary operations, groups, subgroups, group homomorphisms, factor groups, and a brief introduction to rings and fields. Prerequisite: MA 335.

MA 452 Abstract Algebra II (1)

A continuation of MA 451. Topics include rings, fields, integral domains, ideals, ring homomorphisms, field of quotients, and extension fields. Prerequisite: MA 451.

MA 454 Numerical Analysis (1)

An introduction to numerical methods of solution and their analysis. Topics include computer arithmetic, propagation of error, systems of linear and non-linear equations, numerical integration, curve fitting, and differential equations. Prerequisites: MA 310 and a computer science course numbered CS 170 or above.

MA 455 Introduction to Topology (1)

An introduction to the topology of Euclidean space and of surfaces. Topics include continuity, compactness, cell complexes, and the classification of surfaces. Applications include fixed-point theorems, the Jordan curve theorem, and map colorings.

Prerequisites: MA 310 and 335.

MA 458 Introduction to Complex Analysis (1)

Complex numbers, analytic functions, Cauchy-Riemann equations, curves and integrals, Cauchy's Theorem and applications, Taylor and Laurent series, analytic continuation, Residue Theorem, harmonic functions, and conformal mappings.

Prerequisites: MA 310 and 335.

MA 461 Real Analysis I (1)

A rigorous treatment of sequences, limits, continuity, differentiation, infinite series, sequences and series of functions, uniform convergence and its implications for function series. Prerequisites: MA 310 and 335.

MA 462 Real Analysis II (1)

A continuation of MA 461. Topics include integrals, derivatives, and functions of several variables. Prerequisites: MA 317 and 461.

MA 499 Senior Project in Mathematics (1)

Special topics in mathematics beyond the scope of the regularly offered courses, expanding on previous knowledge or introducing new material that requires significant mathematical maturity. Seniors may be required to do a research project and/or give an oral presentation in addition to completing all other assignments.

Prerequisite: one 300-level mathematics course and consent. Interim.

Music (MS) (MU) (MEd)

Fine and Performing Arts

Bachelor of Arts, Bachelor of Music,

Bachelor of Music Education, Master of Music

Mildred Allen, James H. Cook, William L. DeVan, Dorothy Hindman, Ronald D. Hooten, Jacqueline Leary-Warsaw, Charles N. Mason, Kathleen M. Murray, Lester Seigel, David J. Smith

The faculty of music offers three professional degrees: Bachelor of Music (with majors in church music, composition, music performance, or music history), Bachelor of Music Education, and Master of Music (in composition, organ, piano, and voice). It also offers a Bachelor of Arts degree (with concentrations in church music, film music, music literature, music technology, music theory, performance, and song writing), and a minor.

Students who wish to have music as their major subject must be able to demonstrate in an audition that they are sufficiently competent to undertake college-level work in their principal instrument. Students must then advance during their course of study at a rate acceptable to the music faculty, and must achieve the proficiency level specified for their particular field of study.

At the end of two years of college study, a student who seeks to major in any field of music will be interviewed by a committee composed of the faculty of music. After the interview, the student is advised by the music faculty as a whole concerning his or her degree plans and expectations.

Students interested in the Master of Music degree must apply to the Graduate Program of the College, complete all requirements for admission to graduate study, pass an audition in the specified area, and take a placement examination in music theory and music literature.

Bachelor of Arts in Music

Major Requirements

A candidate for the Bachelor of Arts degree with a major in music must meet the following requirements:

- (1) Complete the following (7 units): MU 123, 151, 152, 153, 154, 155, 156, 159, 160, 161, 162, 251, 252, 321, and 322
- (2) Complete one of the following concentrations: church music, film music, music literature, music technology, music theory, performance, song writing

Concentration in Church Music (10½ units)

MU 435 Hymnology: ½ unit (one term)

MU 371 Conducting: 1 unit (two terms)

MU 355 Composition: 1 unit (two terms)

MU 158 Introduction to Music Technology: 1 unit (one term)

MU 351 Counterpoint: ½ unit (one term)

MS Lessons in principal instrument: 4 units (eight terms)

MU 423 Organ Literature or MU 427 Choral Literature: ½ unit (one term)

Ensemble (MU 112 or 211): 1 unit (four terms)

MEd 339 Materials and Methods for Church Musicians: ½ unit (one term)

MU 330 Introduction to Church Music: ½ unit (one term)

Senior Project

Concentration in Film Music (12 units)

- MU 355 Composition: 4 units (eight terms)
- MU 158 Introduction to Music Technology: 1 unit (one term)
- MU 351 Counterpoint: ½ unit (one term)
- MU 450 Orchestration: ½ unit (one term)
- MS Lessons in Principal Instrument: 2 units (four terms)
- Ensemble (MU 112, 142, 211, 215, 217, 242, 341, and/or 343): 2 units (eight terms)
- MU 122 Introduction to Film Music: 1 unit (one term)
- AR 220 International Film I: 1 unit (one term)
- Senior public presentation of compositions, which may be video with music

Concentration in Music Literature (8½ units)

- MU 352 Analysis of Twentieth Century Music: ½ unit (one term)
- MU 351 Counterpoint: ½ unit (one term)
- MU 450 Orchestration: ½ unit (one term)
- MU 452 Form and Analysis: 1 unit (one term)
- MS Lessons in principal instrument: 2 units (four terms)
- MU literature (MU 421, 422, 423, 425): 2 units (four terms)
- Ensemble (MU 112, 142, 211, 215, 217, 242, 341, and/or 343): 1 unit (four terms)
- MU 499 Senior Interim Project: Musicology Paper: 1 unit (one interim term)

Concentration in Music Technology (11 units)

- MU 355 Composition: 2 units (four terms)
- MU 158 Introduction to Music Technology: 1 unit (one term)
- MU 358 Advanced Electroacoustic Music: ½ unit (one term)
- MU 351 Counterpoint: ½ unit (one term)
- MS Lessons in principal instrument: 2 units (four terms)
- MU 122 Introduction to Film Music: 1 unit (one term)
- Ensemble (MU 112, 142, 211, 215, 217, 242, 341, and/or 343): 1 unit (four terms)
- PH 102 Physics of Music: 1 unit (one term)
- CS 170 Introduction to Computing or CS 171 Computers & the Mind's Eye: 1 unit (one term)
- MU 499 Senior Interim in Music Technology: 1 unit (one interim term)

Concentration in Music Theory (11½ units)

- MU 352 Analysis of Twentieth Century Music: ½ unit (one term)
- MU 355 Composition: 2 units (four terms)
- MU 158 Introduction to Music Technology: 1 unit (one term)
- MU 358 Advanced ElectroAcoustic Music: ½ unit (one term)
- MU 351 Counterpoint: ½ unit (one term)
- MU 450 Orchestration: ½ unit (one term)
- MU 452 Form and Analysis: 1 unit (one term)
- MS Lessons in principal instrument: 2 units (four terms)
- MU Literature courses: ½ unit (one term)
- Ensemble (MU 112, 142, 211, 215, 217, 242, 341, and/or 343): 1 unit (four terms)
- MU 551 Special Topics in Composition and Analysis, Theory Pedagogy: 1 unit (one term)
- MU 499 Senior Interim Project: Analysis Paper: 1 unit (one interim term)

Concentration in Performance (6¾ - 7¼ units)

- MS Lessons in principal instrument: 6 units, voice; 8 units, all others (eight terms)
- MU literature in principal instrument (MU 421, 422, 423, 425): ½ unit (one term)
- MU teaching in principal instrument (Med 341, 343, 345, 347, 349, 435, 437): ¼ unit (one term)
- Ensemble (MU 112, 142, 211, 215, 217, 242, 341, and/or 343): 2 units (four terms)
- Additional units in MU to supplement principal instrument (0 - ½ unit):
 - Piano: MU 343 Accompanying: ¼ unit (one term)
 - Voice: MU 243 Diction for Singers: ½ unit (one term)
 - Organ: MU 327 History of Organ Design: ½ unit (one term)
- Senior Recital

Concentration in Song Writing (9½ units)

- MU 355 Composition: 2 units (four terms)
- MU 158 Introduction to Music Technology: 1 unit (one term)
- MU 351 Counterpoint: ½ unit (one term)
- MS Lessons in piano or guitar: 2 units (four terms)
- MS lessons in voice: 2 units (eight terms)
- Choir or new music ensemble (MU 112, 142, 211, 215, 217, 242, 341, and/or 343): 2 units (eight terms)
- Senior Recital

Minor Requirements

The following courses are required (6 units):

MU 123

two units in music theory numbered MU 151 or above

two units in performance numbered MS 310 or above

one unit from MU 112, 142, 211, 215, 217, 242, 341, and/or 343

Bachelor of Music Education

In addition to the general education requirements as specified under Requirements for Graduation, candidates for the Bachelor of Music Education degree must meet the following requirements:

- (1) MU 123, 151, 152, 153, 154, 155, 156, 159, 160, 161, 162, 251, 252, 321, 322, 450, and one unit in 371
- (2) EPy 223, 260, 320; ED 199, 201, 319, 470
- (3) MEd 331, 335, 414, 415, 499
- (4) A minimum of four units of credit in the principal instrument, which must be studied at least six regular terms at the 300 or 400 level; proficiency level six must be achieved (for instrument certification, the principal instrument must be a wind or percussion instrument; for vocal/choral certification the principal instrument must be voice, piano, or organ)
- (5) Seven credited terms of study in secondary instruments, which must total a minimum of 2 units (instrument certification must include MEd 341, 343, 345, 347, credit in piano or organ, and achievement of proficiency level two; vocal/choral certification must include MEd 349, 437, 341, 343, 345, 347, credit in piano with achievement of proficiency level two, and credit in voice with achievement of proficiency level one)
- (6) Seven credited terms of a major ensemble; instrument certification: MU 215, 217, 341 (two terms must be in a choir); vocal/choral certification: MU 112, 211, 242, 341
- (7) Satisfactory performance of at least one-half public recital in the principal instrument during the junior or senior year
- (8) Application for admission to, and acceptance into, the Teacher Education Program, preferably at the beginning of the sophomore year (application should be made to the education department: a description of the program in teacher education may be found in the Education section of this catalog)
- (9) Receive a passing grade of 70% or higher on the comprehensive examination covering theory, history, and teaching

Bachelor of Music

Candidates for the Bachelor of Music degree must meet the following requirements:

- (1) Complete general requirements of the degree as specified under Requirements for Graduation
- (2) Complete MU 123, 151, 152, 153, 154, 155, 156, 159, 160, 161, 162, 251, 252, 321, 322, and 371
- (3) Participate in an ensemble (MU 112, 142, 211, 215, 217, 242, 341, and/or 343) every term throughout the degree program
- (4) Complete the requirements for a major in one of the following concentrations: church music, composition, music history, or performance

Church Music

To complete a major sequence in church music, a candidate must meet the following requirements:

- (1) Complete MU 241, 330, 351, 431 and 432, 435, MEd 339, and one term of MU 142, 158, or 355; an additional term of MU 371; and MU 423 or 427
- (2) Earn a minimum of four units in the principal instrument at the 300 or 400 level and achieve proficiency level six
- (3) Earn a minimum of three units in the secondary instrument or instruments. Also, achieve at least proficiency level two in piano or organ, and at least proficiency level two in voice
- (4) Complete at least one unit of MU 341 or 343; this requirement is in addition to the ensemble requirement for the Bachelor of Music degree listed above; organists take MU 344 as $\frac{1}{2}$ unit of this requirement
- (5) Perform a satisfactory public half recital on the principal instrument in the senior year
- (6) One unit in Biblical studies (RE 205 or 215); may be used to fulfill Disciplinary Foundations requirement
- (7) Complete the senior interim project (MU 499) in church music

Composition

To complete a major sequence in composition, a candidate must meet the following requirements:

- (1) Complete MU 351, 352, and 450
- (2) Earn credit in composition each term the student is majoring in composition, with a minimum of seven units in composition gained by taking MU 355 for two or more terms, MU 158, MU 358, MU 455 for three or more terms, and the senior interim project (MU 499) in composition
- (3) Earn at least four units of credit in the principal instrument at the 300 or 400 level and achieve proficiency level six; if piano or organ is not the principal instrument, earn credit in piano or organ and achieve proficiency level two (typically 2 units). Lessons in piano should begin the first term the student enrolls in the major to ensure that proficiency level two is reached by the end of the student's sophomore year.
- (4) Complete one unit consisting of four of the following: MEd 341, 343, 345, 347, 349, or the equivalent in MS courses
- (5) Present a single recital of the student's works, typically in the senior year

Music History

To complete a major sequence in music history, a candidate must meet the following requirements:

- (1) Complete MU 351 and one term of MU 142 or MU 355 or MU 158; and complete MU 421, 423, 425, 427, and two and one-half units from courses numbered 300 and above in music history, literature, and theory
- (2) Earn a minimum of four units in piano or four units in organ, gained by studying piano or organ at least six terms at the 300-400 level, and achieve proficiency level five
- (3) Earn four units in German (GN)
- (4) Complete MU 493, Independent Study in Music History; and the senior interim project (MU 499) in music history and literature

Music Performance

Classical Guitar

To complete a major sequence in guitar, a candidate must meet the following requirements:

- (1) Complete the following: MU 450; MU 351 and one term of MU 142 or MU 355 or MU 158; one and one-half additional units chosen from courses numbered 300 and above in music history, literature, and theory; MEd 349
- (2) Earn a minimum of nine units in guitar, gained by studying it at least eight regular terms at the 300-400 level and the senior interim term; and achieve proficiency level eight
- (3) Achieve proficiency level two in piano (for a beginner in piano, this requirement will typically be met by studying piano for four terms for a total of two units of credit). Lessons in piano should begin the first term the student enrolls in the major to ensure that proficiency level two is reached by the end of the student's sophomore year.
- (4) Participate for credit in MU 341 for at least two terms
- (5) Perform a satisfactory full public recital on guitar in the senior year, and at least half such a recital in the junior year

Orchestral Instrument

To complete a major sequence in an orchestral instrument, a candidate must meet the following requirements:

- (1) Complete the following: MU 450; MU 351 and one term of MU 142 or MU 355 or MU 158; one and one-half additional units chosen from courses numbered 300 and above in music history, literature, and theory; one of the following: MEd 341, 343, 345, or 347 as appropriate for the major instrument
- (2) Earn a minimum of nine units in an orchestral instrument, gained by studying it at least eight regular terms at the 300-400 level and the senior interim term; and achieve proficiency level eight
- (3) Achieve proficiency level two in piano (for a beginner in piano, this requirement will typically be met by studying piano for four terms for a total of two units of credit). Lessons in piano should begin the first term the student enrolls in the major to ensure that proficiency level two is reached by the end of the student's sophomore year.

- (4) Participate for credit in MU 341 for at least two terms
- (5) Participate for credit for at least six regular terms in MU 215 and/or 217
- (6) Perform a satisfactory full public recital on the student's major instrument in the senior year, and at least half such a recital in the junior year

Organ

To complete a major sequence in organ, a candidate must meet the following requirements:

- (1) Complete the following: MU 423; an additional term of MU 371; MU 351; one and one-half additional units chosen from courses numbered 300 and above in music history, literature, and theory; MU 344; and MU 327
- (2) Earn a minimum of nine units in organ, gained by studying organ at least eight regular terms at the 300-400 level and the senior interim term; and achieve proficiency level eight
- (3) Study piano for at least two terms and pass the technical skills requirement of proficiency level three
- (4) Participate for credit for at least six terms in MU 112 or 211, or a combination thereof
- (5) Participate for credit in MU 343 for at least two terms, each term accompanying a singer
- (6) Perform a satisfactory full public recital on organ in the senior year, and at least half such a recital in the junior year

Piano

To complete a major sequence in piano, a candidate must meet the following requirements:

- (1) Complete the following: MU 421; MEd 435, 436; MU 351 and one term of MU 142 or MU 355 or MU 158; and two units chosen from courses numbered 300 and above in music history, literature, and theory
- (2) Earn a minimum of nine units in piano, gained by studying piano at least eight regular terms at the 300-400 level and the senior interim term; and achieve proficiency level eight

- (3) Earn ensemble credit, which must include two terms in either MU 112 or 211, two terms in MU 341, and two terms in MU 343
- (4) Perform a satisfactory full public recital on piano in the senior year, and at least half such a recital in the junior year

Voice

To complete a major sequence in voice, a candidate must meet the following requirements:

- (1) Complete the following: MU 425; MEd 437; an additional one-half unit of MU 371; MU 351 and one term of MU 142 or MU 355 or MU 158; and two units chosen from courses numbered 300 and above in music history, literature, and theory
- (2) Earn at least seven units in voice, gained by studying voice at least eight regular terms at the 300-400 level and the senior interim term; and achieve proficiency level eight
- (3) Earn credit in piano, and achieve proficiency level two (for a beginner in piano, this requirement will typically be met by studying piano for four terms for a total of two units credit). Lessons in piano should begin the first term the student enrolls in the major to ensure that proficiency level two is reached by the end of the student's sophomore year.
- (4) Earn two units each in two foreign languages chosen from French, German, and Italian (this requirement is met in part by the general education requirement in foreign language and culture; the requirements for a second language may be waived if the student passes a proficiency test in that language)
- (5) Earn ensemble credit, which must include MU 242 for four terms and MU 112 or 211 for four terms; credited interim units in ensemble or opera performance may replace one term of MU 242
- (6) Complete one unit of ThA 120
- (7) Perform a satisfactory full public recital in voice in the senior year, and at least half such recital in the junior year

Master of Music

Candidates for the Master of Music degree must meet the following requirements:

- (1) Earn a minimum total of twelve units of courses numbered 500 or above, but which also may include courses numbered below 500, such as ensembles, that are recognized as appropriate for graduate study as determined by the music faculty of the specific major. At least four of these twelve units must be in the applied study of the major instrument (MS 510, 520 or 530, and achieve proficiency level nine), or for composition degree candidates, MU 555
- (2) Complete MU 501 Materials and Methods for Graduate Research (counts towards twelve required units in 1, above)
- (3) Present a full public recital of at least one hour's duration, consisting of a performance on the candidate's major instrument, or for composition degree candidates, a performance of original compositions by the candidate
- (4) Complete other specific requirements for the degree as outlined below:

Composition:

three units in music history, literature, and/or theory
one unit in either applied music or ensemble

Organ Performance:

two units in music history, literature, and/or theory
one unit in an ensemble, gained by participating for four terms

Piano Performance:

two units in music history, literature, and/or theory
one unit of MU 341

Vocal Performance:

two units in music history, literature, and/or theory
one unit of MU 211 or 242

- (5) Achieve a grade no lower than a "B" in each subject studied

Courses in Music

(Private Lessons in Performance; Courses in Performance; Courses in Music Theory and Composition; Courses in Music History and Literature; Courses in Music Education and Pedagogy)

Private Lessons in Performance

Candidates for degrees in music are assigned a proficiency level at the end of their first year of study. They are then required to advance during their course of study at a rate acceptable to the music faculty. Each student must achieve the proficiency level specified for his or her field of study. An explanation of the different proficiency levels for each instrument is available from the music faculty.

Candidates for baccalaureate degrees in areas other than music may also earn credit for private lessons in music.

MS 110 Piano (¼)**MS 120 Voice (¼)****MS 130 Organ (¼)****MS 140 Strings (¼)****MS 150 Woodwind, Brass, or Percussion (¼)****MS 160 Classical Guitar (¼)**

One-half hour weekly of private instruction. A minimum of five hours of practice a week is required. These courses are either electives or secondary instruments for the B.A., B.M., and B.M.E. degrees. MS 100-level courses cannot count as credit for the principal instrument requirement for any music degree or minor in music. Students enrolled in these courses are required to attend performance and repertoire courses. Additional fee.

MS 310 Piano (½)**MS 320 Voice (½)****MS 330 Organ (½)****MS 340 Strings (½)****MS 350 Woodwind, Brass, or Percussion (½)****MS 360 Classical Guitar (½)**

One hour weekly of private instruction. A minimum of ten hours of practice a week is required. These courses are electives for the B.A. and B.M. degrees; or principal instruments for the B.A., B.M., and B.M.E. degrees. Students enrolled in these courses are required to attend performance and repertoire courses. Additional fee.

MS 410 Piano (1)**MS 420 Voice (1)****MS 430 Organ (1)****MS 440 Strings (1)****MS 450 Woodwind, Brass, or Percussion (1)****MS 460 Classical Guitar (1)**

One hour weekly of private instruction. A minimum of twenty hours of practice a week is required. These courses are principal instruments for the B.M. degree candidate or for junior and senior music majors for the B.A. and B.M.E. degrees. Students registered are required to attend performance and repertoire courses. Additional fee.

MS 510 Piano (1)**MS 520 Voice (1)****MS 530 Organ (1)**

One hour weekly of private instruction. A minimum of twenty hours of practice a week is required. These courses are principal instruments for the M.M. degree candidate. Students registered may be required to attend performance and repertoire courses. Additional fee. Prerequisite: graduate standing.

Courses in Performance

All courses in music performance satisfy the Skills Foundations requirement in creative art.

MU 112 Southern Chorale (¼)

A mixed chorus for students who wish the experience of concerted singing. This group sings a different repertory from that of the Concert Choir. May be repeated for credit. Fall, Spring.

MU 113 Chamber Orchestra (¼)

An orchestral ensemble performance opportunity. Students will rehearse and perform with the Red Mountain Chamber Orchestra (Birmingham-Southern's chamber orchestra-in-residence) or other approved orchestral ensemble. May be repeated for credit. Fall, Spring.

MU 142 New Music Ensemble (¼)

An ensemble specializing in contemporary music performance and techniques. Fall, Spring.

MU 211 Concert Choir (¼)

A mixed ensemble that gives at least one performance of a major choral work each term, and tours annually. May be repeated for credit. Fall, Spring.

MU 215 Wind Ensemble (¼)

Large instrumental ensemble for the performance of music for wind ensemble and similar groups. May be repeated for credit. Fall, Spring.

MU 217 Jazz Band (¼)

An instrumental ensemble for the study of music for the dance orchestra and the development of popular styles. Emphasis is on recent stage band and lab band repertory. May be repeated for credit. Fall, Spring.

MU 242 Opera Workshop (¼)

The study and performance of operas and excerpts from operatic literature. May be repeated for credit. Fall, Spring.

MU 341 Ensemble (¼)

Instrumental and vocal performance in small chamber ensembles characterized by having one person to each musical part. Keyboard performers also study accompanying. May be repeated for credit. Fall, Spring.

MU 343 Accompanying (¼)

A course in accompanying vocal or instrumental performers at the piano. This course is required of all piano majors. Fall, Spring.

MU 344 Service Playing (½)

A study of liturgies and their musical requirements with practice in application of selected keyboard skills to the liturgies studied. Prerequisites: MU 252 and proficiency level five in organ.

MU 371 Conducting (½)

Designed to teach the student majoring in music how to train ensembles, to read scores, and to conduct efficient rehearsals. May be repeated for credit (a Leadership Studies designated course). Prerequisite: MU 251. Fall.

MU 431, 432 Practicum in Church Music (¼)

An educational experience in which the student has music program responsibilities in a local church. The course includes weekly on-campus meetings and regular on-site observation of student work by faculty. Prerequisites: MEd 339.

MU 571 Conducting Seminar (1)

Advanced training in conducting techniques, rehearsal preparation, score preparation and study. Seminar participants must be conductors of ensembles, and/or will be assigned podium time with a College ensemble, at the discretion of the instructor. Prerequisite: graduate standing. Fall.

*Courses in Music Theory and Composition***MU 136 Basic Music Skills and Concepts (1)**

A course in basic applied music skills and fundamental music concepts designed for the non-major. (Satisfies Disciplinary Foundations requirement in fine and performing arts.) Fall.

MU 150 Fundamentals of Music (1)

A course in the rudiments of music designed for the non-music major and for majors who need to develop basic skills. (Satisfies Disciplinary Foundations requirement in fine and performing arts.) Spring.

MU 150 Music Rules! Fundamentals of Music Theory Through Service Learning (1)

A course in the rudiments of music designed for the non-music major and for majors who need to develop basic skills. The course includes a service-learning component that culminates in the creation of a short song cycle or youth opera appropriate for elementary-school children, based on texts provided by children in area schools. To develop relationships with area schools, we will attend cultural events and daytime courses with local elementary students during the semester, and create musical works in collaborative partnerships with them. This course is typically offered as a First-Year Foundations course. (Satisfies Disciplinary Foundations requirement in fine and performing arts.) Fall.

MU 151 Elementary Theory I (½)

Notation, scales, and keys; cadence patterns, chord classification, and basic harmonic progressions; four-voiced writing using triads and the dominant seventh chord and their inversions. (Satisfies Disciplinary Foundations requirement in fine and performing arts when taken concurrently with MU 153 and MU 159.) Prerequisite: consent. Fall.

MU 152 Elementary Theory II (½)

A continuation of Elementary Theory I. To be taken concurrently with MU 154 and 160. Prerequisites: MU 151 and enrollment in MU 154 or 160. Spring.

MU 153 Ear Training I (¼)

A course in sight singing and music dictation skills of diatonic melodies, simple rhythms, triads, and intervals. This course is to be taken concurrently with MU 151. Prerequisite: enrollment in MU 151.

MU 154 Ear Training II (¼)

A course in sight singing and music dictation skills of diatonic melodies and compound rhythms in treble, bass, alto, and tenor clefs, and diatonic triads. Prerequisites: MU 153 and enrollment in MU 152.

MU 155 Ear Training III (¼)

A course in sight singing and music dictation skills of melodies involving secondary chords and modulation, complex rhythms, and all diatonic triads and seventh chords. Prerequisites: MU 154 and enrollment in MU 251.

MU 156 Ear Training IV (¼)

A course in sight singing and music dictation skills of melodies involving chromatic harmony, all triads and seventh chords, mixed meters, and soprano and bass dictation from four-part harmonic progressions. Prerequisites: MU 155 and enrollment in MU 252.

MU 158 Music Technology (1)

An introduction to electro-acoustic music, which covers analog and digital synthesis, beginning sequencing, and electro-acoustic music literature. (Satisfies Skills Foundations requirement in creative art.) Fall.

MU 159 Keyboard Harmony I (¼)

A course in basic applied skills in performing, transposing, and harmonizing simple melodies on the keyboard. Prerequisite: enrollment in MU 151.

MU 160 Keyboard Harmony II (¼)

A course in basic applied skills in performing, transposing, and harmonizing diatonic melodies on the keyboard. Prerequisites: MU 159 and enrollment in MU 152.

MU 161 Keyboard Harmony III (¼)

A course in basic applied skills in performing, transposing, and harmonizing melodies which contain secondary dominant chords and modulation on the keyboard. Prerequisites: MU 160 and enrollment in MU 251.

MU 162 Keyboard Harmony IV (¼)

A course in basic applied skills in performing, transposing, and harmonizing melodies containing chromatic harmonies on the keyboard. Prerequisites: MU 161 and enrollment in MU 252.

MU 251 Advanced Theory I (½)

The use of secondary seventh chords and chromatically altered chords; analysis of style and texture in nineteenth-century literature; elementary composition. Prerequisites: MU 152 and enrollment in MU 155 and 161. Fall.

MU 252 Advanced Theory II (½)

A continuation of Advanced Theory I, with emphasis on twentieth-century compositional techniques. Prerequisites: MU 251 and enrollment in MU 156 and 162. Spring.

MU 351 Counterpoint (½)

A study of the art of writing counterpoint. Prerequisite: MU 252. Spring.

MU 352 Theory of Twentieth-Century Music (½)

An analytical survey of twentieth-century music. The course includes detailed study of the major works of the twentieth century. Prerequisite: MU 252. Spring.

MU 355 Composition (½)

Elementary principles of composition with an emphasis on small forms and logical organization of musical ideas. (Satisfies Skills Foundations requirement in creative art when repeated for credit.) Fall, Spring.

MU 358 Advanced Electro-Acoustic Music (½)

The study of electro-acoustic music with emphasis given to computer synthesis. Prerequisite: MU 158. Spring.

MU 450 Orchestration (½)

A study of orchestral instruments and the textural elements of orchestral music.
Prerequisite: MU 252. Fall.

MU 452 Form and Analysis (1)

An intensive, upper-level music theory course exploring the relationships between (1) music theory and analysis; (2) analysis and musical experiences such as performance, listening, and composing; (3) musical experiences and other art or life experiences.
Prerequisite: MU 252.

MU 455 Advanced Composition (1)

Advanced study and practice of music composition. May be repeated for credit.
Prerequisite: MU 355. Fall, Spring.

MU 551 Special Topics in Composition and Analysis (1)

Theoretical and compositionally based studies focusing in depth on specific issues in twentieth and twenty-first century music or on other discrete bodies of literature, delimited by period, region, composer, or genre. Topics will vary. May be repeated for credit. Prerequisites: graduate standing.

MU 552 Form and Analysis (1)

Graduate-level course of material covered in MU 452. Prerequisite: graduate standing.

MU 555 Composition (1)

Study and practice of music composition at the graduate level. May be repeated for credit. Prerequisite: graduate standing.

*Courses in Music History and Literature***MU 121 Introduction to Music (1)**

An introductory-level survey of music literature. This course introduces fundamental musical concepts and offers a survey of American vernacular music, music of selected world cultures, and standard repertory of western art music. Development of listening skills is emphasized. (Satisfies Disciplinary Foundations requirement in fine and performing arts.) Fall, Spring.

MU 122 Introduction to Film Music (1)

An introductory-level course on music in films. The music behind films from classic to modern films is studied. (Satisfies Disciplinary Foundations requirement in fine and performing arts.)

MU 123 Literature and Language of Music (1)

A historical and stylistic survey designed for the music major to be taken during the first year. Definition and use of musical terms are emphasized. (Satisfies Disciplinary Foundations requirement in fine and performing arts.) Prerequisite: consent.

MU 124 Music in Live Performance (1)

Historical and analytical studies of music which is heard live in concerts and recitals during the current season. The course is designed both for the knowledgeable nonprofessional musician and for the beginning listener. Students attend concerts and recitals in addition to regular courses. (Satisfies Disciplinary Foundations requirement in fine and performing arts.)

MU 125 America's Music (1)

Explores the unique qualities of American music and the contributions of American musicians to the world. This course investigates the dialectical tension between the Eurocentric tradition and the search for a unique form of musical expression in America. The course provides complementary readings in literature, philosophy, and art, with an emphasis on primary sources. The course also emphasizes intercultural and international connections. Also listed as HON 125, this course may be counted by Honors Program students toward fulfillment of their course requirements. (Satisfies Disciplinary Foundations requirement in fine and performing arts.) Prerequisite: consent.

MU 126 Music of the World's People (1)

An introductory-level survey of cultures and music outside the tradition of Western European art music (an IC designated course). (Satisfies Disciplinary Foundations requirement in fine and performing arts.)

MU 127 Introduction to the Christian Hymn (1)

Including studies in music history and music fundamentals, this course provides an opportunity to study the singing traditions of Christianity. The first half of the course includes selected hymns from the Middle Ages and continues through the contributions of Martin Luther, Charles Wesley, Isaac Watts, and John Newton. The second half of the course concentrates on American hymns and includes sacred harp (shaped notes, or fa-sol-la singing), gospel, African-American, and contemporary Christian hymns and songs. The course includes fundamentals of music and assumes no prior formal training in music. (Satisfies Disciplinary Foundations requirement in fine and performing arts.)

MU 241 Theology and Music (1)

An exploration of the interrelationships between theological concepts and aesthetics, focusing on symbols and images of Christ in classical and contemporary music. (Satisfies Disciplinary Foundations requirement in fine and performing arts; also listed as RE 241.) Prerequisite: at least one year of college coursework.

MU 243 Diction for Singers (½)

A study of Italian, German, and French pronunciation as it applies to solo vocal repertoire. Special emphasis is placed on use of the International Phonetic Alphabet (IPA), analysis of texts, and performance of selected works. This course does not satisfy Foundations requirements in fine and performing arts. Fall.

MU 321 Music History I (1)

A study of Western music from the Middle Ages to the eighteenth century, surveying both the literature of music and the data of written history. Prerequisites: MU 123 and 152, and EH 102.

MU 322 Music History II (1)

A continuation of MU 321, beginning with the eighteenth century and extending through major composers of the twentieth century. Prerequisites: MU 123 and 152, and EH 102.

MU 327 History of Organ Design (½)

A study of the historical developments in the mechanical design, tonal disposition, and case design of organs from the ancient Greeks to the present. Prerequisite: enrollment in MU 423.

MU 330 Introduction to Church Music (½)

An examination of the roles of music and musician in the worshiping assembly. The course includes historical and theological dimensions of church music ministry; the development of liturgical traditions and of the Christian year; current practices, problems, and directions; and resources and bibliography.

MU 421 Piano Literature (½)

Music for the piano with emphasis on the standard recital repertory. Prerequisite: MU 151. Spring.

MU 422 Orchestral Literature (½)

A survey of compositions for orchestra (symphonies, overtures, tone poems, and concerti) from the eighteenth, nineteenth and twentieth centuries. Prerequisite: consent. Spring.

MU 423 Organ Literature (½)

An historical survey of music for the organ from the seventeenth century through the present day. Spring.

MU 425 Vocal Literature (½)

A study of a selected vocal repertoire such as art song or opera. Spring.

MU 427 Choral Literature (½)

A survey of choral literature from 1450 to the present, with emphasis on the anthem, cantata, oratorio, mass, motet, and passion since 1600. Fall.

MU 435 Hymnology (½)

History and analysis of hymn texts and tunes. The course includes hymns of the Medieval church; the legacies of Luther and Calvin; English hymnody; American contributions including colonial, sacred harp, revival, and gospel hymns; and twentieth-century hymnody. Special emphasis is placed on the theological framework for each major development in the history of hymnody. Prerequisite: MU 152.

MU 493 Independent Study in Music History (1)

Preparation of an extended essay on a musical topic approved by the student's advisor. The essay must show competence in writing and organization as well as in musical research. Prerequisite: MU 322 and consent. Fall, Spring.

MU 499 Senior Project in Music (1)

An extensive paper, composition, or performance preparation. Prerequisite: senior standing or consent. Interim.

MU 501 Materials and Methods for Graduate Research (1)

A one-term intensive seminar in the materials and practice of modern research methods as they apply to the study of music. Prerequisite: graduate standing.

MU 521 Special Topics in Music History and Literature (1)

Historical and analytical studies focusing on a discrete body of literature, delimited by period, region, composer, or genre. Topics vary by term. May be repeated for credit. Prerequisite: graduate standing.

MU 521 Piano Literature (1)

Music for the piano with emphasis on the standard recital repertory. Prerequisite: graduate standing. Spring.

MU 523 Organ Literature (1)

An historical survey of music for the organ from the seventeenth century through the present day. Topics vary each term. May be repeated for credit. Prerequisite: graduate standing. Spring.

MU 525 Vocal Literature (1)

A study of a selected vocal repertoire such as art song or opera. Prerequisite: graduate standing. Spring.

*Courses in Music Education and Pedagogy***MEd 331 Elementary School Music Methods (1)**

Classroom procedures in music, including song materials, recordings, characteristics of elementary school students, scheduling, equipment, and teacher qualifications. Prerequisite: MU 152. Fall, Spring.

MEd 335 Secondary School Music Methods (1)

Classroom procedures in music for high school, including song materials, records, characteristics of high school students, scheduling, equipment, and teacher qualifications. Prerequisite: MU 152. Fall, Spring.

MEd 339 Materials and Methods for Church Musicians (½)

A survey of music resources for choirs of all ages, with emphasis on the music program of the small church. The course also considers the organization and development of a comprehensive church music program.

MEd 341 Teaching Strings (¼)**MEd 343 Teaching Woodwinds (¼)****MEd 345 Teaching Brass Instruments (¼)****MEd 347 Teaching Percussion Instruments (¼)****MEd 349 Teaching Fretted Instruments (¼)**

Elementary class instruction in techniques and teaching methods for each group of instruments. Emphasis is given to performance on a single instrument in the group. Prerequisites: MU 152. MEd 341, Fall; MEd 343, Fall; MEd 345, Spring; MEd 347, Spring; MEd 349, Spring.

MEd 414 Teaching Internship VI (1¼)

A minimum of 150 clock hours in observation and practice teaching in public school music courses. Prerequisite: admission to Teacher Education Program. Fall, Spring.

MEd 415 Teaching Internship VII (1¼)

A continuation of MEd 414 to include at least an additional 150 clock hours of observation and practice teaching. Prerequisite: admission to Teacher Education Program. Fall, Spring.

MEd 435 Piano Pedagogy I (¼)

Materials and methods of teaching the piano. Fall.

MEd 436 Piano Pedagogy II (¼)

A continuation of MEd 435. Prerequisite: Med 435. Spring.

MEd 437 Vocal Pedagogy (½)

Various methods of teaching singing, vocal anatomy, acoustical analysis, vocal dysphonias, and vocal health issues. Fall.

MEd 498 Teaching Experience in Music (1)

Upon invitation, and with the approval of their advisors, sophomore, junior, and senior students may register for no more than one term in this course. Fall, Spring.

MEd 598 Teaching Practicum (1)

A teaching experience in private or group instruction, supervised by the appropriate faculty. May be repeated for credit. Prerequisite: graduate standing.

Philosophy (PL)

Bachelor of Arts

Humanities

Steven Hendley, William Myers

In the western world philosophers from Plato to Whitehead have attempted to do systematically and consistently what every reflective person does fragmentarily and haphazardly: to reflect on beliefs about the physical world, moral and religious commitments, aesthetic experiences, relations of the individual to the community, and other phases of human experience. In doing so philosophers have hoped to deepen their insights into the meaning of human existence and to explore the possibilities for individuals to participate creatively in the reconstruction of their values to meet the new conditions of the contemporary world.

In this process philosophers have also undertaken to examine critically what is elsewhere taken for granted. In doing so they have developed analytical techniques such as various systems of logic, studies of the nature and limits of the human understanding, and linguistic analysis.

Collegiate courses in philosophy are invitations to modern undergraduates to participate in this intellectual heritage and to develop analytical techniques essential to it.

Major Requirements

The following courses are required (9 units):

PL 241 (PL 350 may substitute, with consent)

PL 250

PL 251

PL 252

PL 253

three units in PL numbered 300 and above (except PL 498)

PL 470

Recommended supporting courses for the philosophy major include foreign language competency at the third course level (normally German or French) and a four- or five-course sequence in a related field, such as English and the fine arts; history and political science; mathematics; psychology and sociology; or religion.

Minor Requirements

The following courses are required (5 units):

PL 250

PL 251

PL 252

one unit in PL at the 300 level or above

one elective unit in PL

Graduation with Disciplinary Honors in Philosophy

Philosophy majors may graduate with honors in philosophy by fulfilling the following requirements:

- (1) Complete the requirements for a major in philosophy.
- (2) Attain a 3.50 or better grade point average in all courses taken at Birmingham-Southern College.
- (3) Attain a 3.50 or better grade point average in all philosophy courses taken at Birmingham-Southern College.
- (4) Submit a proposal for an Honors research project to be substantially developed during the senior seminar in philosophy. This project must meet the standard qualifications for enrollment in the senior seminar with the additional qualification of a 20-25-page paper that earns a grade of "A-" or better.

*Courses in Philosophy***PL 200 Ethical Choice (1)**

A beginning-level course about moral decision-making. Part of the course focuses on case studies of ethical choices pertaining to property, welfare, violence, punishment, war, and similar topics. The other part of the course is an introduction to ethical theory focusing on the processes by which moral norms are established and critically evaluated.

PL 201 Introduction to Philosophy (1)

Basic problems and forms of inquiry that have shaped the Western philosophical heritage. The course may focus on problems of morality, religion, political philosophy, and theories about the nature and limits of human knowledge. Fall, Spring.

PL 202 Ethical Issues in Business (1)

A look at some of the major ethical issues facing American businesses today. The approach of the course is to bring the analytical and conceptual tools of ethical theory to major business concerns. In addition to studying such applied issues as corporate social responsibility, affirmative action, and employee rights, the course also has a strong theoretical component.

PL 206 Darwinism and Philosophy (1)

An examination of philosophical questions raised by a Darwinian account of the evolution of life such as the creation-evolution debate, evolutionary accounts of altruism, morality, free will, and human behavior generally. Also listed as HON 206, this course may be counted by Honors Program students toward fulfillment of their course requirements.

PL 241 Logic (1)

A study of semantics, traditional deductive logic, and an introductory approach to symbolic logic. Fall.

PL 250 Contemporary Philosophy (1)

An examination of the major themes of philosophy in the twentieth century with particular emphasis on the way skeptical doubts concerning the idea and attainability of truth have issued in an increasingly dominant form of cultural relativism in such diverse arenas as law and literature, anthropology, the history of science, and moral and political theory. Fall.

PL 251 History of Western Philosophy I (1)

Ancient philosophy from Thales to Plotinus (an IC designated course). Fall.

PL 252 History of Western Philosophy II (1)

Modern philosophy from Descartes through Kant. Spring.

PL 253 Ethical Theory (1)

An examination of the theoretical grounds of ethical reasoning encompassing such issues as the respective roles of reason and emotion in ethical judgment, utilitarian and social-contract conceptions of justice, and the reality of ethical values.

PL 302 Existentialism (1)

An examination of major issues and problems arising from the existentialist tradition in philosophy through a treatment of one or two representative figures. Prerequisite: one previous course in PL (except PL 241).

PL 303 Socialism (1)

An examination of some of the philosophical, political, and economic claims of modern socialists, beginning with and emphasizing Marx, but also moving beyond Marx and Marxism into the work of contemporary socialists who stress the democratic character of socialism and the need for a socialist market economy. Prerequisite: one previous course in PL (except PL 241).

PL 304 Topics in American Philosophy (1)

An examination of some aspect of American philosophy. The focus of this course may vary each time it is offered: for example, Jonathan Edwards and the Puritans, the philosophy of the "founding fathers," Transcendentalism, American Pragmatism, Neo-Pragmatism. With the permission of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. Prerequisite: one previous course in PL (except PL 241).

PL 307 Environmental Ethics (1)

A study of one or more of the current trends and theories in environmental ethics. The course may focus on areas such as deep ecology, eco-feminism, sustainability, process ecology, environmental pragmatism, and others (a Leadership Studies designated course). Prerequisite: one previous course in PL (except PL 241).

PL 308 Topics in Metaphysics and Epistemology (1)

An examination of questions in contemporary metaphysics and epistemology concerning the nature of our knowledge of the world and different conceptions of reality which come into play in our idea of what there is in the world. The focus of the course may vary with different questions being highlighted: for example, questions concerning the objectivity of moral values, the dominance of science in our understanding of reality, the identity of consciousness and neuro-physiological processes, the relation of knowledge to experience and reason, and the capacity of truth to transcend our capacity to know it. With the permission of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. Prerequisite: one previous course in PL (except PL 241).

PL 350 Symbolic Logic (1)

Fundamentals of symbolic logic, including both sentential and quantificational logic. Prerequisite: PL 241.

PL 360 Postmodernism and Philosophy (1)

An examination of some of the ways postmodern perspectives have impacted recent philosophy with respect to questions about the nature of language, reason, community and justice. A major contemporary alternative to postmodernism is also assessed in order to establish a critical dialogue concerning the strengths and weaknesses of our “postmodern condition.” Prerequisite: one previous course in PL (except PL 241).

PL 361 Topics in Philosophy of Religion (1)

An examination of some issues in the philosophy of religion primarily in the Western tradition. Potential topics include the problem of evil, the nature of God, proofs for God’s existence, the nature of faith, and non-traditional concepts of God (e.g., process theology, feminist theology). With the permission of the philosophy faculty, students may enroll more than once for credit, provided that the focus of the course is different. Prerequisite: one previous course in PL (except PL 241).

PL 393, 493 Independent Study (1)**PL 470 Senior Seminar in Philosophy (1)**

A research seminar that examines a significant body of philosophical literature and utilizes a student’s accumulated knowledge and skills in the discipline. A substantial paper is required. All students enrolled in the course will meet in a seminar to discuss the progress of their projects. Prerequisites: at least two 300-level PL courses, and at least three years of college coursework.

PL 498 Teaching Experience in Philosophy (1)

Upon invitation, qualified students may register for this course for one term only. They participate in first-year and sophomore courses as docents.

Physics (PH)

Bachelor of Science

Science and Mathematics

Duane Pontius, Mark E. Rupright

Physics majors fall into two categories: (1) those who do not plan a career in physics but may be interested, for example, in the teaching of physics in secondary schools, or continuing their professional training in some area such as medicine or law; and (2) those who intend that the bachelor's degree will be their terminal degree, or who plan to do graduate work in physics.

Prospective majors are advised to begin physics in their first year and to complete MA 231, 232, and 310 as soon as possible.

Courses required for the physics major may be used to meet minor requirements in mathematics.

Major Requirements

Category 1 (9 units):

PH 121
PH 122
PH 301
PH 302
PH 303 or 304
PH 402
PH 404
PH 499
CH 121

Category 2 (11 units):

PH 121
PH 122
PH 301
PH 302
PH 303
PH 304
PH 402
PH 404
PH 412
PH 499
CH 121

Recommended supporting work includes the following:

AS 301
MA 317 and 454
knowledge of a computer programming language

Minor Requirements

The following courses are required (5 units):

PH 121
PH 122
PH 301
PH 302, 303, or 402
PH 404

*Courses in Physics***PH 101 Survey of the Physical Sciences (1)**

A survey of the fields of physics, chemistry, earth sciences, and astronomy with emphasis on environmental and other practical applications. Three lectures and one laboratory period per week. This course may not be substituted for PH 121 in the physics major program. (Satisfies Disciplinary Foundations requirement in a non-laboratory science.)

PH 102 The Physics of Music (1)

An introduction to the principles of physics through a broad study of musical instruments, musical scales, human hearing, and electronic sound reproduction and synthesis. Hands-on laboratory exercises allow students to play and study the operation of actual musical instruments and common stereo equipment. Three lectures and one laboratory period per week. (Satisfies Disciplinary Foundations requirement in science.) Fall.

PH 121 General Physics I (1)

Mechanics of linear and rotational motion, oscillations, and waves, using vectors and calculus. The sequence PH 121-122 fulfills the requirements of students who are majoring in physics, chemistry, or mathematics. This sequence is a prerequisite for all physics courses of higher number. Two lectures and one laboratory period per week. Tutorial sessions are offered each week. Prerequisite: enrollment in MA 231. Fall.

PH 122 General Physics II (1)

Thermodynamics, electricity, and magnetism, electrical circuits, electromagnetic wave motion, and geometrical optics of lenses and mirrors. Two lectures and one laboratory period per week. Prerequisite: PH 121. Spring.

PH 201 Mathematical Tools for Physics (1)

A mathematically focused examination of a broad range of physics subjects. Serving to bridge introductory and advanced physics courses, we apply advanced mathematical techniques to familiar physical problems from mechanics and electromagnetism. Prerequisites: PH 122 and MA 232.

PH 301 Modern Physics I (1)

Special relativity, quantum theory of light, and wave mechanics of material matter. Applications of wave mechanics to atomic and molecular physics. Three lectures and one laboratory period per week. Prerequisite: MA 232. Fall.

PH 302 Modern Physics II (1)

Quantum statistics of many-particle systems. Applications of wave mechanics and quantum statistics to solid-state, nuclear, and elementary particle physics.

Prerequisite: PH 301. Spring.

PH 303 Optical Physics (1)

Electromagnetic waves: reflection, refraction, dispersion, and absorption.

Geometrical optics of lens and mirror systems. Physical optics of polarization, coherence, interference, and diffraction. Three lectures and one laboratory period per week. Prerequisite: MA 232. Fall.

PH 304 Thermal Physics (1)

Classical and quantum statistical mechanics of many-particle systems. Statistical ensembles and probability distribution functions. Applications to thermodynamics, kinetic theory of gases, solid-state physics, and low-temperature physics. Prerequisite: MA 232. Spring.

PH 402 Classical Mechanics (1)

Principles and applications of classical mechanics using vectors, tensors, and calculus. Kinematics and dynamics of a particle, harmonic motion, central forces, linear and angular momentum, and rigid-body mechanics. Three lecture periods each week. Prerequisite: enrollment in MA 310. Spring.

PH 404 Electricity and Magnetism (1)

Electric and magnetic fields and their interaction with material matter, direct and alternating current circuits, Maxwell's equations, and electromagnetic theory of radiation. Three lecture periods each week. Prerequisite: enrollment in MA 310. Spring.

PH 412 Quantum Mechanics (1)

The postulates of quantum mechanics, solutions of the Schrödinger equation for systems in one and three dimensions, matrix representations, angular momentum operators, approximation methods, and time dependence. Prerequisites: PH 402, and enrollment in MA 310.

PH 451 Advanced Laboratory I (1)

Advanced guided inquiry in a subject (experimental or theoretical) selected by the student in consultation with a member of the physics faculty. Requirements include a paper written in the style of a scientific journal article and an oral presentation of approximately one hour to students and faculty. Prerequisite: PH 302.

PH 452 Advanced Laboratory II (1)

A continuation of PH 451. Prerequisite: PH 451.

PH 298, 398, 498 Teaching Experience in Physics (1)

PH 499 Senior Project in Physics (1)

Independent research in a subject (experimental or theoretical) that brings to bear the student's accumulated knowledge and skills in the discipline. A project report, written in the style of a scientific journal article, is required. Prerequisite: senior standing or consent. Interim.

Political Science (PS)

Bachelor of Arts

Behavioral and Social Sciences

Natalie M. Davis, Vincent T. Gawronski, Edward S. LaMonte, Robert J. Slagter

The political science major is intended for students who plan to attend law school, pursue graduate study, or enter the public service. Significant objectives of the program are to develop analytic skills and the ability to communicate the results of research. Major emphasis is placed on the comparative approach to the study of politics as applied to political culture, institutions, behavior, theory, and public policy. Students are encouraged to apply their knowledge by meeting with practitioners and by working in political settings. The program is rigorous and must be approached with seriousness. The record of accomplishment of students in the program can be obtained from the faculty of political science.

Major Requirements

Prerequisites: Normally, PS 101 will be a prerequisite for all other courses in American government, and PS 238 will be a prerequisite for all other courses in comparative government. Students are encouraged to take these courses during their first year. PS 204 and 304 should be taken during the sophomore year.

The following courses are required (11 units):

- PS 101

- PS 204 and 304

- PS 238

- PS 470

- PS 472

- five elective units in PS with at least three at the 300-400 level

Minor Requirements

Teaching experience courses may not count toward the minor.

The following courses are required (5 units):

- PS 101

- PS 238

- one elective unit in PS (PS 204 and 304 are strongly recommended)

- two units in PS at the 300 level or above

Graduation with Disciplinary Honors in Political Science

The award of disciplinary honors in political science reflects a “value added” experience for those who seek additional work and more research experience in the discipline, and a better understanding of political science as a profession. Receiving disciplinary honors not only signifies success in coursework, it also rewards work in the discipline that goes beyond minimum requirements and that shows evidence of academic rigor. Students with a major or minor in political science or an associated interdisciplinary major that requires PS 204, 304, 470 and 472 are eligible for disciplinary honors.

Candidates for disciplinary honors in political science must fulfill the following requirements:

- (1) Attain a minimum 3.00 grade point average in courses taken at the College.
- (2) Attain a minimum 3.70 average for courses in political science.
- (3) Earn at least one unit of credit in a teaching experience in political science (PS 398 or 498) or an internship in political science.
- (4) Demonstrate disciplinary depth, analytical skill, and intellectual insight and originality in the completion of the senior capstone project and conference (PS 470 and 472), as evaluated and determined by the political science faculty.

*Courses in Political Science***PS 101 Introduction to American Government and Politics (1)**

A survey of research on the institutions of American government—the Presidency, the Congress, and the Supreme Court—and on political behavior at the mass, elite, and organizational levels. Questions of democratic theory are applied to the American context. Fall, Spring.

PS 111 Humor and the Cynical Political Mind (1)

Examines politics and political issues through the perspective of humor, satire, and parody. The significance and impact of humor on the political process and on political knowledge will be explored, and a variety of humorous forms will be analyzed, including editorial cartoons, comic strips, late night television, situation comedies, radio talk shows, movies, and books. An emphasis will be placed on politics in the United States. Typically offered as a First-Year Foundations course.

PS 195 Talk, Talk, Spin, Spin: Politics, Media, and Political Culture (1)

Explores the relationship between politics, media, and political culture. The course examines relevant literature and focuses primarily on the impact of television, print journalism, political advertising, public opinion, and popular culture on the norms and values which undergird the American political system. Fall.

PS 204 Survey Data Analysis and Statistics (1)

Theory and practice in formulating hypotheses and evaluating them by analyzing secondary sources of data with SPSSPC+. Emphasis is placed on data management, data analysis, the use of appropriate statistics, and the interpretation of statistical output. Though intended as a prerequisite for PS 304 or SO 304, this course can help any student develop analytical skills. (Also listed as SO 204, this course may be counted for credit in either political science or sociology.) Laboratory required. Prerequisites: PS 101 or SO 101, and MA 115 or above. Fall.

PS 235 Introduction to International Relations (1)

An introduction to the study of international relations focusing on interactions of post Cold War international systems and actors.

PS 238 Introduction to Comparative Politics (1)

Development and application of a theoretical framework for the comparative study of government and politics. Western European countries provide the substantive material for this course (an IC designated course). Spring.

PS 240 Introduction to Latin American Politics (1)

An introduction to the study of politics in Latin America since its wars of independence. Major themes such as the political legacy of colonialism and the quest for democratic rule are presented within the context of individual countries' experiences (a Leadership Studies designated course; an IC designated course).

PS 250 The Public Policy Process (1)

A comparative analysis of the politics of public policy making. Emphasis is placed on major policy questions which confront national and local governments.

PS 304 Research Methodology (1)

The scientific method applied to social and political phenomena: formulating hypotheses; techniques for collecting data, measuring variables, and interpreting research findings. The course includes a laboratory in which statistical procedures are applied, interpreted, and documented through completion of a significant research project. (Also listed as SO 304, this course may be counted for credit in either political science or sociology.) Laboratory required. Prerequisite: PS 204 or SO 204. Spring.

PS 306 Ethics, Public Policy, and Public Service (1)

An examination of topics related to the content of public policy and the conduct of public officials in the United States from the perspective of applied ethics. Also listed as HON 306, this course may be counted by Honors Program students toward fulfillment of their course requirements (a Leadership Studies designated course). Prerequisite: consent. Spring.

PS 307 Civil Rights and Justice (1)

A review of the Civil Rights Movement in the South, focusing on the judicial process and the role of the courts, followed by an examination of contemporary issues in housing, education, and employment—issues that reflect the continuing struggle to achieve full civil rights and justice. Also listed as HON 207, this course may be counted by Honors Program students toward fulfillment of their course requirements (a Leadership Studies designated course; an IC designated course). Prerequisite: consent.

PS 325 Contemporary Southern Politics (1)

An in-depth review of the literature on Southern politics as well as an opportunity for students to complete original research. Primary emphasis is placed on contemporary Southern political behavior, including parties and elections, voting behavior, and the politics of race. Also listed as HON 218, this course may be counted by Honors Program students toward fulfillment of their course requirements (a Leadership Studies designated course).

PS 330 Constitutional Law: The Rights and Privileges of the Individual (1)

The guarantees of the rights of person and property as reflected by Supreme Court decisions balancing individual and governmental power. Prerequisite: PS 101.

PS 333 Politics, The Media, and American Democracy (1)

An advanced course exploring the relationship between politics, media, and mass publics. Emphasis is placed on key issues that are implicit in this discussion: How influential are the media? Do the media create or simply mirror our politics? Do they control political elections or facilitate them? What influence, if any, does the public have on the content of the mass media, and how do the media affect the lives of people? To what extent have new technologies changed the basic nature of American politics? Do the media play a role in how we define democracy and democratic values? This course is not open to students who have taken PS 195. Prerequisites: PS 101 and at least sophomore standing.

PS 335 Organizational Behavior and Public Administration (1)

Problems of the public service; the roles of the bureaucracy in relation to public policy, clients, and society. Prerequisite: PS 101.

PS 338 Comparative Political Behavior (1)

An advanced course in analysis of recent studies in comparative politics, including political parties, interest groups, institutions, ideologies, and political change (an IC designated course). Prerequisite: PS 238.

PS 340 Comparative Elite Behavior (1)

A cross-national survey of political, social, and economic elites with emphasis on industrialized societies. Topics include leadership, who governs, belief systems, recruitment, socialization, and elite-mass relationships (a Leadership Studies designated course).

PS 342 Comparative Political Development (1)

An introduction to theories and strategies of political development. Emphasis is placed on applying the theories to a developing nation or area (an IC designated course). Prerequisite: PS 238.

PS 345 American Political Behavior (1)

Dominant patterns in political culture analyzed for their effect on socialization, elections, and public policy. Ideological, social, and technological change provide the substance for a critique of methodologies. An examination of the role of the media is included. Prerequisite: PS 101.

PS 361 Politics in China and Japan (1)

An examination of the current political systems of the two countries with focuses on political culture, elites and masses, political institutions and processes, current issues, and political change (an IC designated course). Also listed as HON 361, this course may be counted by Honors Program students toward fulfillment of their course requirements. Prerequisite: PS 238.

PS 365 Metropolitan Government and Politics (1)

Growth and development of American cities; their political organization, functions, legal powers, and position in the federal system. Prerequisite: PS 101.

PS 366 Politics of Mexico and Central America (1)

An exploration of the political culture and institutions of Mexico and Central America, focusing on the effects of globalization, economic integration, regime type, political change, and the role of the United States. The region's vast diversity and complexities are examined but with an emphasis on the interdependent nature of country relationships. Prerequisite: PS 238 or 240.

PS 368 Political Violence (1)

An examination of the sources, evolution, and outcomes of political violence and revolution, emphasizing the reasons, justifications, and rationalizations for violence in its various manifestations within nation-states. The intersection between violence, religion, and politics will be explored, as well as sources and types of terrorism. Prerequisites: PS 238, 240, and at least junior standing.

PS 393, 493 Independent Study (½ or 1)

Directed readings and inquiry into selected areas in politics and government (offered upon demand and at convenience of the instructor).

PS 398, 498 Teaching Experience in Political Science (1)

With the approval of the faculty advisor, qualified students may register for this course.

PS 400 International Political Economy (1)

An advanced seminar course that surveys the relationships between international politics and economics. Contending theoretical approaches to explaining a variety of IPE phenomena—from mainstream to radical—will be considered and critically examined. Topically, this course covers issues ranging from trade, debt, aid, and development to the role of states, multinational corporations, and international institutions. An emphasis will be placed upon threats to political and economic stability in developing countries. Prerequisites: PS 235, 238, and at least junior standing.

PS 410 Development in the Americas (1)

An advanced course focusing on the patterns of socioeconomic and political development in the Americas, with emphases on the hemispheric effects of globalization and the United States' hegemonic status in the region. Marxist, neoliberal, and globalization theories are utilized to better understand development in Latin America. Prerequisite: senior standing.

PS 445 Democratization (1)

An advanced course addressing the theoretical issues generated by the wave of democratization that began in the early 1970s. It explores democracy's diverse understandings and practices with an emphasis on comparative analyses of transitions from authoritarian rule and the problems associated with democratic consolidation. Prerequisite: PS 238.

PS 450 Religion and Politics in America (1)

Explores the relationship between religion and politics in America. Emphasis is placed on the role of religion in American culture and how religion affects politics. (Also listed as RE 450.) Prerequisites: at least junior standing and consent. Fall 2006, Fall 2008.

PS 470 Seminar for Majors (1)

Prerequisite: senior standing.

PS 472 Senior Research Project in Political Science (1)

Extension of the Seminar for Majors (PS 470). This course functions as a capstone experience where students conduct independent research under the supervision of the political science faculty and where they come together to discuss key issues for the discipline. In addition to completion of significant research, to be presented to the campus community, students will take up important questions for political science such as the future and scope of the discipline, quantitative versus qualitative analysis, and the application of political science to the solution of problems confronting community.

PS 473, 474 Selected Topics (1)

Selected topics in political science, varying according to individual needs. Open only to junior and senior majors in political science. Fall.

Psychology (PY)

Bachelor of Science

Behavioral and Social Sciences

*Terry S. Goodrick, J. Richard McCallum, Heather J. Meggers-Wright, Shane Pitts,
Lynne S. Trench, Tricia Witte*

The purpose of a major in psychology is to provide a background of knowledge for students going on to graduate work in psychology, as well as for those students going into a variety of professions that require an understanding of the principles of human behavior.

Major Requirements

The following courses are required (12 units):

PY 101

PY 204 and 304

PY 312

one unit in area one: PY 203, 230, 303, or 324

one unit in area two: PY 311, 313, or 330

one unit in area three: PY 407 or 408

two senior seminar units in area four: PY 410, 417, 450, or 497

three additional units in PY

Majors should take PY 204 and 304 consecutively and as early as possible, preferably by the end of the sophomore year. Elective units may include additional courses from the four areas above.

Minor Requirements

The following courses are required (5 units):

PY 101

four elective units in PY

*Courses in Psychology***PY 101 Introduction to Psychology (1)**

An introduction to the research, theory, and methods of psychological science. Fall, Spring.

PY 203 Group Dynamics (1)

A survey of theory and research bearing on small group behavior, including group formation, structure, leadership, power, performance, and conflict (a Leadership Studies designated course). Prerequisite: PY 101 or LS 200.

PY 204 Statistics For Research (1)

A laboratory course designed to introduce students to experimental research design, statistical theory and techniques, and computer data analysis. Laboratory required. Fall.

PY 205 Forensic Psychology (1)

An examination of forensic psychology, or the application of psychological principles to legal matters. Topics include criminal behavior, victimization, criminal investigation (e.g., criminal profiling, lie detection, eyewitness testimony), forensic assessment, and jury selection and deliberation.

PY 206 Special Topics in Psychology (1)

An in-depth exploration of theory and research in a sub-disciplinary area of psychology. Topics will vary each year. Prerequisites: consent.

PY 207 Psychology of Motivation (1)

A study of the biological, learned, and cognitive determinants of major motives, including sexuality, aggression, sleep, hunger, addictions, creativity, stress and health.

PY 215 Sex, Gender, and Society (1)

A survey of theory and research on males and females; biological and cultural factors in development and abilities; perception and treatment of the genders by society; current gender issues and their historical context. (Also listed as SO 215, this course may be counted for credit in either psychology or sociology.) Prerequisite: PY 101, or SO 101 or 102. Spring.

PY 216 Health, Illness and Healing in Cultural Context (1)

An examination of health psychology from a cross-cultural perspective with an emphasis on Latin America. Through an analysis of culture and its impact on behavior, values, beliefs, and attitudes, this course explores how health, the prevention and etiology of disease, and treatment regimes are influenced by cultural context. Topics include those such as practitioner-patient relationships; cultural differences in symptom expression; cultural and social components of HIV/AIDS, cholera, tuberculosis, and tropical diseases in Latin America; indigenous healing practices and ethnobotany; health and social support systems; issues of health care delivery; culture-bound syndromes; counseling and psychotherapy with Latino patients. Spring.

PY 217 Drugs, Brain, and Behavior (1)

A seminar-format study of licit and illicit drugs (focusing on drugs of abuse) examining their effects on the brain and on behavior. Topics will also include addiction and treatment, history of drug use, and the influence of drugs on the unborn child, the individual, and on society.

PY 220 Environment and Behavior (1)

A study of the reciprocal relationships between human behavior and the natural, architectural, and social environments. The environment is examined as the context in which behavior occurs, the affordances it provides for behavior, and as the object of influence and modification by behavior. Prerequisite: PY 101 or ES 150. Spring.

PY 225 Creativity: Person, Process, Place (1)

A seminar that reviews and critiques current psychological theory and research on the creative process in all fields and related questions about the assessment and interpretation of creative products. Students will reflect on their own creative process, comparing their experiences to specific scientists and artists. Topics include creative problem solving, origins of cognitive and behavioral traits of creative individuals, and social, historical, and physical contexts conducive to creativity. Also listed as HON 225, this course may be counted by Honors Program students toward fulfillment of their course requirements.

PY 230 Cross-Cultural Psychology (1)

A survey of the research areas and methodological issues specific to cross-cultural psychology. A discussion of research on cultural influences on cognition and perception; child-rearing practices and development; motivation, emotion, and aggression; and sex-roles follows an extensive analysis of the components of culture. Sociocultural influences on health behavior, work behavior, and leadership style are also discussed (a Leadership Studies designated course; an IC designated course).

PY 303 Social Psychology (1)

The study of the social phenomena that affect the behavior of individuals, including social perception, social cognition, and social influence. Topics may include stereotypes and prejudice, self-perception, impression formation, persuasion and conformity, attitudes, group processes, aggression, prosocial behavior, and attraction. (Also listed as SO 303, this course may be counted for credit in either psychology or sociology.) Prerequisite: PY 101, SO 101, or SO 102.

PY 304 Research Methods for Psychology (1)

An in-depth study of experimental design techniques, psychological research methodology, and research report writing in APA style. This course has a laboratory component in which students will conduct experiments, including researching a topic with primary sources, collecting data, analyzing results, and writing the study in APA style. Laboratory required. Prerequisites: PY 101 and 204. Spring.

PY 305 Advanced Topics in Psychology (1)

An in-depth exploration of theory and research in an advanced area of psychology. Topics will vary. Some topics may require additional prerequisites. Prerequisites: PY 101 and at least sophomore standing.

PY 309 Work Behavior (1)

The application of the methods and principles of the science of human behavior to people at work. (Also listed as SO 309, this course may be counted for credit in either psychology or sociology.) Prerequisite: PY 101 or SO 101.

PY 310 Psychological Testing (1)

A study of the theory and techniques of test development and use in applied and research settings. Assessment in educational, clinical, counseling, and personnel settings, as well as issues surrounding the use of evaluative information are examined. Prerequisite: PY 204.

PY 311 Psychology of Personality (1)

A survey and analysis of the major theories of personality, including the psycho-dynamic, trait, phenomenological, and learning approaches. Prerequisite: PY 101.

PY 312 Biological Psychology (1)

A study of the biological bases of behavior. Includes the study of brain and neural anatomy, communication between neurons, and the function of major brain areas. The rest of the course will build on this knowledge to study the effects on various behaviors including vision, movement, learning, memory, sexual behavior, lateralization of function, drug-taking behavior, and psychopathology. Prerequisite: PY 101.

PY 313 Psychological Disorders (1)

A survey of psychopathology and abnormal behavior with an emphasis on the systems and criteria of diagnosis. Theories on the development and treatment of disorders are also discussed. Prerequisite: PY 101.

PY 315 Animal Behavior (1)

An examination of the immediate causes and evolutionary explanations for the behavior of animals. Emphasis is placed on exposure to historical perspectives and current ideas about animal behavior, training in the methodology of behavioral experimentation, and development of independent, critical thought. Topics include sexual selection, bird song learning, and aggressive behavior. Three lectures and one three-hour laboratory per week (one weekend field trip may be required). (Also listed as BI 315.) Prerequisites: PY 101, and BI 115 and 225. Spring.

PY 324 Developmental Psychology (1)

An overview of the theoretical approaches and research methods in developmental psychology with an emphasis on the hereditary and environmental influences on physical, social, cognitive, and personality development in childhood and adolescence. Prerequisite: PY101.

PY 330 Clinical Psychology (1)

An introduction to the development and current practices of clinical psychology. Emphasis is placed on models of therapeutic intervention, assessment, trends in psychotherapy, and ethical, professional, and research issues. Prerequisite: PY 101.

PY 393, 493 Independent Study (1)

Directed readings and inquiry into selected areas in psychology. Prerequisite: consent.

PY 398, 498 Teaching Experience in Psychology (½ or 1)**PY 407 Cognitive Psychology (1)**

The study of processes involved in such complex human behaviors as memory, attention, perception, language, decision making, and problem solving with an emphasis on classic and current theories and research. Laboratory required. Prerequisites: PY 101 and at least junior standing.

PY 408 Psychology of Learning (1)

A survey of the theories, components, and applications of Pavlovian and Operant learning in humans and animals. In the laboratory component, students will demonstrate and apply principles learned in class, providing first-hand experience with psychological experimentation. Laboratory required. Prerequisites: PY 101 and at least junior standing.

PY 410 Senior Seminar: History and Systems of Psychology (1)

A study of the philosophical foundations and historical development of the major theories and research areas of psychology. Classic studies in psychology, as well as the lives of major figures in the field, are also discussed. Prerequisites: PY 101, 204, 304, psychology or biology-psychology major, and consent.

PY 417 Senior Seminar: Research in Psychology (1)

Involvement of the student (alone or with other students) in the development and execution of a research project. Topics of research vary according to the interests of the student and the professor. The project typically requires the student to write a research report in APA style. Prerequisites: PY 101, 204, 304, psychology or biology-psychology major, and consent.

PY 450 Senior Seminar: Advanced Topics in Psychology (1)

An in-depth exploration of contemporary research on selected topics. Topics vary according to the instructor's interests. Prerequisites: PY 101, 204, 304, psychology or biology-psychology major, and consent.

PY 497 Senior Seminar: Pre-professional Externship in Psychology (1)

Supervised experience in applying psychological principles in a field or applied setting. Students prepare a substantial research paper or a literature review on a topic related to the externship, work on an empirical project with the off-campus supervisor, and meet regularly with the course instructor. Consent to enroll requires the permission of the instructor and off-campus supervisor. Prerequisites: PY 101, 204, 304, psychology or biology-psychology major, and consent.

Religion (RE)
Humanities

Bachelor of Arts

J. Lawrence Brasher, Amy C. Cottrill

The purpose of the study of religion is to introduce the student to the religious heritage of humankind and to challenge the student to think critically and constructively in dialogue with this heritage. An academic understanding of religion is an essential ingredient of a liberal arts education, and thus the faculty of religion teaches a variety of courses in Biblical studies, religious thought, and history of religions to aid students in interpreting the religious dimension of life.

Following the recommendation of the American Association of Theological Schools, we strongly recommend courses in the following areas for preseminarians majoring in religion: English language and literature, history, philosophy, natural sciences, social sciences, and the fine arts.

The study of some foreign language or languages is also recommended, especially for those interested in graduate studies. Greek, Hebrew, and modern languages, particularly German and French, are most useful.

Major Requirements

The following courses are required (9 units):

RE 201

RE 205

RE 215

RE 311

RE 315 or 330

RE 405 or 415

RE 499

two additional units from the following, at least one of which must be at the 300 level or above: RE 220, 221, 231, 241, 280, 320, 340, 370, 405, 415, or PL 361

Minor Requirements

The following courses are required (5 units):

RE 201

RE 205 or 215

RE 221 or 231

one unit in RE at the 300 level

one unit in RE at the 400 level

*Courses in Religion***RE 100 Ecospirituality and Environmental Sustainability (1)**

An introduction to contemporary ecospirituality and environmental activism with a focus on environmental sustainability in Alabama. This course highlights the growing alliance between spiritual awareness and the environmental movement. Students will read works of ecocentric theologians and scientific literature on the ecology of Alabama, study organized environmental initiatives, and gain perspective from field trips and service-learning. Spring.

RE 201 Introduction to Christianity (1)

An historical-theological introduction to Christianity with special attention to the development of Protestantism. Fall, Spring.

RE 205 Old Testament (1)

A study of the history and literature of the Old Testament. Fall, Spring.

RE 215 New Testament (1)

A study of the history and literature of the New Testament. Fall, Spring.

RE 220 History of Christianity Through the Reformation (1)

A study of the history of the church and representative theological systems through the period of reformation.

RE 221 Religions of the East (1)

An introductory survey of the major religions of the East: Hinduism, Buddhism, Confucianism, Taoism, and Islam (an IC designated course).

RE 231 Religion and Society (1)

An examination of popular and folk religions—beliefs and practices that exist among the people, apart from and alongside the theological and liturgical forms of mainline religion.

RE 241 Theology and Music (1)

An exploration of the interrelationships between theological concepts and aesthetics, focusing on symbols and images of Christ in classical and contemporary music. (Also listed as MU 241.) Prerequisite: at least one year of college coursework.

RE 280 John Wesley and the People Called Methodists (1)

An examination of Methodism, from its beginnings, to the present. The course will cover the history, doctrine and polity of Methodism. Emphasis is placed on the influence of John Wesley and the effect his theology, life and ministry had on Methodism in particular and society in general. The purpose of the course is to help both Methodists and non-Methodists understand and appreciate the contributions that Methodism has made in the Protestant world (a Leadership Studies designated course). Spring.

RE 311 Christian Ethics (1)

An examination of the implications of Christian faith for contemporary ethical problems. Prerequisites: RE 201 and 220.

RE 315 Contemporary Christian Theology (1)

A survey of the thought of certain leading theologians in the twentieth century. Particular attention is given to Barth, Tillich, and Bonhoeffer. Prerequisites: RE 201 and 220.

RE 320 Religion and the Natural World (1)

An exploration of religious understandings of the natural environment, including such world views as ancient myths, animism, Taoism, Hinduism, Buddhism, Islam, Native American traditions, contemporary popular nature worship, and the Judeo-Christian faith. Prerequisite: at least one year of college coursework.

RE 340 The Pauline Writings (1)

A critical and theological study of the New Testament letters ascribed to Paul (a Leadership Studies designated course). Prerequisite: RE 215.

RE 370 Special Topics in Biblical Literature (1)

An in-depth examination of a faculty-selected topic in Biblical literature. Focus is on topics such as studies of the Fourth Gospel (John), the Parables of Jesus, or the Pentateuch. With the permission of the religion faculty, students may enroll more than once for credit, provided that the focus of the course is different. Prerequisite: RE 215.

RE 401 Seminar in Theological Studies (1)

A seminar on recent theological developments: 1963 to present. Prerequisite: RE 201.

RE 405 Seminar in Old Testament (1)

A seminar on the prophets. Prerequisite: RE 205.

RE 415 Seminar in New Testament (1)

A seminar on the Synoptic Gospels. Prerequisite: RE 215.

RE 450 Religion and Politics in America (1)

An exploration the relationship between religion and politics in America. Emphasis is placed on the role of religion in American culture and how religion affects politics. (Also listed as PS 450.) Prerequisites: at least two years of college coursework and consent. Fall 2008.

RE 493 Independent Study (1)**RE 498 Teaching Experience in Religion (1)**

Upon invitation, qualified students may register for this course for one term only. They participate in first- and second-year courses as student docents.

RE 499 Senior Project in Religion (1)

A research project, pursued independently or corporately, that brings to bear the student's accumulated knowledge and skills in the discipline. A paper and oral presentation are required. Students may be required to lead discussion or direct the activities of other members of the project. Prerequisite: senior standing or consent. Interim.

Sociology (SO)

Bachelor of Arts

Behavioral and Social Sciences

Guy C. Dalto, Alicia A. Weaver

The sociology major is designed to give liberal arts students concepts and tools for understanding human behavior in society. An undergraduate major in sociology prepares students for graduate or professional school. Those intending to enter the job market immediately after graduation will find that the analytical and data analysis skills they have gained as sociology majors will allow them to apply for entry-level research positions in both government and business.

Major Requirements

The following courses are required (11 units):

SO 101
 SO 204 and 304
 SO 215, 335, or 339
 SO 305, 308, or 370
 five elective units in sociology
 SO 499

Methods courses (SO 204 and 304) should be taken during the sophomore year.

Minor Requirements

The following courses are required (5 units):

SO 101
 SO 215, 335, 339, or 383
 SO 305, 308, or 370
 two elective units in SO

*Courses in Sociology***SO 101 Introduction to Sociology (1)**

The study of human society: the processes of social interaction and organization. Emphasis is placed on learning the basic concepts, principles, and theoretical perspectives of sociology. Prerequisite: MA 115 or equivalent. Fall, Spring, Summer.

SO 102 Contemporary Social Problems (1)

The application of sociological principles and perspectives in the analysis of current issues. The impact of social change, deviations from norms, and conflicts between social structures and social goals and values are considered in relation to social problems (an IC designated course). Fall, Spring.

SO 204 Survey Data Analysis and Statistics I (1)

Theory and practice in formulating hypotheses and evaluating them by analyzing secondary sources of data with SPSSPC+. Emphasis is placed on data management, data analysis, the use of appropriate statistics, and the interpretation of statistical output. Though intended as a prerequisite for SO 304 or PS 304, this course can help any student develop analytical skills. (Also listed as PS 204, this course may be counted for credit in either sociology or political science.) Laboratory required. Prerequisites: PS 101 or SO 101, and MA 115 or above. Fall.

SO 215 Sex, Gender, and Society (1)

A survey of theory and research on males and females; biological and cultural factors in development and abilities; perception and treatment of the genders by society; current gender issues and their historical context. (Also listed as PY 215, this course may be counted for credit in either sociology or psychology.) Prerequisite: SO 101 or 102, or PY 101. Spring.

SO 303 Social Psychology (1)

The study of the social phenomena that affect the behavior of individuals, including social perception, social cognition, and social influence. (Also listed as PY 303, this course may be counted for credit in either sociology or psychology.) Prerequisite: SO 101 or 102, or PY 101.

SO 304 Research Methodology (1)

The scientific method applied to social and political phenomena; formulating hypotheses; techniques for collecting data, measuring variables, and interpreting research findings. The course includes a laboratory in which statistical procedures are applied, interpreted, and documented through completion of a significant research project. (Also listed as PS 304, this course may be counted for credit in either sociology or political science.) Laboratory required. Prerequisite: SO 204 or PS 204. Spring.

SO 305 Sociology of the Family (1)

A study of the relationship between the family and the changing external environment as well as the dynamic processes within the family. Historical and cross-cultural perspectives are considered along with alternatives to the traditional family (an IC designated course). Prerequisite: SO 101 or 102. Fall.

SO 308 Criminal Justice (1)

An investigation into the social processes involved in the criminal justice system. Crime and delinquency, police organization and behavior, and the sociology of law are stressed. Prerequisite: SO 101 or 102. Spring.

SO 309 Work Behavior (1)

The application of the methods and principles of the science of human behavior to people at work. (Also listed as PY 309, this course may be counted for credit in either sociology or psychology.) Prerequisite: SO 101, SO 102, or PY 101. Fall.

SO 312 Community Service Practicum (1)

Individual field work under joint supervision of sociology faculty and social service agency personnel. Intended for majors. Graded "S"/"U." Prerequisite: SO 101 or 102.

SO 335 Race and Ethnic Relations (1)

An examination of some of the major issues in the relations between dominant and minority groups. Emphasis is on contemporary U.S. society although historical and cross-cultural analyses are included (an IC designated course). Prerequisite: SO 101 or 102. Spring.

SO 337 Social Movements and Politics (1)

An examination of the relationship between social movements, social change, and politics. Emphasis is placed on social movement theory, types of social movements, and case studies of social movements. Prerequisite: SO 101 or 102.

SO 339 Social Stratification (1)

The study of economic class, prestige, life style, and power hierarchies. Causes and consequences of structured social inequality are emphasized. Prerequisite: SO 101 or 102. Fall.

SO 370 Sociology of Medicine (1)

Investigations of the organization and distribution of health care, and the influence of social factors on health (a Leadership Studies designated course). Prerequisite: SO 101 or 102. Spring.

SO 373 Urban Sociology (1)

Social organization of the urban community; historical and contemporary patterns in the structure and growth of the city; cross-national processes of urbanization and social change. Prerequisite: SO 101 or 102. Fall.

SO 376 Environmental Sociology (1)

Examines environmental issues from a sociological perspective. Emphasis is placed on human causes of environmental change such as science and technology, the government and the economy, population and consumption, and religion and culture; social and environmental consequences of the relationships between humans and the environment. Prerequisite: SO 101 or 102, or ES 150.

SO 380 Sociology of Religion (1)

An examination of the social dimension of religion and analysis of the dialectic between religion and society. Sociological theories of religion, religious organizations and behavior, and processes of social change and secularization are studied. Attention is given to religion in America with use of comparative and historical material (an IC designated course). Prerequisite: SO 101 or 102. Spring.

SO 383 Social Aspects of Aging and Dying (1)

An examination of the social dimensions of aging and dying. Sociological theories of aging and dying, ways in which societies structure this process, and the patterned experience of aging and dying are considered. Prerequisite: SO 101 or 102. Fall.

SO 393, 493 Independent Study (½ or 1)

Directed reading and inquiry into selected areas of sociology. Prerequisite: SO 101 or 102.

SO 398, 498 Teaching Experience in Sociology (1)

With the approval of the faculty advisor, qualified students may register for this course.

SO 412 Community Service Practicum (1)

See SO 312 for description. Graded "S"/"U." Prerequisite: SO 101 or 102.

SO 450 Sociological Theories (1)

A review of concepts and issues associated with various theoretical perspectives. Differences in macrosociological and microsociological approaches are examined. Intended for majors, but open to other students with consent of instructor. Fall.

SO 470 Seminar for Majors (1)

Application of theory to a particular problem area. The product may be a term paper and/or empirical research. Topics vary according to interests and needs. The course stresses the ability to communicate ideas orally and in writing. Prerequisite: SO 304.

SO 499 Senior Project in Sociology (1)

A capstone experience that can be done as an independent project or as part of a regular interim course. The project requires a substantial paper that demonstrates a knowledge of sociological concepts and research methodology. Prerequisite: senior standing or consent. Interim.

Spanish (SN)
Humanities

Bachelor of Arts

Barbara Domcekova, Kim Lewis, Jessica Ramos de Harthun, Janie Spencer

In light of the significant changes taking place in our present day world and the need for greater international understanding and cooperation, one cannot overestimate the importance of foreign language study. The courses and laboratory work in foreign languages at Birmingham-Southern College are designed to help students attain a degree of written and oral proficiency. Furthermore, in studying a foreign language, students develop an appreciation of another culture, and in doing so they gain new insights into their own culture as well.

Students are encouraged to complement their coursework in a foreign language with various on- and off-campus experiences: dining with faculty and students at the language tables, attending foreign films, taking part in a service-learning project or other special interest trip during the interim term in a country where their target language is spoken, and participating in an approved foreign study program.

The program for Spanish majors and minors aims at developing the following main objectives: (a) a level of proficiency in the language which enables the student to communicate effectively with native speakers; (b) a sound understanding of Hispanic culture; and (c) a basic understanding of Hispanic literature and methods of literary analysis. Attention is given not only to Spain and Latin America, but to the Hispanic United States as well. Students majoring or minoring in Spanish are able to choose electives among course offerings in either Hispanic culture or literature, so that they may design a program of study which best meets their interests and needs.

Spanish majors are strongly advised to adopt an appropriate cognate program—as either a minor or double major. Proficiency in Spanish is particularly useful for students planning careers in teaching (university, secondary, and bilingual), international business, health care, social work, law, foreign service, and research and technology. In addition, the rapidly growing Hispanic population in many regions of this country underscores the advantages of having a knowledge of Spanish.

Students may earn credit in Spanish at Birmingham-Southern through the Advanced Placement or International Baccalaureate programs. A score of four or more on either the grammar or the literature AP examination or a score of five or more on the IB examination will satisfy the general education requirement in foreign language at the College and will also earn credit for the student in the appropriate language course. See the section Credit by Examination under Academic Policy for a full description of the policy.

All 400-level Spanish courses except SN 498 satisfy the Disciplinary Foundations requirement in literature.

Major Requirements

The following courses are required (11 units):

SN 300

SN 315

SN 401 and 402

one unit in SN culture

five elective units in SN at the 270 level or above

SN 499

Minor Requirements

The following courses are required (5 units):

SN 300

SN 315

one unit in SN literature at the 400 level

one unit in SN culture at the 300 level

one elective unit in SN at the 270 level or above

Courses in Spanish

SN 101 Elementary Spanish I (1)

An introduction to the sounds and structure of the language as well as to the culture of Hispanic peoples. Skills emphasized are reading, writing, speaking, and oral comprehension. Designed for students who have no prior knowledge of Spanish. Prerequisite: consent. Fall.

SN 102 Elementary Spanish II (1)

A continuation of SN 101. Work in the language laboratory is required. Prerequisite: SN 101. Spring.

SN 201 Fundamentals of Spanish Grammar (1)

A review of the fundamentals of grammar designed primarily for students who have had only one or two years of language on the high school level. Prerequisite: consent. Fall, Spring.

SN 220 Intermediate Spanish (1)

Building on beginning Spanish, this course thoroughly reviews basic grammar concepts, builds vocabulary, and further develops all four language skills. Prerequisite: SN 102 or 201. Fall, Spring.

SN 270 *Tertulia española* (1)

Instruction and practice in oral comprehension and speaking. Conversation is based on *realia* (newspapers, magazines, videos). The course emphasizes oral proficiency and awareness of modern culture. Prerequisite: SN 220. Fall.

SN 280 *Estrategias para leer* (1)

An introduction to Spanish literature as well as to the skills and methods needed to read literature in the Spanish language. This course provides practice in and application of these skills using a variety of genres. The course increases reading proficiency and prepares students for 400-level literature courses. (Does not satisfy Disciplinary Foundations requirement in literature.) Prerequisite: SN 220. Spring.

SN 300 *Advanced Conversation* (1)

Intensive audio-lingual practice in the classroom and language laboratory, phonetics, oral reports, discussion groups. Prerequisite: SN 270 or 280. Fall.

SN 315 *Advanced Grammar and Composition* (1)

A detailed analysis of grammar and intensive practice in composition. Prerequisite: SN 270 or 280.

SN 333 *Spanish Across the Curriculum* (¼)

Directed readings in the language in conjunction with a course in another discipline. May be taken more than once for credit providing that the disciplinary course is different. Prerequisite: SN 220 and consent.

SN 340 *Cinema in Spain and Latin America* (1)

A critical study of representative Spanish and Latin American films (an IC designated course). Prerequisite: SN 270 or 280.

SN 350 *Latinos in the United States* (1)

A study of the Latino presence in the United States from the country's inception through the present day. Readings and class discussions highlight the contributions, struggles, and general characteristics of the Latino community in the United States (an IC designated course). Prerequisite: SN 270 or 280.

SN 360 *Spanish Civilization* (1)

A study of the culture of Spain from a variety of viewpoints: historical, literary, sociological, anthropological, and political (an IC designated course). Prerequisite: SN 270 or 280.

SN 365 *Latin American Civilization* (1)

A study of the culture of Spanish-speaking America from a variety of viewpoints: historical, literary, sociological, anthropological, and political (an IC designated course). Prerequisite: SN 270 or 280.

SN 370 Special Topics in Culture (1)

An in-depth study of a faculty-selected topic on some aspect of Hispanic culture. Topics may concentrate on a geographic region of the Hispanic world or on a particular cultural phenomenon common to several areas, such as *machismo* or the role of the military (an IC designated course). Prerequisite: SN 270 or 280.

SN 398 Teaching Experience in Spanish (1)

Offered upon request. Prerequisite: consent.

SN 400 Introduction to Textual Analysis (1)

Study and application of the techniques of textual analysis. Attention is given to the four basic genres: narrative prose, drama, poetry, and the essay. Prerequisite: SN 280.

SN 401 Panorama of Spanish Literature (1)

An introduction to Spain's literature written from the Middle Ages to the present. Selected works, which include poetry, prose, and drama, emphasize literature as a reflection of Spanish society of the period (an IC designated course). Prerequisite: SN 280 or 400. Spring (every other year).

SN 402 Panorama of Latin American Literature (1)

An introduction to Latin American literature written from colonial times to the present. Selected works, which include poetry, prose, and drama, reflect the Latin American society of the period (an IC designated course). Prerequisite: SN 280 or 400. Fall (every other year).

SN 495 Special Topics in Literature (1)

An in-depth study of a faculty-selected topic in literature, either from Spain, Latin America, or the Latino United States. Topics may concentrate on the works of a particular author or on a common theme running through the selected works of several authors (an IC designated course). Prerequisite: SN 400, 401, or 402.

SN 498 Teaching Experience in Spanish (1)

Offered upon request. Prerequisite: consent.

SN 499 Senior Project in Spanish (1)

An independent research project on a literary or cultural topic pertaining to the Spanish language. A substantial paper that demonstrates an advanced degree of proficiency in the written expression of the language and an oral presentation are required. Prerequisite: senior standing. Interim.

Speech (SP)

Fine and Performing Arts

Major Requirements

No major or minor is offered in speech.

*Courses in Speech***SP 101 Introduction to Speech (1)**

A study of the speech skills common to all forms of oral communication examined through public address, impromptu speaking, and group discussions. Fall, Spring.

Theatre Arts (ThA)

Fine and Performing Arts

Bachelor of Arts

Michael Flowers, Alan Litsey, Matthew Mielke

The theatre arts program offers courses for the general education of all students, as well as professional training for those wishing to major in theatre arts. Using the unique teaching facilities of the College Theatre—a performance plant housing an open stage with a split-revolve-lift in a flexible auditorium—and an intimate “black box” theatre, the program offers courses in all areas of theatrical performance, musical theatre, technical theatre, direction, and design. A student wishing to major in theatre arts may elect the disciplinary major below or the interdisciplinary majors in musical theatre or English-theatre arts listed in the Interdisciplinary Major Requirements section of this catalog.

Major Requirements

The following courses are required (12 units):

ThA 110

ThA 111

ThA 120

ThA 210

ThA 220

ThA 221

ThA 230

ThA 320

ThA 330

ThA 403

ThA 211 or 310

one-and-one-half units from ThA 101, 201, 301, 401 and/or ThA 102, 202, 302, 402 to include at least one project in performance and one in technical theatre

ThA 499

Minor Requirements

The following courses are required (5½ units):

ThA 100

ThA 120

ThA 102, 202, 302, or 402

ThA 110, 211, or 310

ThA 220

ThA 403

*Courses in Theatre Arts***ThA 100 Introduction to Theatre (1)**

An introduction to the understanding and appreciation of dramatic literature and theatre arts. Spring.

ThA 101, 201, 301, 401 Theatre Practicum (¼)**ThA 102, 202, 302, 402 Theatre Practicum (½)**

Practical experience in performance or technical areas of theatre by participation in College Theatre productions. May be repeated for credit. Prerequisite: consent. Fall, Spring.

ThA 110 Introduction to Stagecraft (1)

An introduction to the principles and practices of constructing stage settings and furnishings, problem-solving using theatre technology, shop safety and scenic art. Prerequisite: consent. Spring.

ThA 111 Make-up (½)

Basic techniques in application of stage make-up for theatre, dance, and opera. Prerequisite: consent. Fall.

ThA 120 Beginning Acting (1)

An introduction to the craft of acting, including focus on clarity and creativity in communication and performance skills, and the development of character analysis skills. The course reflects a “learning by doing,” “hands on” approach. Fall, Spring.

ThA 210 Technical Workshop (½)

A practical course in the technical aspects of theatre. Fall, Spring.

ThA 211 Stage Lighting (1)

Principles and practice of stage lighting, design, and execution. Fall.

ThA 220 Voice and Diction (1)

Building and improving vocal skills through exercise and analysis. Spring.

ThA 221 Stage Movement (½)

Techniques of stage movement, including body awareness, character physicalization, and unarmed combat. Spring.

ThA 230 Classic and Modern Theatre (1)

Theatrical production and dramatic literature from the Greeks to the present. Spring.

ThA 307 Introduction to Playwriting (1)

An introduction to the principles of dramatic structure, playwriting and revision. (Also listed as EH 307.) Prerequisite: EH 102 or 208.

ThA 310 Set Design (1)

The art of stage design from concept to construction. Prerequisite: ThA 110. Fall.

ThA 320 Intermediate Acting (1)

Building a character in context and depth through improvisation and scene study. Prerequisites: ThA 120 and 220. Fall.

ThA 322 Theatre on Tour (1)

The production of a new play or adaptation of a story relevant to the greater-Birmingham-area high school curriculum. Course work includes the development of related study materials and interactive workshops as well as on-site play performance and facilitation of workshops at rural and city-center high schools. Prerequisite: consent. Spring.

ThA 323 Musical Theatre I (1)

The study of musical theatre, approached through analysis, performance, and criticism. Prerequisite: consent. Fall.

ThA 324 Musical Theatre II (1)

Advanced scene study work in the techniques of musical theatre. Prerequisite: ThA 323. Spring.

ThA 330 The Classic Playwrights (1)

Play reading and script analysis of plays from Ancient Greece to the seventeenth century. Fall.

ThA 331 Modern Playwrights (1)

Play reading and script analysis of plays from the advent of realism to the present. (Also listed as EH 394.) Spring.

ThA 370, 470 Seminar in Theatre Art (1)

Selected studies in theatre arts offered at the discretion of the faculty or by student request. Topics include audition techniques, advanced acting, playwriting, etc. May be repeated for credit. Prerequisite: consent.

ThA 393, 493 Independent Study (½ or 1)

Advanced study in acting, directing, playwriting, and design, stressing practical experience in full-length projects. May be repeated for credit. Prerequisite: consent.

ThA 398, 498 Teaching Experience in Theatre Arts (1)

Prerequisite: consent.

ThA 403 Directing and Stage Management (1)

A study of the techniques of directing and stage management approached through practical projects and the staging of a one-act play (a Leadership Studies designated course). Prerequisite: consent. Spring.

ThA 499 Senior Project in Theatre (1)

Significant production responsibilities in the interim theatre production, accompanied by a substantial paper examining the interim project. This paper may also include other senior theatre experiences. Required for theatre arts and musical theatre majors. Interim.

INTERDISCIPLINARY MAJOR REQUIREMENTS

To meet graduation requirements, students who pursue an interdisciplinary major must maintain a minimum grade point average of 2.00 in the required courses in each of the disciplines.

Biology-Psychology

Bachelor of Science

The biology-psychology major comprises a specific combination of courses designed to provide students with an understanding of the biological basis of behavior and thought. The major is designed to prepare students for a number of graduate programs, including those in the neurosciences, physiology, physiological psychology, and behavioral biology. It also provides good preparation for students planning to go into one of the health professions.

Major Requirements

The following courses are required (17 units):

BI 115

BI 125

BI 225

BI 301

BI 303

BI 315

one elective unit in BI from the following:

BI 402 Cell Biology

BI 405 Recombinant DNA Technology

BI 408 Biochemistry

BI 425 Comparative Vertebrate Embryology

BI 442 Comparative Vertebrate Anatomy

BI 493 Independent Study

CH 121 and 122

PY 101

PY 204

PY 312

PY 407 or 408

two electives in PY, one of which must be from the following:

PY 217 Drugs, Brain and Behavior

PY 207 Psychology of Motivation

PY 313 Psychological Disorders

PY 324 Developmental Psychology

two units in the senior capstone experience in biology or psychology. For biology, students must complete two units from BI 470, 472, and/or 499. For psychology, students must complete PY 417, and one unit in PY 410, 450, or 497 (all of which require PY 304 as a prerequisite). Biology-psychology majors must complete the E.T.S. Major Field Achievement Test in Biology.

Computer Science-Mathematics

Bachelor of Science

The interdisciplinary major in computer science and mathematics offers courses that meet the needs of a wide variety of students. Majors in this program might enter graduate studies or gain employment in the fields of computer science, applied mathematics, computer or business/computer professions, actuarial science or teaching, among others. Students with interests in any of these fields may wish to combine the interdisciplinary major with courses in business administration, economics, or other courses in their chosen area. Students interested in this major are encouraged to meet with computer science and mathematics faculty as soon as possible for advising concerning their intended goals.

Major Requirements

The following courses are required (15 units):

CS 170

CS 250

CS 290

CS 499

four additional CS units at the 300 level or above, at least one of which must be a 400-level course

MA 231

MA 232

MA 240

MA 310

MA 454

two additional MA units chosen from MA 311, MA 317, MA 421

As part of the senior interim experience, all students are required to participate in an assessment process. This may include, but is not limited to, a standardized test, an exit interview, an oral examination, or some combination of the above.

English-Theatre Arts

Bachelor of Arts

There has always been a strong connection between literature and theatre. The study of dramatic literature is enriched by the study of performance; likewise, the production of a dramatic work is enhanced by an in-depth study of the text as well as of its context in literary history. Study in this program explores such connections, providing students with the analytical and critical thinking skills necessary for both the reading and production of literary works. Majors in this program might pursue certification in secondary education, graduate study in theatre or English, or other professional careers.

Major Requirements

The following courses are required (14 units):

EH 204

EH 250

EH 260

one EH unit emphasizing a breadth of literary study (category 1)

one EH unit emphasizing a depth of literary study (category 2); EH 360 strongly recommended

one EH unit emphasizing literature of a different time, place, or culture (category 3)

one EH or ThA unit emphasizing contemporary literature (category 4); EH 394 or ThA 331 strongly recommended

one EH unit emphasizing literary theory (category 5)

ThA 110

ThA 120

ThA 310

ThA 403

one unit from the Theatre Practicum series (ThA 101, 102, 201, 202, 301, 302, 401, or 402), one-half unit of which must be in performance and one-half in a technical area

ThA 499 or one unit of EH 470, 471, or 472

History-Political Science

Bachelor of Arts

The history-political science major provides intensive study of both disciplines and offers the opportunity for a student to recognize and create intellectual connections between the two related fields. The major emphasizes the development of analytic and writing skills needed in graduate study or professions such as teaching, law, and business.

Major Requirements

The following courses are required (15 units):

History (7 units):

HI102 and (103 or 110); HI 151 (or 155) and 152; or HI 181 and 182
HI 270

two additional units in HI at the 200 level

two additional units in HI at the 300 level

Political Science (7 units):

PS 101 or PS 238

PS 204

PS 304

PS 470

three elective units in PS

one additional unit in HI 470 or PS 472

International Studies

Bachelor of Arts

The international studies major provides students interested in global affairs with an intensive course of study of international topics. The major requires ability in a foreign language, completion of an interdisciplinary set of courses, and a significant international experience with the *strong* expectation that this experience will involve study abroad. Students interested in this major are encouraged to meet with the program coordinator at the earliest possible date.

Five components comprise the major. The first is the core curriculum, which introduces the concepts of culture and diversity, the historical interaction among cultures, and the methods used to study them. The second component is a four-course area of concentration in a geographical region. The third element is intensive training in a foreign language, which allows for the study of primary documents in context, travel and work abroad, and the ability to think and communicate beyond national borders. The fourth element is the senior capstone, in which the student synthesizes the knowledge and skills developed in the program into a work of original research.

The fifth component of the major is the *strong* expectation that the student integrate a study abroad program into the major. Study abroad can take place during a regular semester, during interim, or through a summer program. It may involve participation in an established program or may be individually contracted. The International Studies Committee must approve each student's proposed international experience. Students planning to study abroad should contact the Office of International Programs.

Major Requirements

The following courses are required (14 units):

- (1) five core courses that introduce comparative issues in international relations, culture and its representation:
 - IS 100 Introduction to International Studies
 - PS 235 Introduction to International Relations
 - HI 208 Diplomatic History of the United States Since 1941
 - EC 201 Principles of Economics I
 - PY 230 Cross-Cultural Psychology or SBS 105 Geography
- (2) four units in a modern foreign language at the 220 level or above; courses used to fulfill this requirement may not count towards the area of concentration requirements
- (3) four units in an area of concentration, defined broadly by three geographic regions: Europe; the Far East, Middle East, and South East; and Latin America. (Specific courses are listed below.) No more than two courses may be taken from any one discipline; no more than one course that is not focused on a specific geographic area may be used to meet this requirement; two of the four units must be at the 300 level or higher. Area courses may have prerequisites that do not satisfy area of concentration requirements.
- (4) IS 499

At least five of the fourteen units must be at the 300 level or higher.

Individual courses may apply to only one element of the major. Specifically, a course taken as part of the core curriculum or foreign language requirement cannot also apply toward the area of concentration.

Languages not offered by Birmingham-Southern College may be taken through the BACHE consortium, but such courses must be at the 200 level or higher and approved in advance by the International Studies Committee.

Students who complete a major in international studies and a major in a foreign language may elect to complete only the language courses required by the foreign language major. Students must then complete four additional area of concentration units to fulfill the number of units required in the international studies major.

Students with a demonstrated fluency in another language may substitute, with approval from the International Studies Committee, four additional area of concentration units in place of the four foreign language units required by the major.

A student who substitutes area of concentration units for language units must have prior approval of both the student's advisor and the International Studies Committee.

Europe

AR 220 International Film I
AR 221 International Film II

ARH 216 Survey of Art History II: Renaissance to Present
ARH 314 Renaissance Art
ARH 315 Baroque Art
ARH 415 Nineteenth-Century Art
ARH 416 Twentieth-Century Art

EC 410 International Trade

EH 385 Contextual Studies in World Literature

FR 325 French Civilization
FR 401 Survey of French Literature I
FR 402 Survey of French Literature II
FR 410 Twentieth-Century Literature
FR 420 Nineteenth-Century Literature
FR 460 Major Authors (when appropriate)
FR 470, 471 French Seminar (when appropriate)

GN 303 Introduction to German Culture I
GN 304 Introduction to German Culture II
GN 310 German Landeskunde
GN 401 Survey of German Literature I
GN 402 Survey of German Literature II
GN 410 Die Märchen der Brüder Grimm
GN 460 Die deutsche Romantik

HI 102 European Civilization I
 HI 103 European Civilization II
 HI 241 Monarchs, Rebellion, and Empire: History of England from the Anglo-Saxons to George III
 HI 242 Industry, Imperialism, and World War: History of England From George III to the Present
 HI 245 Russian Civilization
 HI 248 Modern Germany
 HI 289 Remembering World War II: The War in Europe and the Holocaust
 HI 342 French Revolution and Napoleon
 HI 344 Europe, 1914-1945
 HI 346 Russia in the Twentieth Century
 HI 347 Britain in the Twentieth Century
 HI 349 The Cold War

PS 238 Introduction to Comparative Politics
 PS 338 Comparative Political Behavior
 PS 340 Comparative Elite Behavior
 PS 342 Comparative Political Development
 PS 368 Political Violence
 PS 400 International Political Economy
 PS 445 Democratization

SN 340 Cinema in Spain and Latin America
 SN 360 Spanish Civilization
 SN 370 Special Topics in Culture (when appropriate; topics vary)
 SN 401 Panorama of Spanish Literature
 SN 495 Special Topics in Literature (when appropriate; topics vary)

Latin America

EC 410 International Trade

 EH 395 Contemporary International Fiction

 FR 490 Francophone Literature from Africa and the Caribbean

 HI 260 Social History of Latin America
 HI 261 Modern Latin America and the Revolutionary Tradition

 MU 126 Music of the World's People (when appropriate; consult music faculty; topics vary)

PS 238 Introduction to Comparative Politics
 PS 240 Introduction to Latin American Politics
 PS 338 Comparative Political Behavior
 PS 340 Comparative Elite Behavior
 PS 342 Comparative Political Development
 PS 366 Politics of Mexico and Central America
 PS 368 Political Violence
 PS 400 International Political Economy
 PS 410 Development in the Americas
 PS 445 Democratization

SN 340 Cinema in Spain and Latin America
 SN 365 Latin American Civilization
 SN 370 Special Topics in Culture (when appropriate; topics vary)
 SN 402 Panorama of Latin American Literature
 SN 495 Special Topics in Literature (when appropriate; topics vary)

Far East, Middle East, and South East

AR 220 International Film I

EC 410 International Trade

EH 395 Contemporary International Fiction

HI 181 East Asian Civilization I: Introduction to Chinese Civilization
 HI 182 East Asian Civilization II: Introduction to Japanese Civilization
 HI 265 The Middle East in the Twentieth Century
 HI 282 Disputers of the Tao: Major Texts in the Confucian, Buddhist, and Taoist Traditions in East Asia
 HI 283 Modern China
 HI 284 Modern Japan
 HI 287 Western Images of Asia
 HI 288 Remembering World War II: The War in Asia and the Pacific
 HI 385 The People's Republic of China
 HI 386 Japan in the Twentieth Century

MU 126 Music of the World's People (when appropriate; consult music faculty; topics vary)

PS 238 Introduction to Comparative Politics
 PS 338 Comparative Political Behavior
 PS 340 Comparative Elite Behavior
 PS 342 Comparative Political Development
 PS 361 Politics in China and Japan
 PS 368 Political Violence
 PS 400 International Political Economy
 PS 445 Democratization

*Courses in International Studies***IS 100 Introduction to International Studies (1)**

An entry-level course incorporating lecture, demonstration, visual aids, class discussion, and personal research designed to attune the student to various ethnic customs, cultural mores, and comparative contributions to the international community (an IC designated course). Fall.

IS 101 Pre-Departure Topics For Study Abroad (½)

A required preparation for study abroad emphasizing experiential learning, class presentations, and individual research. Successful completion required for students to earn credit for study abroad. Prerequisite: consent. Fall, Spring.

IS 393, 493 Independent Study (½ or 1)

Directed readings and inquiry into selected areas in international studies (offered upon request and at convenience of the instructor).

IS 473, 474 Selected Topics (1)

Selected topics in International Studies. Topics vary according to student interest and faculty interest and availability. Prerequisite: consent.

IS 499 Senior Project in International Studies (1)

A significant interdisciplinary individual project that must be approved during the spring term of the junior year by the International Studies Committee. The typical project will require significant independent research and will result in a paper at least twenty-five pages in length. Creative projects presented in other formats will also be considered. The focus of the senior capstone should be within the student's area of concentration, with the expectation that faculty sponsor(s) have expertise in that area. This course requires an academic contract for individualized study, reviewed and approved by the Office of Interim and Contract Learning.

Musical Theatre

Bachelor of Arts

The musical theatre major provides students with a combination of courses in dance, music, and theatre that is intended to prepare them for careers as performers in musical theatre. Given its emphases on acting, ballet, voice, piano, jazz, and music theory, the musical theatre major is more specialized than the theatre major, and a successful audition at the end of the sophomore year is required to gain admission to the program.

Major Requirements

The following courses are required (17 units):

MS 110 and 310 (1 unit)

MS 320 (2 units)

MU 150, 151, 153, 159; or MU 151, 152, 153, 154, 159, 160 (2 units)

ThA 230

ThA 111

ThA 120 and 320

ThA 210

ThA 220

ThA 221

ThA 323 and 324

two units of dance, at least one in ballet

a minimum of four performance experiences in on-campus productions;

these should include one dramatic and one musical performance and one

experience as a technician. Students should thus enroll for a minimum of one-and-one-half units of ThA 102, 202, 302, and/or 402.

ThA 499

Philosophy, Politics, and Economics

Bachelor of Arts

The major in philosophy, politics, and economics is designed to enable students to deal more adequately with the broad range of questions raised by contemporary social, economic, and political issues. Ethical questions that require philosophical reflection are always raised by social issues as they concern what we owe others and the character of the social world we ought to be building for ourselves. And political and economic considerations are always directly involved in considering the question of the feasibility of implementing any social program. Whether we are concerned with the pursuit of a socially responsible health care system, the future of social-welfare programs, the role of the nation state in an increasingly global economy, arguments about affirmative action, or questions surrounding the multi-cultural character of modern societies, we must always be asking what we ought to do and what political and economic arrangements are appropriate and feasible to realize those ends. In addition to helping students to be better prepared to understand and deal with such social issues, the major is an excellent preparation for a number of professional careers in such areas as law, business, or public service.

Major Requirements

The following courses are required (16 units):

- (1) The following interdisciplinary core of courses are required:

PL 251

PL 252

PL 253

one additional unit in PL at the 300 level or above

PS 250

PS 306

PS 400

one additional unit in PS at the 300 level or above

EC 201

EC 202

EC 420

one additional unit in EC at the 300 level or above

- (2) Select PL, PS, or EC as an area of concentration and complete the following:

two additional units in the area of concentration at the 300 level or above, to be chosen in consultation with an academic advisor from the PPE program in that area of concentration

one unit of formal/quantitative study different for each area of concentration: for philosophy, PL 241; for political science, PS 204; for economics, either PL 241, PS 204, or EC 311 (unless EC 311 has been used above)

- (3) An independent interdisciplinary research project in the senior year that incorporates at least two of the programmatic disciplines. The project may employ a variety of research methods relevant to the empirical or theoretical aims of the project, but it should strive to integrate philosophical, political, and economic considerations, with at least two of these dimensions developed. Students should seek out a faculty sponsor for the project in one of the programmatic disciplines and a co-sponsor from one of the remaining programmatic disciplines. The research may be pursued in a disciplinary senior seminar from one of the three disciplines (with the approval of the discipline), in an existing course relevant to the project (in this case, the instructor of the course should be designated as the sponsor), or through a contracted tutorial. If it is in the area of concentration and at the 300 level or above, the course in which the research is pursued may apply toward the requirement in (2) above. The project is graded jointly by the faculty sponsor and co-sponsor.

Graduation with Disciplinary Honors in Philosophy, Politics, and Economics

A student majoring in PPE may graduate with honors by fulfilling the following requirements:

- (1) Complete the requirements for a major in philosophy, politics, and economics.
- (2) Attain a 3.50 or better grade point average in all courses taken at the College.
- (3) Attain a 3.50 or better grade point average in all courses counting toward the PPE major.
- (4) Attain a minimum grade of "A-" on the senior research project.

Religion-Education

Bachelor of Arts

The religion-education interdisciplinary major is designed for students interested in pursuing a career in religious education. The major provides essential background information and experiences in both fields, and culminates in an internship experience in a religious setting.

Major Requirements

The following courses are required (15 units):

RE 201

RE 205

RE 215

RE 311

RE 315 or 330

RE 405 or 415

RE 499

two additional units from the following, at least one of which must be at the 300 level or above: RE 220, 221, 231, 241, 280, 320, 340, 370, 405, 415, or PL 361

ED 201

ED 319 or ED 323 and 340

one additional unit from ED 210, 219, 315, or 318

ED 470

EPY 223

EPY 320

Religion-Philosophy

Bachelor of Arts

This major provides a basic historical orientation in the fields of religion and philosophy as well as experience in the current issues dealt with in these academic disciplines.

Major Requirements

The following courses are required (13 units):

PL 250

PL 251 and 252

three additional units in PL, at least one of which is 300 level or above

RE 201

RE 205

RE 215

RE 311 or 315

two additional units in RE

RE 499 or PL 499

Sociology-Political Science

Bachelor of Arts

The sociology-political science major is a course of study that shows the interconnections between the two disciplines. The two areas have a common methodology and share an interest in the study of relationships of power and authority in society. Students who choose this major may go on to graduate study in either discipline or professional study in a field such as law.

Major Requirements

The following courses are required (11 units):

PS 101
 SO 101
 PS 204 or SO 204
 PS 304 or SO 304
 SO 335, SO 339, or SO 383
 additional units in PS for a total of five
 additional units in SO for a total of five
 PS 472 or SO 499

Sociology-Psychology

Bachelor of Arts

The sociology-psychology major encourages students to see the methodological and theoretical relationships between sociology and psychology, and it allows them to take a social-psychological approach to the analysis of human behavior and social interaction. Students who select this major may continue their study in a variety of graduate programs in psychology, sociology, or social work. They may also pursue additional training in law, medicine, or the health professions.

Major Requirements

The following courses are required (13 units):

PY 101
 SO 101
 PY 204 or SO 204
 PY 215 or SO 215
 PY 303 or SO 303
 PY 304 or SO 304
 PY 407 or PY 408
 additional units in PY for a total of six
 additional units in SO for a total of six
 PY 499 or SO 499

Urban Environmental Studies (UES)

Bachelor of Arts

The urban environmental studies major provides students with an opportunity to study the problems related to the accelerated degradation of our environment, including water and air quality decline, increasingly unhealthy urban landscapes, loss of forests and farmlands, growing numbers of imperiled species, and climate change. Such problems pose a threat to human health, safety, prosperity, and well-being in complex and pervasive ways. Students in this major will develop the skills necessary to understand the complex interrelationships between human welfare and environmental sustainability.

The major requires a core set of courses in a range of disciplines and a concentration in a particular area of study. Three concentrations are offered: a natural science concentration, a society and policy concentration, and an environmental education concentration.

The natural science concentration prepares students for careers in which an understanding of science is critical, including careers in environmental management, conservation science and policy, environmental health and security, and natural resource management. The society and policy concentration prepares students for careers in which an understanding of the social sciences and economics is critical, including careers in environmental economics, public administration and environmental policy, environmental law, and environmental politics. The environmental education concentration prepares students for entry-level positions in agencies, organizations, or institutions with environmental education programs, or graduate programs with an emphasis on education. Such a student might consider the educational services major with a minor in environmental studies. Neither certifies students to teach in Alabama public schools.

The urban environmental studies major will be offered beginning academic year 2008-2009.

INTERDISCIPLINARY MINOR REQUIREMENTS**Environmental Studies (6 units)**

The minor in environmental studies is an interdisciplinary program linked to a disciplinary major. The program is designed to broaden an understanding of both environmental science and policy. The program examines scientific, economic, political, cultural, and ethical concepts regarding the complex relationships between the natural world and the human-modified world in order to ensure a sustainable society for future generations. Students will be prepared for careers in the public and private sectors or graduate studies. The student's major field of study develops the disciplinary skills of inquiry and analysis, and the minor complements the major by providing the integration of approaches to address environmental issues.

Minor Requirements

The following courses are required (6 units):

ES 150 Introduction to Environmental Studies

BI 411 General Ecology or BI 314 Conservation Biology

EC 340 Economics of Natural Resources and the Environment

PL 307 Environmental Ethics or RE 320 Religion and the Natural World

PS 250 The Public Policy Process or PY 220 Environment and Behavior

Senior Capstone Experience: This experience must be supervised by a faculty member in the student's major field of study and must be approved by a faculty member teaching in the environmental studies minor. The requirement may be met through the student's senior interim, an independent study, or an approved internship, each with an environmental emphasis.

Courses used to satisfy environmental studies minor requirements may count towards major requirements in biology, economics, philosophy, political science, and psychology.

The set of courses required in the minor comprise the essential components of an interdisciplinary environmental studies program. In addition to these courses, students are encouraged to apply knowledge learned in other courses to the examination of environmental issues. In particular, further study in the natural sciences, in chemistry, field biology, or physics, and economics, specifically microeconomic theory and applications, would provide greater depth to the knowledge acquired in the environmental studies minor.

Additional courses recommended for the environmental studies minor:

- BI 206 Field Botany
- BI 332 Vertebrate Field Zoology
- CH 101 Introductory Chemistry
- CS 170 Introduction to Computing
- EC 202 Principles of Economics II

Latin American Studies (6 units)

As a supplement to a disciplinary major, the minor in Latin American Studies provides a multi-faceted preparation for a wide range of careers in the public and private sectors. To facilitate the student's understanding of the importance of Latin America on the global stage, the minor provides a broad-based study of language and literature, history, politics, and culture. The goal of the LAS minor is to heighten the student's awareness and knowledge of the complexities of Latin America as a region and the vast diversity of Latinos living in the United States. Ideally students who minor in Latin American Studies will travel to Latin America at some point during their undergraduate coursework. The College offers a variety of opportunities for study abroad, international internships, and even scholarship aid for such travels through its Office of International Programs.

Consistent with the College's policies for an academic minor, no courses counted toward the major may be counted toward the Latin American Studies minor unless specifically exempted from this exclusion. A minor in Latin American Studies requires 6 units distributed as follows:

Minor Requirements

The following courses are required (6 units):

- (1) SN 270 or equivalent (This requirement may be waived through a proficiency exam.)
- (2) two units from the following interdisciplinary core of courses:
 - (a) historical component (1 unit):
 - HI 260 Social History of Latin America
 - (b) political component (1 unit):
 - PS 240 Introduction to Latin American Politics
- (3) three additional elective units from the arts, history, literature, or social studies from the following:
 - EH 225 Labyrinths and Solitude: Latin American Fiction in Translation
 - EH 395 Contemporary International Fiction
 - HI 261 Modern Latin America and the Revolutionary Tradition
 - LAS 200 Seminar in Latin American Studies
 - MU 126 Music of the World's People (Latin America: Spring term of odd-numbered years)

- PS 366 Politics of Mexico and Central America
- PS 393 Independent Study (when on Latin American Topic)
- PS 410 Development in the Americas
- PY 216 Health, Illness, and Healing in Cultural Context
- SN 350 Latinos in the United States
- SN 365 Latin American Civilization
- SN 370 Special Topics in Culture (when taught on a Latin American topic, such as Latin American Films or Human Rights in Latin America)
- SN 402 Panorama of Latin American Literature
- SN 495 Special Topics in Literature (when taught on a Latin American topic)

Interdisciplinary Courses

Interdisciplinary courses are either cross-, multi-, or interdisciplinary in nature. They are offered under the following designations:

- Arts/Humanities (AH)
- Environmental Studies (ES)
- Fine Arts (FN)
- Humanities (HM)
- Interdisciplinary Studies (IDS)
- International Studies (IS)
- Latin American Studies (LAS)
- Natural Sciences, Math, Computer Science (NSM)
- Social & Behavioral Sciences (SBS)

Interdisciplinary Courses

ES 150 Introduction to Environmental Studies (1)

An interdisciplinary introduction to the complexities of environmental problems. The course provides an overview of scientific knowledge on ecology and environmental management and examines political, economic, and ethical issues involved in the attainment of a sustainable future. The course explores how an understanding of the natural and social sciences is necessary to address and solve environmental problems. Selected topics, including population growth, food shortages, pollution containment, and energy resources, are addressed. Three lectures and one three-hour laboratory per week. (Satisfies Disciplinary Foundations requirement in a laboratory science.) Spring.

FN 145 Close Encounters of the Art Kind (1)

Engages learners in several basic issues in which visual art and music play a part, in an intense, and perhaps even subjective, way. Previous topics have included definitions of art, designations of value and taste, functions of art and the social role of the artist, and ethical questions regarding censorship and the freedom of expression. The course is designed to be “hands on,” and will include a great deal of student participation, from in-class discussions and presentations to trips to local museums, music clubs, and galleries.

HM 310 It’s Not Your Grandmother’s Advice: Feminism and Cultural Criticism (1)

Introduces students to the historical development of issues in feminist thought through texts by selected influential feminist thinkers in the United States and Europe, particularly France. Readings will consider ways in which women’s access to culture is mediated by gender, class, and symbolic structures, as well as how gender inequalities shape the lives of women and men. Topics to be considered will include sexuality, sexual identity, work, gender relations, and images of women and men in the media. Questions under discussion will include “What is a woman?” “What is a man?” “What is feminist knowledge, and how is it related to social change?” Also listed as HON 310, this course may be counted by Honors Program students toward fulfillment of their course requirements.

IDS 200 Introduction to Human Rights (1)

A critical examination of human rights concepts and their practical applications from the perspective of a variety of disciplines in the humanities and social sciences (an IC designated course). (Satisfies Disciplinary Foundations requirement in either humanities or social science.) Prerequisite: at least sophomore standing.

IDS 323 Human Sexuality (1)

Biological, sociological, psychological, and ethical aspects of human sexuality. Course content will include a biological overview; an examination of behavioral variations; research in sexuality, social issues, sexual decision making, sexuality of special populations; and exploration of contemporary sexual issues. Interim, Summer.

LAS 200 Seminar in Latin American Studies (1)

An interdisciplinary seminar in Latin American Studies taught by a faculty member with a specialty in the area. The focus of the seminar will change each time it is offered: for example, topics include the dictator in Latin America, the role of the family, women in Latin America (an IC designated course). Prerequisites: EH 102 and at least one year of college coursework. Spring.

SBS 105 World Regional Geography: Discovering the World Around You (1)

A study of the major regions of the world—Europe, Middle East, Asia, the Pacific, Africa, and America—with emphasis on the connections between location, population, distributions, problems, potentialities, existing relations and organizations among the countries of the world. (Does not fulfill the Disciplinary Foundations requirement in the social and behavioral sciences.) Spring.

SBS 106 Nonprofit Organizations (1)

An examination of the role of nonprofit organizations in the United States and their growing importance internationally (a Leadership Studies designated course).

Prerequisites: at least one year of college coursework and consent.

INDIVIDUALIZED STUDY

Center for Interim and Contract Learning

Elizabeth Blum, Director of Interim and Contract Learning

Learning experiences may be designed which reflect students' individual needs and career interests. These learning experiences range in scope from individualized study to an entire major and involve a written proposal from the student.

Counseling is provided to assist the student with individual learning opportunities through the Center for Interim and Contract Learning located in Munger Hall. In addition, the Center maintains a clearinghouse of current information regarding opportunities for internships and individualized study. Students are encouraged to explore these opportunities through the services of the Center.

Individualized study must be supervised by a faculty sponsor. Before approving an individualized study project, the faculty sponsor may require a written proposal on a contract detailing the objectives of the project, the procedure to be used, a timetable for work to be completed, a bibliography (if applicable), and the means by which the project will be evaluated. Individualized study should be approved by the faculty sponsor and faculty advisor prior to registration for the term. Contracts must be signed by the add date for regular courses. Individual faculty members have the option of refusing to accept the responsibility of supervising a particular contract. Contracts are not to be considered an alternative for existing courses in the curriculum.

Individualized courses usually carry the designation of the supervising discipline. The college-wide designations "IND" and "GEN" are also available as alternatives for courses that are not clearly in a single discipline. Courses with non-disciplinary designations do not satisfy general education requirements. Course numbers for individualized study projects are listed below.

(1) 199, 299, 399, 499 INTERIM TERM PROJECT (1 unit). If required for the major, the senior interim project (499) must be in the student's major discipline and must receive a letter grade. First-year, sophomore, and junior interim term projects may receive "S"/"U" or a letter grade. Off-campus interim term projects must receive "S"/"U" unless designated otherwise by the discipline. (See Interim Term section of this catalog.)

(2) 293, 393, 493 INDEPENDENT STUDY COURSES, AND SPECIAL TOPICS ($\frac{1}{2}$ or 1 unit). The amount of credit to be given is determined by the faculty sponsor. In order to register for independent study and special topics courses, a student must obtain approval from the faculty sponsor, the faculty advisor, and the chairperson of the department in which the course is offered. Should the faculty sponsor be a department chairperson, the course should also be

approved by another member of the department or by the Provost. To elect “S”/“U” credit, a student must have at least 16 units of college credit, eight of which must have been earned at the College; otherwise, the courses receive letter grades. A maximum of two units may be earned for independent study and special topics courses.

(3) 297, 397, 497 EXPERIENTIAL LEARNING ($\frac{1}{2}$ or 1 unit). Experiential learning is a program of learning outside the traditional classroom designed to encourage students to learn through experience in a non-academic setting. Off-campus projects are directed by Birmingham-Southern faculty members who share supervision with a field supervisor in the cooperating institution. Pre-professional internship courses (397, 497) may carry a “GEN” designation or a disciplinary designation. They may not be used to fulfill general education requirements. Unless a discipline specifies otherwise, all off-campus projects are evaluated “S” or “U.” A maximum of two units may be earned for experiential learning credit according to the designations which follow.

297 Career Orientation Practicum ($\frac{1}{2}$)

Career orientation practicums are designed to give students an overview of diverse professions and various career options. They are intended to develop in the students a realistic understanding of the dimensions of various careers, an identification of the skills and values necessary to work in those careers, and the background for designing a college program that will yield great flexibility in choosing a profession. The practicum may be repeated once.

397 Pre-Professional Internship I (1)

Practical experience is offered for students who have some basic skills and/or knowledge in a professional area. Prerequisites are determined by each discipline. The project may be repeated once.

497 Pre-Professional Internship II (1)

This project is for students with advanced skills and/or broad knowledge in a professional area. Students are given the opportunity to practice skills which will be necessary at post-undergraduate entry into a career, or to further develop abilities which will be beneficial in a graduate program. Prerequisites are determined by each discipline. The project may be repeated once.

(4) 298, 398, 498 TEACHING EXPERIENCE ($\frac{1}{2}$ or 1 unit). The amount of credit is determined by the faculty sponsor. When the student receives credit for a teaching experience, he or she engages in activities that are commensurate with the designation “Teaching Fellow,” which may include some combination of the following: setting up and/or teaching laboratories, assisting the instructor in creating or revising a course, collaborating with the instructor in preparation of examinations and other assignments and in the grading of these assignments, developing in-class activities, leading or facilitating class discussions, and preparing and delivering lectures. A maximum of two units may be earned for teaching experience. The following policies apply to teaching experiences:

- (a) A brief written statement shall be prepared by the instructor and the student in question, outlining expectations for both the student and instructor and the amount of credit to be earned by the student. The course number indicates the level of expertise expected of the student.
- (b) This statement shall be signed by both student and instructor no later than the confirmation of registration for the semester in question, and shall be held on file by the instructor and a copy given to the student to keep.
- (c) Students earning this credit shall be designated “Teaching Fellows.”
- (d) Teaching Experience (courses numbered 298, 398, and 498) shall be evaluated only as “S”/ “U.”
- (e) Students who participate in the Vail College Fellows program shall earn credit and/or a tuition stipend, as follows: “Fellows” earn credit for 498; “Distinguished Fellows” earn a tuition stipend.

(5) 453 ADMINISTRATIVE INTERNSHIPS (1 unit). Students in this program work closely under the guidance of an administrative officer at the College. The student is given “hands-on” administrative experience through a wide variety of administrative responsibilities. Administrative interns attend weekly seminars to discuss issues of higher education administration. During these seminars they also meet with each principal administrative officer of the College and other key campus administrative officers. The disciplinary designation for Administrative Internships is IND 453. IND 453 is an elective credit and does not count toward general education requirements. Students who elect to receive “S”/“U” must have at least 16 units of college credit, eight of which must have been earned at the College; otherwise, the course receives a letter grade.

International Programs

Edward S. LaMonte, Director of International Programs

Anne Ledvina, Associate Director of International Programs

The Office of International Programs (OIP) serves as the center for international education at Birmingham-Southern College. Based on the belief that international study is a fundamental part of a liberal arts education and that all students should have the opportunity to meet people of other cultures, create friendships, develop language skills, and explore intercultural communication, OIP offers study and work experiences for students and faculty through both independent and group programs abroad. Additionally, in cooperation with faculty, staff, and students, the OIP develops intercultural programming and training for the whole campus. OIP also serves as a resource in advising and support for foreign students.

International Study

Birmingham-Southern College has made a commitment to promote international study as a valuable part of the liberal arts education, including many interdisciplinary majors and minors that emphasize international study, such as Asian studies, international studies, and Latin American studies. The Office of International Programs provides students with the opportunity to enhance their studies in any major through study abroad, and has established affiliations with international and North American institutions that provide exchange and scholarship opportunities to Birmingham-Southern students. Credits earned at these affiliated institutions can be transferred back to Birmingham-Southern College toward the fulfillment of the majors, minors, general education and elective requirements. Every student at the College has the opportunity to study abroad for up to one academic year while earning credit toward a degree. For further information about study abroad, intercultural programs, and interdisciplinary majors and minors, please refer to the Office of International Programs website at <http://www.bsc.edu/academics/oip/index.htm>.

Undergraduate Research

The Vail College Fellows Program, Birmingham-Southern's program of undergraduate research, provides a formal structure for joint faculty-student research and teaching. The program has a two-tiered design. Students in the first tier, Research Fellows and Teaching Fellows, receive academic credit for their research projects. Teaching Fellows register for 298, 398 or 498, Teaching Experience; Research Fellows, for 293, 393, 493, Independent Study. An individualized study contract needs to be completed for 293, 393, 493. Students in the second tier, Distinguished Fellows, receive a \$1,000 tuition scholarship rather than academic credit.

College Fellows Program projects are varied and take many different forms: teaching assistantships, writing center tutor appointments, research in the humanities, laboratory research in the sciences, for example. Many of these projects lead to scholarly presentations and publications.

SPECIAL PROGRAMS

FOREIGN LANGUAGE ACROSS THE CURRICULUM

Birmingham-Southern College offers students opportunities to enhance their foreign language proficiency and cultural knowledge through course work in other discipline areas. The Foreign Language Across the Curriculum program adds a foreign language component to courses in a variety of fields. Students taking these courses as FLAC courses receive an additional $\frac{1}{4}$ unit of credit in the foreign language. Such courses allow students to make sophisticated use of language skills, provide greater flexibility in foreign language study (beyond the traditional language classroom), and demonstrate the degree to which language influences ideas. Students in the program develop a keener cultural awareness and language skills necessary to participate more fully in today's shrinking, interdependent world.

Students must register for the disciplinary content course and for the FLAC component (language courses numbered 333) during the same term. Exceptions are students who have already had the disciplinary content course; these students may register for the FLAC component any time it is offered. Students taking the FLAC component do additional readings in the foreign language and meet with the foreign language professor and, possibly, the discipline professor one hour per week for discussion of those readings.

Students receive $\frac{1}{4}$ unit credit in the appropriate foreign language in addition to the unit credit for the disciplinary content course. If a student takes four FLAC components in the same foreign language, that resulting 1-unit credit can be applied to a major or minor in that language. The minimum language level eligibility for the program is completion of the third semester course (FR 220, GK 245, GN 220, HB 245, LA 245, or SN 220) and consent.

HONORS PROGRAM

Susan K. Hagen, Director

Birmingham-Southern College offers an Honors Program in general education designed to foster students' intellectual curiosity, their oral and written communication skills, and their ability to think and study independently. The importance of viewing issues from interdisciplinary perspectives and of integrating, as well as analyzing, knowledge is a special focus in the program's courses and requirements. The program addresses its mission through small, interdisciplinary seminars developed specifically for Honors students and through upper-level courses with an interdisciplinary focus. The Honors Program serves as a complementary approach to fulfilling the College's Foundations Curriculum Requirements for general education.

Approximately 35 students are admitted to the program each year. Students may apply by 1 December for early admission to the program or they may apply after being admitted to the College. Interested students should contact the Director of the Honors Program.

Honors Scholars who are in good standing in the program and who have attended the minimum number of cultural events for their class standing enjoy priority registration. Each Honors Program Scholar is also eligible for a one-time \$3,000 travel or research stipend to be used in the junior year or after having completed four and one-half HON units.

Honors Program Requirements

The Honors Program component of an Honors student's general education consists of five units of Honors seminars and one unit of independent study, the Honors project. The specific general education requirements met by Honors courses and those met by regular courses will vary from student to student, depending on which Honors courses the student elects to take. Students may take one Honors interim project which will count toward the five units of Honors seminars. Students who participate in study abroad programs that include interdisciplinary courses may also request to count one such course toward their Honors requirements. Honors students' remaining general education coursework is completed in the regular curriculum of the College. The course descriptions that follow indicate which general education requirement can be met by each Honors seminar. Students may also enroll in Honors courses offered by the honors programs in the Birmingham Area Consortium of Higher Education (BACHE). The Honors project is considered a general education course outside the major and its supporting courses, and outside the minor, if one has been declared, unless the faculty allow a particular project to meet a more specific general education requirement.

Typically, Honors students complete their Honors seminars by the end of the junior year, submit a proposal for the Honors project to the Honors Committee during the latter half of the junior year, and execute the Honors project during the senior year. Students wishing to deviate from this progression of coursework must consult with the director.

The notation "Honors Program Scholar" is placed on the academic transcripts of students meeting graduation requirements as students in the Honors Program.

Honors Program Courses

Note: First-year students may enroll in 300-level Honors seminars or above only with the consent of the instructor. Many courses listed below are offered on an alternate year basis.

HON 125 America's Music (1)

Explores the unique qualities of American music and the contributions of American musicians to the world. This course investigates the dialectical tension between the Eurocentric tradition and the search for a unique form of musical expression in America. The course provides complementary readings in literature, philosophy, and art, with an emphasis on primary sources. The course also emphasizes intercultural and international connections. (Satisfies Disciplinary Foundations requirements in fine and performing arts.)

HON 206 Darwinism and Philosophy (1)

An examination of philosophical questions raised by a Darwinian account of the evolution of life such as the creation-evolution debate, evolutionary accounts of altruism, morality, free will, and human behavior generally. (Satisfies Disciplinary Foundations requirement in philosophy or religion.)

HON 207 Civil Rights and Justice (1)

A review of the Civil Rights Movement in the South, focusing on the judicial process and the role of the courts, followed by an examination of contemporary issues in housing, education, and employment—issues that reflect the continuing struggle to achieve full civil rights and justice. (Satisfies Disciplinary Foundations requirement in political science; an IC designated course.)

HON 218 Contemporary Southern Politics (1)

An in-depth review of the literature on Southern politics as well as an opportunity for students to complete original research. Primary emphasis is placed on contemporary Southern political behavior, including parties and elections, voting behavior, and the politics of race. (Satisfies Disciplinary Foundations requirement in political science.)

HON 220 and 221 International Film I and II (1 each)

A seminar that examines the stylistic development of film, its directors, and cultures. The first term begins with the silent era of the 1920s in Europe to the French New Wave of the early 1960s. The second term begins with a study of film from the second Italian Renaissance and continues with post-New Wave Italian, eastern Europe and German, British, and Third World cinema. (Satisfies Disciplinary Foundations requirement in fine and performing arts.)

HON 222 Frankenstein Meets Snow White: Cross-cultural Studies in Romanticism (1)

A seminar concentrating on the literature and culture (i.e., music, art, science) of Romanticism with special focus on Germany and England. This course employs a seminar format emphasizing class discussion, close readings, and lectures covering interdisciplinary material. It is geared primarily to first-year students and is team-taught. All texts are in English. (Satisfies Disciplinary Foundations requirement in literature or humanities.)

HON 225 Creativity: Person, Process, Place (1)

A seminar that reviews and critiques current psychological theory and research on the creative process in all fields and related questions about the assessment and interpretation of creative products. Students will reflect on their own creative process, comparing their experiences to specific scientists and artists. Topics include creative problem solving, origins of cognitive and behavioral traits of creative individuals, and social, historical, and physical contexts conducive to creativity. (Satisfies Disciplinary Foundations requirement in psychology or humanities.)

HON 230 and 231 Plural America I and II (1 each)

A two-term seminar that examines the plurality of the American culture by studying both the history and literature of the major non-Western culture in our country. Students should come away with an appreciation of the achievements and limitations of our Western heritage and a heightened sensitivity to the cultural diversity of the world-at-large. The first term focuses on Native-American and Chicano history and literature and on the European context of American society. The second term focuses on the Asian-American and African-American experience. (Satisfies Disciplinary Foundations requirement in history, literature, or humanities; an IC designated course.)

HON 235 Connections: Music, Mathematics, and Structure (1)

A seminar exploring common themes between mathematics, music and other liberal arts disciplines using the perspective of structure and expression. The composer and the mathematician must both confront the problem of devising or adjusting structures used as vehicles for their ideas. The seminar examines how these problems are solved by considering the nature, function, and purpose of structure in music, mathematics, and a third discipline, and compares these disciplines for differences and elements in common. (Satisfies Disciplinary Foundations requirement in fine and performing arts or in a non-laboratory science.)

HON 240 World Wide Impressionism (1)

A seminar examining impressionism on a world-wide scale in the fields of painting, music, and literature from 1860-1920. The course explores the movement from the French roots to a much broader time and place frame, as a manifestation of the shift from formal style, and as a reflection of changes caused by the Industrial Revolution in societies around the world. (Satisfies Disciplinary Foundations requirement in fine and performing arts.)

HON 242 Science and Religion: Initiating Dialogue and Understanding (1)

A seminar examining the relationship between natural science and religion. The course explores historical relationships between the two fields of study and considers models and paradigms used in the study of both fields. The course seeks to develop an ongoing dialogue, which addresses how the fields of natural science and religion can be related to each other. Through use of a dialogue/debate format the course will emphasize areas of similarity and how the two fields are not fundamentally irreconcilable, but interact and serve to shape and nourish understanding of each other. (Satisfies Disciplinary Foundations requirement in a non-laboratory science.) Prerequisite: at least one year of college coursework.

HON 247 An Arthurian Primer (1)

An investigation of three prominent strands of the Arthurian legend—the Grail quest, the adulterous love of Lancelot and Guinevere, and Arthur as the Once and Future King. Resources in literature, history, and visual art will be brought together to study how these Arthurian motifs have been used artistically and socially to promote cultural ideals from medieval England and France to contemporary America. (Satisfies Disciplinary Foundations requirements in literature or humanities.)

HON 249 Literature, Visual Art, and Digital Images (1)

A survey of various approaches to the relationships between verbal and visual arts from the Middle Ages to the present, including emerging relationships between literature and digital media. Study includes works in one medium inspired by those of another, works in visual and verbal media from the same period, and artists of multiple forms. (Satisfies Disciplinary Foundations requirement in literature or humanities.) Prerequisite: Honors Program.

HON 287 Western Images of Asia (1)

A multimedia exploration of Western attitudes about the “orient.” By reading scholarly and fictional texts and carefully viewing the visual arts, this class analyzes the development of Western attitudes toward the “east,” beginning with important medieval explorers and concluding with our present concern with the Japanese. (Satisfies Disciplinary Foundations requirement in history or humanities; an IC designated course.)

HON 288 Remembering World War II (A): The War in Asia and the Pacific (1)

A seminar on how World War II in Asia and the Pacific is remembered in several countries, including China, Japan, Korea, and the United States. Using a variety of literary (novels, poetry, and memoirs), artistic (film and painting), and architectural (monuments, memorials, and museums) evidence, we explore the legacy and memories of World War II in these various countries, consider some of the many issues related to self-representation and historical memory, and examine how different cultures with widely divergent pasts and traditions come to shape memory and guilt. (Satisfies Disciplinary Foundations requirement in history or humanities; an IC designated course.)

HON 289 Remembering World War II (B): The War in Europe and the Holocaust (1)

A seminar on how World War II in Europe and the Holocaust are remembered in several countries. Using a variety of literary (novels, poetry and memoirs), artistic (film and painting), and architectural (monuments, memorials, and museums) evidence, we explore the legacy and memories of World War II in these various countries, consider some of the many issues related to self-representation and historical memory, and examine how different cultures with widely divergent pasts and traditions come to shape memory and guilt. Countries to be studied are chosen from among the following: Germany, France, Poland, Russia/Soviet Union, and the United States. (Satisfies Disciplinary Foundations requirement in history or humanities; an IC designated course.)

HON 301 Special Topics: Who Is Jesus? Exploring a Cultural Phenomenon (1)

An investigation of the ways that Jesus Christ has influenced and shaped culture for twenty centuries. This seminar takes the view that the person of Jesus not only influences culture but that culture continually interprets him to meet and to satisfy culture's understanding of itself. The class begins with a review of scriptural understandings of Jesus, moves to a survey of his place in the history of culture, and concludes with an examination of a variety of ways of interpreting Jesus' cultural identity. (Satisfies Disciplinary Foundations requirement in philosophy/religion.) Prerequisite: Honors Program. Fall 2007.

HON 306 Ethics, Public Policy and Public Service (1)

An examination of topics related to the content of public policy and the conduct of public officials in the United States from the perspective of applied ethics. (Satisfies Disciplinary Foundations requirement in political science.)

HON 310 It's Not Your Grandmother's Advice: Feminism and Cultural Criticism (1)

Introduces students to the historical development of issues in feminist thought through texts by selected influential feminist thinkers in the United States and Europe, particularly France. Readings will consider ways in which women's access to culture is mediated by gender, class, and symbolic structures, as well as how gender inequalities shape the lives of women and men. Topics to be considered will include sexuality, sexual identity, work, gender relations, and images of women and men in the media. Questions under discussion will include "What is a woman?" "What is a man?" "What is feminist knowledge, and how is it related to social change?" (Satisfies Disciplinary Foundations requirement in humanities.)

HON 321 Poetry and Music: The French Connection (1)

An investigation into the relationship between poetry and music, specifically as demonstrated in the works of the French art song composers. Designed for the non-music major, this course, taught in English, will bring together textual analyses of poetry and interpretations of the language of music. (Satisfies Disciplinary Foundations requirement in literature or humanities.)

HON 345 Medieval Narrative in Words and Pictures (1)

An investigation of medieval modes of reading texts and images. Beginning with working definitions of such words as *reading*, *narrative*, and *intertextuality*, this seminar will explore such through interdisciplinary case studies and will address topics like the relations of images and texts, reception, and compositional structure and meaning. (Satisfies Disciplinary Foundations requirements in art history or humanities. Satisfies a pre-1800 period course requirement for art history majors.) Prerequisite: Honors Program, art history major, or consent.

HON 350 Chaucer (1)

A reading of the *Canterbury Tales* and other selected major poems of Chaucer in Middle English. (Satisfies Disciplinary Foundations requirement in literature or humanities.)

HON 361 Politics in China and Japan (1)

An examination of the current political systems of the two countries with focuses on political culture, elites and masses, political institutions and processes, current issues, and political change. (Satisfies Disciplinary Foundations requirement in political science; an IC designated course.)

HON 393 Honors Project (½)

An independent study in general education in preparation of the Honors Independent Project. All Honors projects require approval by the Honors Committee. This study is typically taken in the spring of the junior year.

HON 493 Honors Project (½)

An independent study in general education in preparation or completion of the Honors Independent Project. All Honors projects require approval by the Honors Committee. Typically taken fall of the senior year. HON 493 may be repeated with consent.

For admission requirements or additional information, interested students should contact either of the offices below:

Admission Office
Birmingham-Southern College
Birmingham, Alabama 35254
(800) 523-5793

Director of the Honors Program
Birmingham-Southern College
Box 549030
Birmingham, Alabama 35254
(205) 226-7837
(205) 226-7842
bschp@bsc.edu

LEADERSHIP STUDIES

Jeanne Jackson, Director of Leadership and Environmental Studies, Hess Center for Leadership and Service

The Distinction in Leadership Studies program builds on the liberal arts curriculum and the mission of Birmingham-Southern College to challenge students “to be committed to intellectual and social responsibility.” A student who meets all of the requirements listed below receives Distinction in Leadership Studies at graduation, distinguished by special recognition in the graduation program and a certificate from the President of the College.

As an interdisciplinary program, Leadership Studies seeks to achieve the following:

- (a) Critically address conceptions of leadership.
- (b) Expand conceptions of leadership beyond position.
- (c) Increase the political, historical, and cultural understanding of leadership.
- (d) Explore the dynamics between leadership and community.
- (e) Develop communication skills.
- (f) Foster civic responsibility.

Distinction in Leadership Studies Program Requirements

To earn a Distinction in Leadership Studies, students must meet the following requirements:

- (1) Complete LS 200 Leadership Studies: Theory and Practice.
- (2) Complete two Leadership Studies designated courses from two academic disciplines, and earn at least a grade of “B” (3.00) in each.
- (3) Complete the Leadership Studies Junior Year Practicum (prerequisite for LS 400).
- (4) Complete LS 400 Capstone Senior Leadership Seminar, including a public presentation.
- (5) Attain a 2.5 or better grade point average in all coursework at the College.

Students must complete all of the requirements to earn a Distinction. Typically, students complete item (1) during their sophomore year, items (2) and (3) during their junior year, and item (4) during their senior year. The Director of the Leadership Studies program determines if the student has completed program requirements.

Students interested in the Distinction program should contact the Director of Leadership Studies as early as possible.

Courses in Leadership Studies

LS 200 Leadership Studies: Theory and Practice (1)

An introduction to the academic study of leadership from both theoretical and practical perspectives. Not limited to students in the Leadership Studies program. Prerequisite: at least one year of college coursework. Fall, Spring.

LS 400 Capstone Senior Leadership Seminar (½)

A capstone seminar of selected topics on leadership theories and civic responsibility. The course requires an in-depth paper and presentation on a leadership topic, demonstrating the student's accumulated knowledge and skills in leadership studies. Students lead discussion on required readings. The seminar is a requirement for the Distinction in Leadership Studies program. Prerequisites: DLS program student, completion of Leadership Studies Junior Year Practicum, and/or consent. Fall, Spring.

LS 498 Teaching Experience in Leadership Studies (1)

Experience in the teaching of LS 200 Leadership Studies: Theory and Practice under the supervision of a member of the faculty. This course does not count toward the completion of the Distinction in Leadership Studies. Prerequisites: LS 200 and consent.

LS 200 is a multi-disciplinary course that serves as a prerequisite to other leadership-designated courses for students pursuing Distinction in Leadership Studies. The following is a list of leadership studies designated courses:

- BA 400 International Strategic Issues
- HI 208 Diplomatic History of the United States since 1941
- HI 309 Women of the American South
- HI 346 Russia in the Twentieth Century
- HI 347 Britain in the Twentieth Century
- HI 349 The Cold War: American and Soviet Perspectives
- MU 371 Conducting
- PL 307 Environmental Ethics
- PS 240 Introduction to Latin American Politics
- PS 306 Ethics, Public Policy, and Public Service
- PS 307/HON 207 Civil Rights and Justice
- PS 325/HON 218 Contemporary Southern Politics
- PS 340 Comparative Elite Behavior

PY 203 Group Dynamics
PY 230 Cross-Cultural Psychology
RE 280 John Wesley and the People Called Methodists
RE 340 The Pauline Writings
SBS 106 Nonprofit Organizations
SO 370 Sociology of Medicine
ThA 403 Directing and Stage Management

SERVICE-LEARNING

Kristin Harper, Director of Service-Learning, Bunting Center for Engaged Study and Community Action

Sara Doughton, Assistant Director of Service-Learning, Bunting Center for Engaged Study and Community Action

Long a part of the College's mission, service-learning is one of the distinctive features of the College. Formerly known as the Office of Service Learning, The Bunting Center for Engaged Study and Community Action houses the College's service-learning programs. The Center is located on the second floor of the Norton Campus Center.

The Bunting Center seeks to achieve the following goals:

- (a) To promote the practice and ethic of engaged study and community action throughout the campus community in both curricular and co-curricular activities.
- (b) To foster mutually beneficial campus and community partnerships in research, direct service, social action, and community organization.
- (c) To facilitate learning about issues of social concern through service, training, and discussion.
- (d) To support faculty by providing and participating in opportunities for engaged study within the curriculum, including research and community based projects.
- (e) To offer campus constituencies assistance in locating community service opportunities and connecting with local organizations.
- (f) To collaborate with all constituencies of the College in providing programming and coursework designed to enhance the skills necessary for effective citizenship.

In cooperation with faculty, staff, and students, The Bunting Center offers extensive local and global programs of service that benefit the College and the community.

Ongoing Projects are student-initiated and student-coordinated activities that occur on a regular basis throughout the school year. These projects allow students to develop real relationships within area agencies while fostering and strengthening the College's partnerships with the surrounding community. Current ongoing projects include FocusFirst (a project of Impact Alabama), First Light Women's Shelter, International Tutoring, Oak Knoll Assisted Living Center, Urban Kidz, Woodlawn High School, and Woodrow Wilson Elementary School.

Alternative Spring Break offers an opportunity for students to gain an understanding of another culture or place and to learn about themselves as they serve. Participants prepare as a team prior to travel. For past spring breaks, teams have worked in Puerto Rico, San Francisco, Boston, Appalachia, Washington, DC, and most recently on the Mississippi coast in support of Hurricane Katrina Relief.

Service-Learning Interim Projects provide students and faculty with intensive, course-based service-learning in local, national and international communities. Students are selected in the spring through an application process and spend the fall attending orientation meetings and fundraising. Students research topics related to the service location, its people, culture, and religion, and engage in training and team-building exercises. Evaluation is based on participation in the orientation sessions, a pre-trip presentation, and on-site performance. Applications are available in March.

Service-Learning Integrated Courses enhance regular term course offerings in various disciplines by adding a service component to a course, thus enriching exploration of the topic. Contact The Bunting Center staff for details about these courses.

PRE-PROFESSIONAL PROGRAMS

The basic curriculum of the College is designed to give the student a broad general education in four essential areas—the arts, the humanities, the natural sciences, and the social sciences—with a concentration in one discipline. The curriculum is also designed to permit a student to plan a program of studies leading to any one of a variety of careers. Some of these programs are essentially preparation for advanced work in professional schools, such as seminary, law, dentistry, or medicine. Others prepare the student for immediate entry into a profession, such as accounting, business, chemistry, geology, medical technology, or elementary and secondary teaching. Creditable work in a field of major concentration is, of course, the accepted program of preparation for entry into the academic departments of all graduate schools for professional training in college teaching and research.

In consultation with a faculty advisor, a student may work out any one of a large variety of such career programs suitable to his or her interests. A few suggestions of types of career programs available at the College appear below.

Business

Stephen H. Craft, Advisor

Graduate schools of accounting, economics, or business administration vary in the criteria for admission to programs of study. In general, admission is based on the candidate's undergraduate grade point average, test scores (especially the Graduate Management Admissions Test, although the Graduate Record Examination also is used), and personal references from both undergraduate professors and employers, supervisors, or business acquaintances.

Admission to graduate study in these three areas is not ordinarily dependent on the student having an undergraduate major in the field. However, the structure and duration of graduate programs are based upon the specific course work and credits completed at the undergraduate level. For example, an undergraduate accounting major ordinarily exempts the student from some accounting course requirements in an M.B.A. or M.Acc. program. Students considering graduate school in economics should take additional math courses beyond the major requirements, including linear algebra and further courses in calculus and statistics. Likewise, students interested in graduate study in business administration should take calculus.

To facilitate transition from Birmingham-Southern to graduate schools of business, accounting, or economics, interested students should identify themselves to their advisor and the appropriate department chair as early as possible. The student will be assigned an advisor who will assist in planning an appropriate program of study to expedite progress toward the graduate degree.

An undergraduate degree in accounting from Birmingham-Southern functions to prepare students for careers as professional accountants in financial institutions, industry, government, not-for-profit organizations, and public practice. Public practice, however, often entails certification, which requires additional coursework beyond the undergraduate level. Generally, 150 hours of college-level courses are required to sit for the Certified Public Accountant's examination.

Birmingham-Southern addresses this additional demand by tracking the accounting student's educational program and by offering courses that meet certification requirements. Further, the academic structure of Birmingham-Southern allows the student to attain examination qualification within a minimum amount of time and additional coursework.

Church-Related Vocations

J. Lawrence Brasher, Advisor

A broadly diversified liberal arts education is basic to a career in the pastoral ministry, missions, Christian education, and other specialized ministries. Students planning careers in any of these areas will complete their preparation in a theological seminary or graduate school. In anticipation of advanced theological training, a major in religion and philosophy is recommended. Such a major leaves sufficient freedom for students to choose from a wide range of elective courses according to their own particular interests.

A faculty advisor assists each student in working out a four-year program of studies to fit his or her individual needs. Coursework in religion is usually begun in the first year with RE 201 Introduction to Christianity and RE 205 the Old Testament or RE 215 the New Testament. In other years advanced courses in Biblical studies and theology, and courses in religion and society should be taken. The sequence of courses in history of philosophy is also helpful in preparation for seminary. Electives should be chosen from the following areas: history, English, psychology, sociology, political science, language, science, and the fine arts.

Health-Related Vocations

Jeannette Runquist, Chair, Health Professions Advisory Committee

Students planning careers in the health professions should inform their academic advisors and the pre-health advisor as soon as possible. The pre-health advisor will provide students information about the pre-health advising system. Although their courses of study will be under the general direction of the pre-health advisor, their particular programs will be determined through consultation with their specific academic advisor. Admission tests, such as the Medical College Admission Test (MCAT) or Dental Admission Test (DAT), should be taken during the spring of the junior year.

A review and evaluation of each student's undergraduate record is made by the Health Professions Advisory Committee during the student's junior year. This evaluation is sent to the professional schools to which the student applies for admission.

Undergraduate requirements for admission to various medical programs differ according to the program and to the professional school. Students should be familiar with the requirements before applying for admission.

Any questions concerning pre-health career programs should be referred to the Chair or the other members of the Health Professions Advisory Committee.

Law

Natalie Davis, Advisor

Admission to a law school is normally based on personal and scholastic records and on the results of a student's score on the national legal aptitude test rather than on a prescribed undergraduate course of study. The prospective law candidate should seek to acquire from undergraduate studies skill in the written and oral use of the English language, understanding of Western political, social, and economic institutions, and an ability to think concisely and independently.

COOPERATIVE PROGRAMS

ASIAN STUDIES

Bachelor of Arts

Matthew Levey, Director

The Asian Studies program is an interdisciplinary curriculum available to students at Birmingham-Southern College, Miles College, Samford University, the University of Alabama at Birmingham, and the University of Montevallo. The program offers a major and a minor, but it is open to students with other majors as well. Students who study Asia add a multi-cultural dimension to their college education which is useful in graduate study and careers in fields as diverse as government service, international business, banking, marketing, law, education, and journalism. This curriculum gives the student the opportunity to study Asian societies from many disciplinary perspectives and to develop important analytical and disciplinary skills. Asian Studies is particularly relevant to today's undergraduate because it emphasizes the changing traditions of Asia, contemporary problems faced by Asian nations, and the relations between Asian nations, as well as between them and Western nations. The courses in the curriculum cover East, South, and Southeast Asia.

Major Requirements

The following courses are required (13 units):

two introductory courses, defined as courses with a breadth of coverage in either geographic/cultural or temporal range. See Sinitic Survey Options and Indic/Islamic Survey Options below.

four courses in an Asian language relevant to the student's primary cultural/geographic area of interest: Chinese or Japanese for those interested in Sinitic (East) Asia, and Hindi or Arabic for those interested in Indic/Islamic (South, Southeast, Southwest) Asia

six elective courses, five of which must constitute a cultural or geographic area of concentration or core in either Sinitic (East) Asia or Indic/Islam (South, Southeast or Southwest) Asia; and one of which is from another cultural or geographic area. Electives may not be "introductory," as defined above; no more than four of the electives can be in one academic discipline; no more than one of the electives can be an international (non Asia-specific) course. See Sinitic Electives and Indic/Islamic Electives below.

one course in a Senior Conference as part of the Scholarship Foundations Requirement in an area of the student's interest

Minor Requirements

The following courses are required (8 units):

two introductory courses, as defined in the major requirements

two courses in an Asian language relevant to the student's primary cultural/geographic area of interest, as defined in the major requirements

four elective courses, which will constitute a cultural or geographic area of concentration in either Sinitic (East) Asia or Indic/Islamic (South, Southeast or Southwest) Asia

Courses in the Asian Studies Curriculum

* denotes introductory courses

Sinitic World (East Asia)

Art History

ARH 206 Survey of Asian Art (UAB)*

ARH 306 The Asian Experience (UAB)*

ARH 470 Chinese Art and Culture (Prerequisite: ARH 206) (UAB)

ARH 473 Japanese Prints and Printmakers (UAB)

ARH 474 Chinese Painting (Prerequisite: ARH 206 or 470) (UAB)

ARH 475 Japanese Art (Prerequisite: ARH 206 or 470) (UAB)

ARH 476 Oriental Ceramics (Prerequisite: ARH 206) (UAB)

History (HI/Hist/HIST/HY)

Introductory Surveys of Asia or East Asia

Hist 463 Monsoon Asia: Survey of Culture and History (S)*

Hist/Pols/Geog 395 Asia: Land and People (S)*

Hist/Pols/Geog 396 East and Southeast Asia: Land and People (S)*

HY 271 Traditional East Asian History and Culture (UAB)*

HY 272 Modern East Asia (UAB)*

Introductory Surveys of China

HI 181 East Asian Civilization I: China to 15th Century (BSC)*

Hist 441 History of China to 1644 (S)*

HY 474 China to the 19th Century (UAB)*

Introductory Surveys of Japan

HI 182 East Asian Civilization II: Japan to 15th Century (BSC)*

Hist 443 Japan (S)*

HY 476 Japan to the 19th Century (UAB)*

Modern China

HI 283 Modern China (BSC)

HY 475 Modern China (UAB)

Hist 444 Asia's Response to the West (S)

Contemporary China

HI 385 The People's Republic of China (BSC)
 Hist 442 History of China Since 1911 (S)

Modern Japan

HI 284 Modern Japan (BSC)
 HIST 435 Modern Japan (Mo)
 HY 374 Meiji Japan (UAB)
 HY 477 Modern Japan (UAB)
 HY 376 Japan and the United States (UAB)

Contemporary Japan

HI 386 Japan in the 20th Century (BSC)
 HY 375 The Pacific War (UAB)
 HI 287 Western Images of Asia (BSC)
 HI 288 Remembering World War II (A): The Wars in Asia and the Pacific (BSC)

Asian History in Multinational Perspective

HI 287 Western Images of Asia (BSC)
 HI 288 Remembering World War II (A): The Wars in Asia and the Pacific (BSC)

Asian Thought and Religion

HI 282 Disputers of the Tao: Confucianism, Taoism and Buddhism in East Asia (BSC)
 PHL 239 Classical Thought in India, China and the West (UAB)*
 RE 221 Religions of the East (BSC)*
 RE 340 Religions of China (MC)

Politics

PS 209 East Asian Political Systems (UAB)
 PS 361 Politics of China and Japan (BSC)

Anthropology

ANTH 205 The Asian Experience (UAB)

Indic and Islamic World: South, Southeast and Southwest Asia

Historical and Cultural Surveys

ARH 206 Survey of Asian Art (UAB)*
 ARH 306 The Asian Experience (UAB)*
 Geog/Hist/Pols 395 Asia: Land and People (S)*
 Geog/Hist/Pols 396 East and Southeast Asia: Land and People (S)*
 ANTH 205 The Asian Experience (UAB)
 ANTH 243 Peoples of the World: Southeast Asia (UAB)
 ANTH 245 Peoples of the World: Middle East (UAB)

Philosophy and Religion

- PHL 239 Classical Thought in India, China and the West (UAB)
- RE 221 Religions of the East (BSC)

Contemporary South Asia

- PS 202 Indian Government and Politics (MC)
- SO 301 South Asian Society and Culture (MC)

Middle East and Africa

- HI 265 The Middle East in the 20th Century (BSC)
- Hist 426 Modern Middle East (S)
- Hist 464 Africa/Mideast: Survey of Culture and History (S)*

Vietnam War

- Hist 456 Vietnam: An American Watershed (S)
- HY 421 America in Vietnam (UAB)

International, Non Asia-Specific

- EC 305 Comparative Economic Systems (Prerequisites: EC 201 and 202) (BSC)
- EC 410 International Trade (Prerequisites: EC 201 and 202) (BSC)
- EC 430 Economic Growth and Development (Prerequisites: EC 201 and 202) (BSC)

EH 395 Contemporary International Fiction (BSC)

ENG 232 World Literature II (UM)

ENG 320 Studies in World Literature (UM)

Engl 420 Comparative Literature (S)

Geog 101 World Regional Geography (S)

Geog/Hist/Pols 451 Geography of International Affairs (S)

HIST 101 World Civilizations (UM)

HIST 102 World Civilizations (UM)

HY 104 World History to 1600 (UAB)

HY 105 World History, 1600 - Present (UAB)

Hist/Pols 348 Riot, Rebellion and Revolution (S)

Hist/Pols/Geog 451 Geography of International Affairs (S)

HY 419 The Second World War (UAB)

MU 126 Music of the World's Peoples (BSC)

PS 235 Introduction to International Relations (BSC)

PS 238 Introduction to Comparative Politics (BSC)

PS 338 Comparative Political Behavior (BSC)

PS 340 Comparative Elite Behavior (BSC)

PS 342 Comparative Political Development (BSC)

PS 400 International Political Economy (BSC)
 PS 445 Democratization (BSC)
 POS 340 World Politics (UM)
 POS 350 International Organizations (UM)
 POS 450 Global Policy Studies (UM)
 POS 455 International Relations (UM)
 Pols/Hist 348 Riot, Rebellion and Revolution (S)
 Pols/Geog/Hist 451 Geography of International Affairs (S)
 Pols 319 International Relations Since WWII (S)
 Pols 363 Politics of Developing Nations (S)
 Pols 370 Women and World Politics (S)

PY 230 Cross Cultural Psychology (BSC)

Relg 301 World Religions (S)

The following options indicate which courses cover the same or similar content; multiple courses that cover the same or similar content may not be used to satisfy requirements.

Sinitic Survey Options

Option 1: China/Japan Surveys in two-course disciplinary sequence
 HI 181 and 182 (BSC); or Hist 441 and 443 (S); or HY 474 and 476 (UAB)

Option 2: Asia/East Asia Survey in two different disciplines
 Any two courses from two different disciplines: ARH 206 (UAB) or ARH 306 (UAB); ANTH 205 (UAB); Hist 463 (S); Hist/Geog/Pols 395(S);
 Hist/Geog/Pols 396 (S)

Option 3: East Asia Early and Late in two-course sequence
 HY 271(UAB) and HY 272 (UAB)

Indic/Islamic Survey Options

ARH 206 (UAB) and ARH 306 (UAB); or Geog/Hist/Pols 395 (S) and ANTH 205 (UAB); or Geog/Hist/Pols 396 (S) and ANTH 205 (UAB); or ANTH 243 (UAB) and ANTH 245 (UAB); Geog/Hist/Pols 395 (S) and Geog/Hist/Pols 396 (S)

Elective Courses

To prevent duplication of course content, please refer to the lists below in choosing elective courses; no more than one course per line will count toward completion of Asian Studies Major.

Sinitic Electives

Art History:

ARH 470 (Prerequisite: ARH 206) (UAB)

ARH 473 (UAB)

ARH 474 (Prerequisite: ARH 206 or ARH 470) (UAB)

ARH 475 (Prerequisite: ARH 206 or ARH 470) (UAB)

ARH 476 (Prerequisite: ARH 206 or ARH 470) (UAB)

History:

HI 283 (BSC) or HY 475 (UAB) or Hist 444 (S)

HI 385 (BSC) or Hist 442 (S)

HI 284 (BSC) or HIST 435 (UM) or HY 374 (UAB) or HY 477 (UAB) or
HY 376 (UAB)

HI 386 (BSC) or HY 375 (UAB) or HY 376 (UAB)

HI 287 (BSC)

HI 288 (BSC)

Religion/Philosophy in Historical Perspective:

HI 282 (BSC) or RE 340 (MC)

PHL 239 (UAB) or RE 221 (BSC)

Political Science

PS 209 (UAB)

PS 361 (BSC)

Indic/Islamic Electives

History:

HI 265 (BSC) or Hist 426 (S)

HY 421 (UAB) or Hist 456 (S) or Hist 464 (S)

Religion/Philosophy in Historical Perspective:

PHL 239 (UAB) or RE 221 (BSC)

Social Sciences:

PS 202 (MC)

SO 301 (MC)

Descriptions of courses appearing on the chart above for courses taught at Birmingham-Southern may be found under their respective disciplines in the Curriculum section of this catalog. Descriptions of courses taught at other institutions may be obtained by contacting the Director of Asian Studies.

*Courses in Asian Studies***AN 470 Senior Project in Asian Studies (1)**

A research project that demonstrates a student's ability to investigate a problem relating to Asia. The research paper required must use scholarly and, if possible, primary sources, either in translation or in the appropriate Asian language.

Prerequisite: senior standing in Asian Studies.

DUAL DEGREE IN ENGINEERING

Douglas A. Riley, Duane H. Pontius, Jr., Advisors

Students who participate in this dual-degree program attend Birmingham-Southern for approximately three years and, then, a school of engineering at a cooperative institution for approximately two years. After completing the academic requirements of both institutions, the student is awarded a bachelor's degree from Birmingham-Southern and one of various designated engineering degrees awarded by the cooperating institution. Currently, cooperative arrangements exist with Auburn University, Columbia University in New York, Washington University in St. Louis, and the University of Alabama at Birmingham. While at Birmingham-Southern, students in the dual-degree program major in pre-engineering, the requirements for which are listed below:

MA 231 Analytic Geometry and Calculus I
 MA 232 Analytic Geometry and Calculus II
 MA 310 Analytic Geometry and Calculus III
 MA 317 Linear Algebra
 MA 311 Differential Equations
 CS 170 Introduction to Computing
 CH 121 General Chemistry I
 CH 122 General Chemistry II
 PH 121 General Physics I
 PH 122 General Physics 11

Pre-engineering students must also meet Birmingham-Southern's general education graduation requirements; they should work closely with the program advisor in selecting specific courses required by cooperating institutions.

Although they are exempted from the 32-unit minimum course requirement and the stipulation that the last 16 units be completed at Birmingham-Southern, pre-engineering students must complete their engineering degree at the cooperating institution in order to receive their degree from Birmingham-Southern. Students who do not complete the degree requirements elsewhere will not receive a degree from Birmingham-Southern unless they return to the College and complete the requirements for another major as well as the remaining graduation requirements.

DUAL DEGREE IN ENVIRONMENTAL STUDIES

Students who participate in this dual degree program attend Birmingham-Southern for approximately three years and Duke University for two years. After completing the first year of study at Duke University, students are awarded a bachelor's degree from Birmingham-Southern. Upon successful completion of the Duke University program, students are awarded either a Master of Forestry (M.F.) or Master of Environmental Management (M.E.M.) degree. While at Birmingham-Southern, students in the dual degree program major in either biology/environmental studies or chemistry/environmental studies, the requirements of which are listed below:

Biology/Environmental Studies (12 units):

- BI 115 Organismal Biology
- BI 125 Cell and Molecular Biology
- BI 225 Evolutionary Ecology
- BI 301 Genetics
- BI 411 General Ecology
- BI 499 Senior Interim

Four Biology electives (two at the 400 level) excluding 298, 398, or 498
CH 121 and 122 General Chemistry I and II

Additional courses required for admission to Duke University:

- CS 170 Introduction to Computing
- EC 202 Principles of Economics
- MA 207 Statistics
- MA 231 Analytical Geometry and Calculus I

Chemistry/Environmental Studies (10 units):

- CH 121 and 122 General Chemistry I, II
- CH 211 and 212 Organic Chemistry I, II
- CH 304 Quantitative Analysis
- CH 404 Advanced Analytical Chemistry
- CH 408 Biochemistry
- CH 401 and 402 Chemistry Seminar
- CH 499 Senior Interim
- MA 232 Analytical Geometry and Calculus II

Additional required courses for admission to Duke University:

- EC 202 Principles of Economics
- MA 207 Statistics

Environmental studies students must also meet Birmingham-Southern's general education requirements and the entry requirements of Duke University. They should work closely with the program's advisor in developing class schedules. Although they are exempted from the 32-unit minimum course requirement and the stipulation that the last 16 units be completed at Birmingham-Southern, environmental study students must complete their first year requirements at Duke University in order to receive the degree from Birmingham-Southern. Students

who do not complete their first year at Duke University will not receive a degree from Birmingham-Southern unless they return to the College and complete the requirements for another major as well as any remaining graduation requirements.

DUAL DEGREE IN NURSING

Jeannette Runquist, Advisor

Students who participate in this dual degree program attend Birmingham-Southern for approximately three years and Vanderbilt University for two years. After completing degree requirements at both institutions, students will be awarded a bachelor's degree from Birmingham-Southern and a Master of Science in Nursing (MSN) from Vanderbilt University.

While at Birmingham-Southern, students in the dual 3-2 degree program major in either biology/pre-nursing or biology-psychology/pre-nursing, the requirements of which are listed below.

Biology/Pre-Nursing

BI 115

BI 125

BI 225

BI 301

BI 303

BI 304

Human Anatomy

one BI elective

one interim in BI excluding the pre-health internship

CH 121 and 122

Biology-Psychology/Pre-Nursing

BI 115

BI 125

BI 225

BI 303

Human Anatomy

one BI elective at the 300 level or above

CH 121 and 122

PY 101

PY 204

PY 312

PY 324

two PY electives

one interim in PY

Biology-psychology/pre-nursing students are strongly encouraged to choose their two electives in psychology from the following: PY 230, 303, 313, or 330; and their elective in biology from the following: BI 304, 402, or 408.

All pre-nursing students are strongly encouraged to participate in the pre-health internship.

PROGRAMS OF THE ASSOCIATED COLLEGES OF THE SOUTH

The Associated Colleges of the South, the consortium of nationally-ranked liberal arts institutions of which Birmingham-Southern is a member, provides special cooperative programs for students and faculty. Three programs of special interest appear below.

British Studies at Oxford

British Studies at Oxford is a summer program in which students spend six weeks of study for two or three units of credit at Oxford University in England. Students live and dine in the seventeenth-century buildings of St. John's College and attend lectures and seminars covering the arts, history, literature, and philosophy of a distinguished age of Britain's past. In addition, students are given the opportunity to travel throughout England and Europe. Students, at their option, may have one course count as an interim unit. The second course taken through British Studies at Oxford that summer will count as a unit credit in a discipline. Special scholarship assistance is available to Birmingham-Southern College students participating in this summer program.

Oak Ridge Science Semester

Upperclass majors in biology, chemistry, mathematics, physics, and the social sciences are eligible to apply for study at the Oak Ridge National Laboratory (ORNL) in Oak Ridge, Tennessee. This fall semester project provides students with the opportunity to engage in research with an ORNL scientist, earn up to sixteen hours of academic credit, receive a stipend and a small housing allowance, and live in the foothills of the Smoky Mountains. For more information, visit www.orss.denison.edu or www.ornl.gov.

Sustainable Development in Costa Rica

As part of a five-week summer course, students will study three distinct regions: the dry tropical forest of Guanacaste, home to the most ambitious ecological restoration project ever undertaken; the cloud forests of Monteverde, site of the lowland rainforests and the largest private conservation area in the world; and the coral reefs and Afro-Caribbean organic farms of the Caribbean Talamanca. The course is hosted by Rollins College, but all ACS students are eligible. For more information, visit www.colleges.org/enviro/programs/costarica.html.

BIRMINGHAM AREA CONSORTIUM FOR HIGHER EDUCATION (BACHE)

The four-year colleges and universities that serve the Birmingham area have a long record of cooperation with one another. Building on that history, the Presidents of Birmingham-Southern, Miles College, Samford University, the University of Alabama at Birmingham, and the University of Montevallo created the Birmingham Area Consortium for Higher Education (BACHE) to enhance and strengthen educational opportunities available to the students and the community.

Students, faculty, and staff at BACHE institutions may access the resources of all the member libraries by simply presenting their valid ID cards. Students enrolled full-time at a BACHE institution who are in good academic standing may also take undergraduate courses at another BACHE campus at no additional charge. The procedure for taking a course through this cooperative program follows.

Registration—This must be completed prior to the opening of a new term at the BACHE institution. Registration for courses may be completed in the Records Office. As listed on the academic calendar, the last day to add a course each term is also the last day to register for a BACHE institution course. Schedules of courses are available in the Records Office and online.

Approval—A student must have the approval of an advisor, the faculty of the major if the desired course is in the student's major field, and the Provost. If the course is a required course in another area, the faculty of that area in which the course is included should be consulted as to its suitability. (A student must be taking at least three units at Birmingham-Southern during a regular term in order to register for one course at a BACHE institution.)

Credit—Work at a BACHE institution is given credit as if it were taken at Birmingham-Southern. It will be included in the Birmingham-Southern credit for that term and will not be treated as transfer credit. Usually, only one course per term is permitted. BACHE courses may not be used to redeem Birmingham-Southern courses.

Cost—Except for associated laboratory and other special fees, there is no additional cost to a student who is taking at least three units at Birmingham-Southern at the time of enrollment at a BACHE institution.

Academic Regulations—All academic regulations at Birmingham-Southern must be observed. In addition, students in the exchange program are expected to observe the academic regulations of the cooperating institution. Students must follow Birmingham-Southern's procedures and deadlines if they wish to withdraw from a course. The withdrawal must be done through the Records Office at Birmingham-Southern according to the deadlines listed in the academic calendar.

BIOMEDICAL RESEARCH SCHOLARS PROGRAM AT UAB

This program is designed to give students the opportunity to use modern, sophisticated laboratory instruments, to become familiar with protocols and procedures used in research laboratories, and to conduct an independent research project. The UAB supervisors for the program are scientists who are involved in important biomedical projects.

Students participating in this program will meet the following requirements:

- (1) During the fall term, work eight to ten hours per week in the lab and receive internship credit for the work.
- (2) Register for senior interim term credit during the interim and work on their independent research projects.
- (3) During the spring term, work eight to ten hours per week in the lab, receive internship credit, finish their research project, analyze their data, and prepare a paper and oral presentation.

More information on this program may be obtained from any science faculty member or the Director of Interim and Contract Learning.

MARINE ENVIRONMENTAL SCIENCES CONSORTIUM

The Marine Environmental Sciences Consortium (MESC) is a public, non-profit corporation dedicated to provide marine education, research, and service to the State of Alabama. Birmingham-Southern College holds membership in this Consortium and gives academic credit for the varied marine science courses and activities available at its facility. This marine science station is located on Dauphin Island, Alabama, and is fully equipped for marine study and research along the Alabama gulf coast. Students interested in receiving academic credit and completing term projects at MESC should confer with Professor Andy Gannon for approval.

AIR FORCE ROTC

Air Force Reserve Officer Training Corps is available to Birmingham-Southern students through a cooperative program with Samford University. Air Force ROTC courses are taught on the Samford University campus. Students enrolling in Aerospace Studies courses must contact the Records Office to register.

The Air Force ROTC program provides college men and women the opportunity to compete for and attain a commission as a Second Lieutenant in the United States Air Force upon graduation from college. The program is divided into the General Military Course and the Professional Officer Course. The General Military Course includes the courses offered during the first two years of the program and is open to all students without military obligation. This program is designed for first-year and sophomore students. The Professional Officer Course includes the junior- and senior-level courses and is restricted to those who meet entry requirements or through special permission from the Professor of Aerospace Studies, Samford University. Air Force ROTC students gain confidence, leadership training, communications skills, and an appreciation for the role of the military in contemporary society.

General Military Course

The General Military Course is open to all students regardless of qualifications for military service or intent to compete for a commission. As part of the General Military Course, students examine the basic organization and structure of the Air Force, appreciate the historical significance of air power, apply basic communications skills, and receive an introduction to total quality management. Each course earns one hour of credit and is accompanied by a weekly two-hour leadership laboratory.

Field Training

Air Force ROTC field training is offered during the summer months at selected Air Force bases throughout the United States. Students who have completed all courses in the General Military Course may elect to participate in four weeks of field training. This training normally occurs between the sophomore and junior years in college. Students who have not completed all of the courses in the General Military Course may participate in a six-week field training. The additional two weeks of training will provide the student with the basic knowledge and skills offered in the General Military Course. Field training is an intense training environment designed to orient students toward service in the United States Air Force. The major areas of study in the four-week field training program include officership training, aircraft and aircrew orientation, career orientation, survival training, Air Force environment, and physical training. The major areas of study in the six-week field training program are essentially the same as those conducted in the four-week field training with the addition of areas studied during the General Military Course.

Professional Officer Course

The Professional Officer Course is usually restricted to students who have completed field training. Students enrolling in these courses are generally committed to service on active duty in the United States Air Force. Other students desiring to enroll in these courses must first secure the permission of the Professor of Aerospace Studies, Samford University. The Professional Officer Course program is designed to provide students with advanced leadership training, application techniques for a quality culture, study of military history with particular attention paid to the role of air power, and a complete understanding of the national security process. The Professional Officer Course prepares men and women with the skills necessary to be leaders in the United States Air Force.

Scholarship Programs

Four-year college scholarships are available to highly qualified high school seniors. Interested students should visit AFROTC.com to apply online. Applications are due by December 1 of the senior year in high school. Three-year and two-year scholarships are also available to college students. Air Force ROTC scholarships are applied to college tuition, books, and some university fees. Scholarship students also receive a monthly tax-free stipend, ranging from \$250 to \$400. Unlike most academic scholarships, family income has no bearing on qualifications. Uniforms and textbooks for all Aerospace Studies courses are provided at no charge.

Information is also available at www.samford.edu/groups/afrotc/welcome.htm.

ARMY ROTC

The Army ROTC is located on the University of Alabama at Birmingham campus. Students at Birmingham-Southern College are eligible to participate under the Cooperative Exchange Program.

Three-year and two-year Army ROTC scholarships are awarded on a competitive basis. Special scholarship programs are available for qualified nursing and engineering students. The Simultaneous Membership Program allows students to participate in ROTC while also participating in reserve or national guard duties.

For further information on the UAB Army ROTC program, contact the program office, 501 Building, 501 12th Street South, Birmingham, AL 35294-4490. Telephone: (205) 934-7215/8749. Information is also available at the UAB Army ROTC website: www.uab.edu/armyrotc/main.asp.

GRADUATE PROGRAMS

Master of Arts in Public and Private Management

The Master of Arts in Public and Private Management program is an innovative graduate program in management education designed for persons who hold or aspire to hold mid- or upper-level management or executive positions. The curriculum addresses the following themes:

Entrepreneurship—Students are challenged to think, to risk. They are encouraged to question, advance alternative perspectives and approaches, and engage in learning activities that press the boundaries of their potential through class work and independent study.

Leadership—Through participation in learning activities in which they connect theoretical and applied knowledge to complex problems, students are able to respond better to the issues and situations in the real world of organizational life: change, ambiguity, and dynamic organizational environments.

Teamwork—The program focuses on skills to enhance students' ability to participate in group and team activities and to engage in disciplined and mutually enriching dialogue. Students are encouraged to examine assumptions and differing points of view and to generate critically informed understandings of knowledge and professional managerial practice.

Ethics—Students are required to assess decisions, approaches, and solutions in terms of ethical dimensions. Through the existence of the Birmingham-Southern College Honor Code, students experience the application of ethical choice in examinations, writing assignments, and decisions impacting peers in team or group situations.

Strategic and Critical Analysis—The curriculum fosters strategic thinking, planning and decision-making skills through developing tangible products that challenge students to draw upon strategic and critical thinking principles, practices, and skills. Through completion of core courses providing specialized knowledge and practice in case work and strategic planning, students develop critical thinking skills.

Global Perspectives—Students broaden viewpoints through increased awareness of the significance of foreign competition and the growing international focus. Students demonstrate their understanding of cultural and economic differences in countries comprising the global marketplace.

Quantitative Analysis—Effective managers must be equipped with an understanding of quantitative methods in order to make better judgments and decisions supported by statistical data rather than relying only on intuitive decision-making. The curriculum examines the concept of models and data evaluation within management settings.

Innovative and Creative Thinking—Through formal and informal activities that encourage creativity, students develop the ability to view problems and circumstances from different perspectives, to challenge status-quo approaches, and to consider the impact of technological and social change on traditional patterns of management behavior.

Communication—The curriculum fosters understanding of relevant organizational principles and theories and focuses on enabling students to make practical application in both oral and written communications. The aim is to develop management personnel who can effectively evaluate and use all forms of communications as management tools for more efficient individual and organizational functioning.

The Master of Arts in Public and Private Management requires completion of 16 three-semester-hour course units over a two-year period. The program is organized around two levels of study including foundations courses in the basic disciplines of management and electives. Electives permit the student to pursue an area of concentration in public sector management, private sector management, or health care management.

An applicant must submit the following to be considered for admission:

- (1) Completed application form.
- (2) Official transcripts of all undergraduate and graduate work.
- (3) Scores from either the GMAT or GRE.
- (4) Application fee of \$25.00.
- (5) Two letters of recommendation.
- (6) One essay.
- (7) An interview with members of the graduate council.

For admission requirements or additional information, interested students should contact the office below:

The Graduate Office
Box 549052
Birmingham-Southern College
Birmingham, Alabama 35254

Telephone: (205) 226-4653
Fax: (205) 226-4843

Master of Music

Students interested in the Master of Music degree must apply to the Graduate Program of the College, complete all requirements for admission to graduate study, pass an audition in the specified area, and take a placement examination in music theory and music literature.

For program requirements, please consult the Music section of this catalog.

ADMISSION

BSC

ADMISSION TO THE COLLEGE

Birmingham-Southern College is an equal opportunity educational institution and, as such, does not unlawfully discriminate in its admission policy on the basis of race, color, religion, sex (including pregnancy, childbirth, or related medical conditions), sexual orientation, marital status, age, national origin, physical or mental disability, veteran's status, or any other consideration made unlawful by federal, state, or local law.

Birmingham-Southern College admits students at the beginning of any academic term. Students interested in enrolling at Birmingham-Southern should write to the Office of Admission for application materials. High school students should request these materials at the beginning of their senior year. Materials may be requested online at www.bsc.edu/futurestudents. Online applications are available.

ENTRANCE REQUIREMENTS

The College admits as students those applicants whose ability, training, motivation, and interests indicate that they will do successful college work. The course of study and quality of work done in high school or college are both taken into consideration when a student applies for admission. Also taken into consideration are his or her scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT), a personal statement, and the evidence from references (high school principals, guidance counselors, teachers, alumni of the College, ministers, or other reputable citizens) that the applicant will be an honorable and responsible member of the college community.

To be admitted to Birmingham-Southern College as an entering first-year student, an applicant must have graduated from an accredited high school with an acceptable average in all academic subjects attempted and received credit for at least sixteen units, four of which should be in English. The other twelve academic units may be in any of the fields listed below:

- Foreign languages (at least two units in the same language)
- History
- Mathematics (algebra, geometry, trigonometry, calculus, precalculus)
- Natural sciences (general science, biology, chemistry, physics)
- Social sciences (civics, democracy, economics, psychology, sociology)

The applicant must also present acceptable scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and must submit an original personal statement and a satisfactory recommendation from the high school.

Applicants who did not graduate from high school may submit G.E.D. scores. They must also submit all other required credentials for beginning students. The ACT or SAT requirement is waived for students who have been out of high school for more than two years.

To be admitted to Birmingham-Southern College for early admission, an applicant must meet all regular requirements for admission. An applicant should normally have an overall “B” high school average (3.0 on a 4.0 scale) and above average ACT or SAT scores. In addition, an applicant must exhibit maturity which indicates readiness to adjust to a college environment. An interview with the Dean of Enrollment Management is required.

To be admitted to Birmingham-Southern College as a transfer student, an applicant must have been a student in good standing with a clear academic and social record at the collegiate institution in which last enrolled and, in addition, must have at least a “C” average (2.0 on a 4.0 scale) on a full schedule of courses attempted and acceptable to Birmingham-Southern.

If the applicant has attended more than one college, the overall average at these schools must meet the minimum academic year grade point average required at Birmingham-Southern. These requirements are outlined under Normal Academic Progress in the Academic Policy section of this catalog.

A student accepted for transfer from a non-accredited institution may be **admitted with provision** by meeting the admission requirements for transfer applicants.

Not more than 96 quarter hours or 64 semester hours (16 units) of credit are accepted from a junior college, a non-accredited institution, an extension center, or any combination of these. Transfer credit is not given for work completed in a junior college, extension center, or non-accredited institution if a student has already accumulated 96 quarter hours or 64 semester hours.

To be admitted to Birmingham-Southern College as a transient student or as a special student, an applicant must have been a student in good standing with a clear academic and social record at the last institution in which enrolled, and this institution must be accredited by a regional accrediting association. Transient students and special students will be classified as “Not Candidate for Degree” and must follow application procedures below.

Students classified as “Not Candidate for Degree” who wish to become degree candidates must satisfy regular entrance requirements based on their records at the institution last attended prior to enrollment at Birmingham-Southern.

First-year and transfer applicants who do not meet the normal requirements may be considered by the Admission Committee, a faculty committee appointed by the Provost.

APPLICATION PROCEDURES

First-Year Students

An applicant who has never attended a college or university should do the following:

(1) File an application for admission with an application fee of \$40 which is non-refundable and cannot be applied on other charges made by the College. Application materials may be obtained from the Office of Admission or via the website at www.bsc.edu/futurestudents as early as July prior to the senior year in high school. The College is a member of the Common Application Group and welcomes use of the Common Application by interested applicants. Online application options are available via the admission homepage on the Birmingham-Southern College website (www.bsc.edu).

(2) Request his or her high school principal or guidance counselor to complete and send to the Office of Admission, as soon as possible after its receipt, the "School Recommendation Form." This form is supplied by the Office of Admission with the application materials.

(3) Request his or her high school to send to the Office of Admission an official copy of the applicant's academic records as soon as possible. This official transcript should indicate the courses expected to be completed before graduation if the applicant has not already received a diploma.

(4) Arrange to take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and have the scores sent to the Office of Admission. High school counselors should have application forms for these tests. Birmingham-Southern prefers these tests to be taken no later than December of the senior year.

(5) Submit a personal statement to the College. The form for this statement is provided with the application materials.

Transfer Students

An applicant who has been enrolled in a college or university should do the following:

(1) File an application for admission with an application fee of \$40 which is non-refundable and cannot be applied on other charges made by the College. Application materials may be obtained from the Office of Admission or via the website at www.bsc.edu/futurestudents.

(2) Request the Registrar or Dean of the institution in which the student is currently or formerly enrolled to send to the Office of Admission an official copy of his or her academic record. This official transcript should indicate the courses

presently being taken if the student is currently enrolled. If the student has attended any other colleges or universities, an official transcript from *each* of these must be filed in the Office of Admission.

(3) Request the Dean of Students at the institution currently being attended to complete and mail the “School Recommendation Form” to the Office of Admission as soon as possible. If the applicant is not presently enrolled, this form should be completed at the last college attended. The form is supplied by the Office of Admission, or online at www.bsc.edu/futurestudents.

(4) Request his or her high school to send to the Office of Admission an official transcript, including Scholastic Aptitude Test (SAT) or American College Test (ACT) scores.

(5) Submit an original personal statement to the College. The form for this statement is provided with the application materials.

International Students

Applicants from countries outside the United States must file the same credentials as other students and, in addition, are required to demonstrate proficiency in the English language. The English language requirement of the College is met when the applicant has submitted proof of a score of 500 or better on the paper TOEFL or a score of 173 or better on the computer-based TOEFL, or a 61 on the internet-based TOEFL, has completed Level 109 at an ELS Language Center, or has achieved an English sub-score of 21 on the ACT or a verbal sub-score of 475 on the SAT. International students may also demonstrate English proficiency through the successful completion of English Composition courses taken at accredited two or four year colleges in the United States. A complete set of educational credentials with English translations, if necessary, are required before eligibility for admission can be determined. An affidavit of financial responsibility is required before the I-20 form is issued.

Birmingham-Southern College is an Educational Associate member of the Institute of International Education.

Music Students

Candidates for the Bachelor of Music or the Bachelor of Music Education degree, as well as candidates for the music major in the Bachelor of Arts degree, must demonstrate by audition, or by the submission of a taped recording, that they have sufficient previous musical training to undertake college work in their principal instrument. Credit for work in applied music taken at another institution can be transferred to Birmingham-Southern only after appropriate examination by the music faculty.

Not-Candidate-For-Degree Students

Special students must follow the procedures applicable to transfer students if they have had any collegiate courses or to entering first-year students if they have never been enrolled in a college or university.

Transient students must file only the transient application for admission form, the application fee of \$40, and the special transient student form supplied by Birmingham-Southern College.

Early Admission

Applicants for early admission must submit all credentials required of first-year students. In addition, they must submit letters of permission from their parents, a high school counselor, and their principal, as well as a letter stating why they wish to be considered for early admission.

Dual Enrollment

Birmingham-Southern offers the dual enrollment plan to gifted Birmingham area high school seniors who might wish to take college courses for credit while still attending high school.

A student who is selected for the dual enrollment plan may take only one course per term. One unit equals 4 semester hours or 6 quarter hours. A dual enrollee is expected to meet all the requirements in courses that are required of regular college students. The student will receive regular college credit on the permanent record for all courses completed successfully. These credits may not be substituted for high school courses, however.

The cost of one course is \$1,955 plus books and supplies. If a student wishes to take private music lessons as a course, there will be private music fee in addition to the tuition.

Applications should be sent to the Office of Admission, Birmingham-Southern College, Birmingham, Alabama 35254. They should be submitted as early as possible and not later than two weeks before the opening of a term.

Information concerning requirements for dual enrollment may also be obtained from the Office of Admission.

Readmission

A student who withdraws or fails to register during any regular term (unless he or she has transient approval for a study abroad or similar program) and who later wishes to resume studies at Birmingham-Southern College must file an application for readmission to the College with the Office of Admission. If the student has attended any other institutions in the meantime, a “School Recommendation Form,” completed at the last institution attended, and an official transcript from *each* institution also must be filed. Readmission is determined in the same manner as for a regular transfer applicant. Applicants for readmission must be approved by the Provost and the Vice President for Student Affairs. The College reserves the right to require any readmitted student to meet graduation requirements as indicated in the catalog in effect at the time of re-entry to the College.

A student who has been suspended from Birmingham-Southern College for academic or other reasons, in addition to following the procedure indicated above, must make a written request for readmission to the Provost. A student in this category can be readmitted only with the authorization of the Provost and is readmitted on academic probation.

A student who has withdrawn from the College for medical reasons must receive a medical clearance from the Vice President for Student Affairs before being eligible for readmission.

Medical Certificates

All applicants officially accepted for admission must file medical certificates with the Office of Admission prior to their enrollment. The Student Health form and the Medical Examination form are included with each “Certificate of Admission,” which is issued only after all of an applicant’s credentials (including the final transcript available after graduation or at the termination of work at the last institutions attended) are received by Birmingham-Southern College. The medical examination and record of required immunizations must be completed by a physician. Proof of health insurance is also required of all students. Uninsured students have the option of purchasing a comprehensive health plan offered by the College. Additional information pertaining to this plan can be obtained from the Office of Health Services.

Guaranty Agreement

All students and their parents or legal guardians must complete a *Guaranty Agreement* which documents acceptance of financial responsibility. Registration will not be considered complete until a *Guaranty Agreement* is received.

FINANCES (2007-2008)

Tuition

The tuition charge for students is \$11,800 per term. Three or more full-unit courses, or a combination of full and half-unit courses equaling three, is considered a regular term schedule.

Students who enroll in more than five units in any regular term or, for some reason, more than one unit in any interim term are charged an additional tuition fee of \$1,955 per unit (\$1,955 per unit in the Graduate Program). Students who enroll in fewer than three units in any regular term are charged at a rate of \$3,930 per unit.

The January interim term is an integral part of the academic year, so no additional charges for tuition are made to any student who has paid full tuition for at least one regular term of the academic year. Students who enroll in more than four interim projects or who take an additional course during the interim term while at the College are charged tuition for each additional unit of credit received.

The summer session is not considered an integral part of the academic year. Tuition for the 2007 summer session was \$965 per unit. Students who receive permission to complete an interim course during the summer session are charged for a unit of credit at the summer rate.

Confirmation Fee and Dorm Deposit

A tuition confirmation fee of \$200 and a housing deposit of \$100 are requested from each new student within thirty days of notification of acceptance to the College. Dorm deposits are refundable upon check-out.

Billing

Semester charges are due August 15 for the fall; January 15 for the spring. If financial aid of this amount, excluding work-study funds, has been awarded, the aid may be used to satisfy this requirement. Should a student have an unpaid balance at the end of any term, he or she will be denied permission to register for subsequent terms and to obtain a transcript from the Records Office. No diploma or certificate of credit is given to a student who is in default of any payment due to the College.

A statement of account is mailed to the student's billing address on approximately the tenth of each month. The balance is due and payable upon receipt. Should the account have an unpaid balance at the end of any given month, an annual percentage rate of twelve percent (12%) is assessed on the last day of each month. The Birmingham-Southern College Monthly Payment Plan is an alternative to these lump sum payments which spreads the fees for the academic year over a ten-month period. The Monthly Payment Plan begins August 15th and ends May 15th.

Special Fees

Application (payable only with application for admission— not refundable)	\$ 40.00
Applied Music (per course, per term)	300.00 – 555.00
Audit Fee	370.00
Change of Course	20.00
Information Technology Fee (per term)	175.00
Graduation	120.00
Listener's Fee	250.00
Parking Decal (for each academic year)	32.00
Portfolio Assessment	1,955.00
Replacement ID Card and/or Meal Ticket	25.00
Lost Dorm Key	55.00
Returned Check	30.00
Student Activity Fee (per term)	175.00
Student Insurance (estimated)	500.00

Laboratory Fees

AR 100	\$124.00
AR 104, 112, 150, 250, 301, 302, 303, 306, 307, 308, 350	72.00
AR 103, 311, 312, 313, 321, 322, 323	82.00
AS 101	82.00
BI 101, 206, 208, 232, 314, 332, 350, 411	98.00
BI 103, 115, 149, 315	103.00
BI 125, 301, 304, 402, 405, 425, 442	108.00
BI 408	108.00
CH 101	103.00
CH 121, 122, 149, 211, 212, 304, 311, 312, 404, 406, 408	108.00
ES 150	98.00
PH 101, 102, 121, 122, 301, 302, 303, 451, 452	77.00
PS 204	72.00
PS 304	102.00
PY 204, 408	72.00
PY 304	103.00
SO 204	72.00
SO 304	103.00
All Foreign Language Labs	46.00

Housing

Residence Hall and Student Apartment Deposit	\$100.00
Residence Hall (per term, two students)	2,160.00 – 2,858.00
(per term, private room)	3,240.00 – 4,287.00
Fraternity (per term, two students)	2,660.00
(per term, private room)	3,990.00
Sorority (per term, two students)	2,660.00

Meals

The College offers a declining-balance meal plan in which resident students are required to participate. The food service options provided under this plan include a light, medium, hearty, or commuter designation. Students place funds in a food service account, which can then be used at any campus food service location by presenting a Birmingham-Southern Campus Card.

Meal plan charges are \$1,060 per term for the light option, \$1,430 per term for the medium option, and \$1,650 per term for the hearty option. At a student's request, additional amounts may be added to the campus card. All resident students are required to purchase at least the light meal plan each term. Summer residents are also required to participate on a meal plan. Meal plans are not transferable from term to term. Under the medium and hearty options, if a student does not use the full amount on his or her card, a credit will be given for any unused funds remaining over the minimum rate of \$1,060. The light option is not refundable. A student who withdraws from the College will be charged either the actual dollars used or a prorated amount based on the number of weeks in school, whichever is greater.

In case of a lost campus card, the student is responsible to notify the Student Accounts Office immediately to stop any unauthorized use of the card. If the Student Accounts Office is notified, the student may be responsible for no more than \$50 in unauthorized charges. The fee for replacing a lost campus card is \$25. There is no fee for replacing a damaged or illegible card upon presentation of that card to the Student Accounts Office.

Cost Summary (Estimated, Academic Year 2007-2008)

Tuition	\$23,600.00
Residence Hall	4,320.00 – 5,716.00
Books and Supplies (approximate)	1,000.00
Meals	2,385.00 – 3,640.00
Student Activity Fee	350.00
Automobile Registration	32.00
Student Health Insurance	500.00
Information Technology Fee	350.00

Refunds

Tuition and fees for classes dropped during the first two weeks of a term are adjusted in full. After the first two weeks and until four weeks, tuition is prorated based on the number of weeks attended and the total number of weeks in the term. After four weeks, there is no tuition adjustment. A student dropping all classes should refer to the policies for withdrawal listed in the Withdrawal from the College section of this catalog.

Refunds are made only upon the receipt of an official withdrawal form properly completed. To withdraw officially from the College, a student must notify the Provost and the Office of Financial Aid in writing of the intent to withdraw. For adjustment purposes, the date of withdrawal is considered the date the College is officially notified of the withdrawal. If a student withdraws with the permission of the Provost within four weeks after registration day, as specified in the official college calendar, tuition, rent, and meal charges are prorated through the week of withdrawal. No adjustment of these charges is made on account of withdrawal after four weeks, except in cases of illness certified by a physician and of students on reserve called for active military duty. In case of illness, tuition, rent, and meal charges are prorated through the week of withdrawal. In case of a call for active military duty, tuition and fees are cleared, and rent and meal charges are prorated through the week of withdrawal.

Credit balances created by loans or financial aid are refundable. Upon request, the College will issue a check within 30 days of the date of registration or the date funds are received by the College, whichever is later.

FINANCIAL AID

Philosophy of Student Financial Aid at Birmingham-Southern College

Birmingham-Southern College feels strongly that worthy, qualified students should have an opportunity for a college education regardless of their economic circumstances. Although we feel that the principal responsibility of financing a college education lies with the student's family, the College is willing to join the family in providing monetary assistance for all eligible students when the financial need is demonstrated. The student should also be prepared to assume a measure of responsibility through limited work and through borrowing a reasonable portion of any financial need. All students meeting admission requirements at Birmingham-Southern and applying for need-based financial aid through the Free Application for Federal Student Aid (FAFSA) are considered for assistance without regard to race, sex, sexual preference, creed, color, or national origin provided they meet the U.S. citizenship requirements. Foreign students who are not "eligible non-citizens" are not eligible for federal, state, or institutional need-based financial aid.

Institutional Principles of Financial Aid

Based on the statement of philosophy above, and with an understanding that aid resources at the College are limited, the following principles have been adopted by the Financial Aid Office:

(1) The primary purpose of the financial aid program is to provide assistance to students who, without such aid, would be unable to attend Birmingham-Southern College.

(2) Financial assistance consists of grants, scholarships, loans, and employment which may be offered to students singularly or in various combinations.

(3) The family of a student is expected to make a maximum effort to assist the student with college expenses. *Financial assistance from the Financial Aid Office is viewed only as a supplement to the student and the family contribution.*

(4) Students must maintain satisfactory academic progress as explained in the Academic Policy section of this catalog.

(5) The total amount of need-based financial assistance offered a student by the Financial Aid Office shall not exceed the student's demonstrated eligibility. Non need-based institutional aid (i.e., merit scholarships) with the exception of the Thomas E. Jernigan Scholarship and the Vesta Insurance Group Scholarship shall not exceed the cost of regular tuition as published by the College.

(6) In determining the amount of other resources available to the student, the Financial Aid Office shall take into account the financial support which can be reasonably expected from income, assets, and other resources available to the parent and the student. The Federal Methodology (FM) analysis established by Congress shall be the mechanism used to determine the family's contribution.

(7) Self-help is awarded to most students applying for need-based financial aid.

(8) In determining a student's financial aid award, outside resources (including scholarships, grants, and loans) will be taken into consideration to ensure equitable distribution of funds and adherence to federal regulations.

(9) International students are eligible only for institutional merit aid and with that, only on a case-by-case basis as approved by the Financial Aid Committee of the College.

(10) All financial aid recipients are informed of the conditions under which aid is granted at the time the offer is made.

Application Information and Procedures

NOTE: Financial aid is not automatically renewable. Students must apply for financial aid each year. Financial aid packages may vary in content as well as total amounts from year to year, and the Financial Aid Office reserves the right to change packaging policies annually.

New students should explore local financial aid sources with high school, community, and church representatives. Local libraries have resources listing national organization scholarships as well. In addition, the Birmingham-Southern Financial Aid website contains links to outside financial aid sources.

New students must first apply for admission to Birmingham-Southern College. Thereafter, the procedure is the same for all students interested in applying for need-based financial aid. This procedure is outlined below:

(1) Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA by going to www.fafsa.ed.gov. The FAFSA should be completed and transmitted as soon as possible after January 1. Applicants will need a Personal Identification Number (PIN). This may be obtained at www.pin.ed.gov (this number is necessary for signing the electronic form). The Birmingham-Southern College Title IV code, 001012, should be placed in the appropriate space indicated on the FAFSA so that Birmingham-Southern College will receive your processed information in a timely fashion. Please note that you need to submit the original or renewal FAFSA early enough for the College to receive your processed information. Our preferred deadline is March 1. Parents (if applicable) and students should complete federal income tax forms (1040s) in a timely fashion. This will ensure that the data submitted is accurate for determining eligibility for federal monies. Remember to keep copies of all forms submitted for future referencing.

(2) Submit additional financial documents if requested by Birmingham-Southern College. Your financial aid application may be selected for verification by the Department of Education or by Birmingham-Southern. If this occurs, we will ask for additional financial documents to be submitted to our office. Such requested documents may include tax returns of the student and the parents (if a dependent student) or the student and the student's spouse (if an independent student), your W-2s, and/or any other documents that will be necessary to verify the accuracy of the information provided on the FAFSA. Verification can take a while to complete, so it is important that you reply to our requests for documents and/or clarification of issues as soon as possible. If your application is selected for verification, your financial aid cannot be disbursed until the verification process has been completed.

(3) Students who wish to be considered for Ministerial Student Tuition Assistance and/or the Ministerial Family Tuition Assistance should contact the Financial Aid Office for the required application form(s).

(4) Students who are members of the United Methodist Church and who wish to be considered for the United Methodist Church Scholarship (\$1,000-\$2,500, based on demonstrated need) or for the United Methodist Church and College Partnership Scholarship, should contact the Financial Aid Office for information about applying for these scholarships. Students from other denominations should inquire about Church and College Partnership Scholarships as well.

(5) The Alabama Student Grant may be available if you are a student who is a resident of Alabama (and has been for the past twelve months). This non-need-based grant is available to students who meet the following criteria: are Alabama residents attending a private college in Alabama, are not religion majors, are not preparing for a full-time religious vocation, and have not received a baccalaureate degree. Forms may be obtained via the College website: www.bsc.edu/fa.

Scholarship and Grant Eligibility

In order to qualify for, or to maintain, an institutional scholarship or need-based grant, a student must take at least three full-unit courses or the equivalent per term and must maintain a designated overall grade point average as specified in the student's scholarship notification letter sent from the Office of Admission. To qualify for a federal or state grant, loan, or work, a student must take at least 1.50 full-unit courses or the equivalent per term and must be making measurable progress toward a degree.

Federal Financial Aid (Title IV) Satisfactory Academic Progress

Title IV federal financial aid recipients must maintain certain standards of academic progress toward graduation. This "Satisfactory Academic Progress" is regulated by Title IV federal regulations, and the College is required to evaluate federal aid recipients' progress toward graduation. Please note that the standards below apply to Title IV federal financial aid recipients only. Students who attend Birmingham-Southern College without receiving federal financial aid are not held to the standards below. However, all students, federal and non-federal aid recipients, are required to abide by the standards of progress as outlined in the Academic Policy section of this catalog.

To be eligible for federal financial aid awards, students must make satisfactory academic progress (SAP) toward graduation and be in good standing. SAP is evaluated qualitatively and quantitatively at the end of each academic year. Quantitatively, a student who receives federal financial aid funding must complete his or her program of study within 150% of the normal published time frame. All of the policies below allow flexibility for students' incompletes, repeated courses, remedial courses, withdrawals, changes in major, etc. Thus, the maximum time frame is not extended for such cases. However, periods of non-enrollment will not count against the 150% of the normal published time frame.

Should the Financial Aid Office determine that a student is not making satisfactory academic progress toward his or her degree, the student will be notified in writing of this fact, and Title IV aid will be suspended (known as Title IV suspension) until the student resumes making satisfactory academic progress. Again, the maximum time frame for completing a course of study is not extended due to the student's Title IV suspension. Should the student wish to appeal his or her Title IV suspension, he or she must do so in writing to the Director of Financial Aid. This appeal letter should include the circumstances surrounding the lack of SAP and a plan of action detailing the student's efforts to meet SAP.

For full-time students (at least 3 units per regular semester), all college work must be completed in twelve regular semesters. The schedule below is cumulative from a student's first year of work at Birmingham-Southern, regardless of when he or she first received Title IV aid at Birmingham-Southern. One unit of completed work is equal to four semester hours. Transfer credit is evaluated by the Provost, Dean of Records, and Dean of Enrollment Management and Financial Aid Services prior to the student enrolling at the College. Summer terms may be used to assist students in attaining satisfactory academic progress. The term "regular semester" denotes fall and spring terms only. Quantitative requirements are as follows:

25% of a student's program or nine units of work must be completed within three consecutive regular semesters.

50% of a student's program or eighteen units of work must be completed within six consecutive regular semesters.

75% of a student's program or twenty-seven units of work must be completed within nine consecutive regular semesters.

100% of a student's program or thirty-six units of work must be completed within twelve consecutive regular semesters.

For less-than-full-time students (less than 3 units per regular semester), all college work must be completed in 24 regular semesters.

25% of a student's program or nine units of work must be completed within six consecutive regular semesters.

50% of a student's program or eighteen units of work must be completed within twelve consecutive regular semesters.

75% of a student's program or twenty-seven units of work must be completed within eighteen consecutive regular semesters.

100% of a student's program or thirty-six units of work must be completed within twenty-four consecutive regular semesters.

Qualitative (GPA) requirements for all Title IV recipients are as follows:

- 1.50 cumulative GPA after nine units of completed work
- 2.00 cumulative GPA after sixteen units of completed work

Enrollment Requirements

To be eligible to receive need-based financial aid other than the Federal Pell Grant, a student must be enrolled at least half time in a program leading to the receipt of a degree. A student who is enrolled less than half time may be eligible to receive a Pell Grant as long as the student is seeking a degree. A student's financial aid award may be adjusted up through the last day for tuition adjustment due to enrollment changes.

Students who register for classes but do not attend at least one class session are not eligible to receive federal, state, or institutional funds. Students who attend at least one class, cease attending all classes, and do not officially withdraw from the College, are considered to have unofficially withdrawn and are subject to proration even if the school becomes aware of the lack of attendance at the end of the term or after the term has concluded. The date of withdrawal will be the last day the student attended at least one class or the date the school learned of the student's non-attendance.

Refund Policy after Official or Unofficial Withdrawals

For those students who withdraw and are receiving federal funding, such as a Pell Grant, Student Loan, etc., the refund policy of Title IV funds (back to the federal programs) is dictated by federal regulations governing Title IV financial aid programs. This policy utilizes prescribed federal regulations based on the date of withdrawal and percentage of time enrolled. For the purposes of Title IV refund policy, the withdrawal date is the date the student came into any administrative office and stated his or her intention to withdraw. The withdrawal date for a student who otherwise provides official notification to the College of his or her intent to withdraw is the date of the student's notification. For example, if on October 13 a student informs an administrative office (i.e., Registrar, Controller, Financial Aid, Provost) of his or her intent to withdraw on October 16, the withdrawal date is October 13. All administrative offices will notify the Financial Aid Office regarding the student's intent to withdraw. Financial Aid will be prorated based on the date of notification—not the date the forms are returned to the appropriate office, such as the Registrar.

The U.S. Federal Government determines the amount of Title IV funds a student has earned as of the date he or she notifies any administrative office of his or her intent to withdraw. The amount of the Title IV program assistance earned is based on the amount of time the student spent in academic attendance; it has no relationship to the student's incurred institutional charges.

Up through the sixty percent point in each payment period (each term) or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the sixty percent point in the payment period of enrollment, a student has earned one-hundred percent of the Title IV funds.

Earned financial aid is therefore determined by counting the number of days the student has attended during a specific period of enrollment and then dividing this sum by the total number of days in the term. For example, if a period of enrollment has eighty days of instruction and the student attends only thirty days, then: $30/80=38\%$. All Title IV funds would be based on the above formula and only thirty-eight percent of original eligibility would be earned.

Refund Distribution Order

- (1) Federal Unsubsidized Stafford Loan Program
- (2) Federal Subsidized Stafford Loan Program
- (3) Federal PLUS Loan Program
- (4) Federal Perkins Loan Program
- (5) Federal Pell Grant Program
- (6) Federal SEOG Program
- (7) Other Title IV Programs
- (8) Other federal, state, private, and institutional programs
- (9) Student

Unofficial Withdrawals

For students who receive Title IV funds and discontinue attendance at Birmingham-Southern College without withdrawing officially, a determination must be made regarding last date of attendance. Each student's instructor will be notified regarding the need for a documented last date of attendance, i.e., last exam, last paper, etc. This date will be used to determine eligibility for Title IV funds.

For students who receive either all failures or incomplete grades, a determination must be made regarding attendance. Each instructor will be contacted regarding a documented last date of attendance.

Where no official date is determined, students will receive only fifty percent of eligible funds. If a student never attended and never withdrew, no Title IV funds can be applied to the student's account.

Repayment Distribution Order

- (1) Federal Perkins Loan Program
- (2) Federal Pell Grant Program
- (3) Federal SEOG Program
- (4) Other Title IV Programs
- (5) Other federal, state, private, or institutional programs

Government Assistance

Veterans Educational Benefits

Birmingham-Southern College is approved by the State Approving Agency to certify students who are eligible for Veterans Educational Benefits. For further information on this program or to see if you qualify, please contact the Department of Veterans Affairs at 1-800-827-1000. The campus representative is the Financial Aid Office.

Federal Programs

Pell Grant. This grant is available to undergraduate students who have not received a baccalaureate degree. Eligibility is determined by the Expected Family Contribution (EFC) as calculated using information provided on the FAFSA.

Supplemental Educational Opportunity Grant (SEOG). This grant is available to undergraduate students who have not received a baccalaureate degree. Eligibility is based on the student's EFC and the availability of funds, and is determined by the Financial Aid Office using the information from the student's FAFSA.

Subsidized Stafford Loan. This is a low interest loan that enters repayment six months after the student ceases to be enrolled at least half time. The term "subsidized" means that the government pays the interest on the loan while the student is enrolled in school and during the six-month grace period after a student ceases to be enrolled at least half time. First-year students may be eligible to borrow up to \$3,500, sophomores up to \$4,500, and juniors and seniors up to \$5,500.

Unsubsidized Stafford Loan. This loan program provides financial assistance to all students regardless of income. It is similar to the Subsidized Stafford Loan in that the repayment terms and loan limits by class standing are the same. The difference is that the student, rather than the federal government, is responsible for paying the interest on the Unsubsidized loan while he or she is enrolled. The total amount of both the Subsidized and Unsubsidized Stafford Loans must not be more than the annual loan limits set for the student's class standing.

Perkins Loan. This loan is made to the student from the school rather than an outside lender. It is awarded based on the student's EFC and the availability of funds. This is a long term, low interest (5%) loan which enters repayment nine months after the student ceases to be enrolled at least half time.

College Work-Study. This program provides part-time employment for eligible students. Students usually work seven to eleven hours per week at \$6 per hour, and receive a paycheck each month. The paycheck is made out to the student, and the student chooses how to use the money. Eligibility for this program is determined by the Financial Aid Office and is based on demonstrated need and the availability of funds.

Parent Loan For Undergraduate Students (PLUS). This is a long term, low interest loan available to parents of dependent students regardless of income level. The annual loan limit equals the cost of attending Birmingham-Southern, less any financial assistance the student is receiving. This loan enters repayment 60 days after the last disbursement of each academic year.

Competitive Scholarships

Except with the Vesta and Thomas Jernigan Scholarships, the total scholarship (non need-based) awards to students cannot exceed full tuition. This policy also pertains to students receiving tuition exchange and tuition remission benefits.

Academic Scholarships

Academic scholarships are awarded based on a consideration of the academic record, standardized test scores, extracurricular activities, and admission essays of students applying for first-year admission by the January 1 scholarship deadline. Students considered for these scholarships do not have to come to the campus to compete. All first-year student applicants accepted for admission are considered.

In general, past scholarship winners have been in the top twenty percent of their class, have scored a 26 or above on the ACT and/or a 1180 or above on the SAT (M and CR), and have exhibited leadership or above-average talent through extracurricular activities in their school and/or community. A listing of some of these scholarships follows:

The B. B. Comer Teacher Education Scholarship is a renewable \$3,000 award for entering first-year students from the state of Alabama committed to becoming teachers in Alabama. A separate scholarship application is required and may be obtained from the Office of Admission.

The Mason-Williamson Small Business Career Scholarship is a renewable \$2,000 award for entering first-year students interested in pursuing a business career. By January 1, applicants must submit a written essay (no more than two typed, double-spaced pages) titled "Why I Would Like a Career in Small Business." Mail completed essay to Office of Admission, Birmingham-Southern College, Box 549008, Birmingham, AL 35254.

The Virginia and Anna Praytor Scholarships are renewable awards of various amounts for entering first-year students from Birmingham City Schools.

Foundation Scholarships are renewable awards of various amounts.

Greensboro Scholarships are renewable awards of various amounts.

Presidential Scholarships are renewable awards of various amounts.

Trustee Scholarships are renewable awards of various amounts.

Computer Programming Competition

The Ronne and Donald Hess Scholarship in Computer Science is a renewable \$2,000 award. This scholarship is awarded as part of the Honors Scholarship Competition. This scholarship is made possible through a major gift from Mr. and Mrs. Hess, who are strong advocates of liberal arts education.

Fine and Performing Arts Scholarships

Fine and Performing Arts Scholarships are awarded to talented high school seniors who come to campus and compete in the Fine Arts Scholarship Day held in February. Fine Arts scholarships are determined on an individual basis through audition or portfolio presentation, and amounts are determined by faculty in the Fine and Performing Arts. In order to compete for scholarships in an area of the Fine and Performing Arts, entering first-year students must complete a "Reservation Form for Fine Arts Scholarships" which can be obtained from the Office of Admission and must be returned by February 1. Below are the requirements to compete.

Art Scholarships. Awards are determined based on a portfolio presented by the student and a personal interview with members of the art faculty. The portfolio should contain only two-dimensional art work. Three-dimensional work such as sculpture, crafts, and large oil paintings should be presented through photographs or slides. The entire portfolio may be presented through photographs or slides. The portfolio should be no larger than 30 inches on any side. Portfolios should be mailed or delivered by February 1 to Kennedy Art Center, Birmingham-Southern College, Birmingham, AL 35254.

Dance Scholarships. Awards are determined by auditions under the direction of the dance faculty. Auditionees will be judged on a comparative basis and should be well versed in classical ballet techniques. Women should be competent in *pointe* work.

Music Scholarships. Awards are determined by an audition and an interview. Singers are expected to sing at least three songs from memory, including at least one song in a foreign language and one song in English. Singers who do not have an accompanist should send a copy of their music to Music Office, Birmingham-Southern College, Box 549033, Birmingham, AL 35254. Pianists and organists are expected to play from memory two pieces of at least the difficulty of the Bach inventions or the sonatas of Haydn or Mozart. Performers on other instruments are expected to play at least one solo and one technical exercise. Composition students should submit a portfolio of one or two written compositions or a tape of a performance of a composition.

Theatre Arts and Musical Theatre Scholarships. Auditionees should prepare two monologues for use in auditions. The selections should be no longer than two minutes in length. Students are urged to find monologues in which the characters are close to their own age and which are not written in dialect or verse. Musical theatre auditionees should also prepare sixteen measures each from two Broadway songs, contrasting in tempo. An accompanist is provided. No cassette tapes, please. Auditions for both scholarships include improvisations with other students and interviews with the theatre faculty.

Honors Scholarships

Honors scholarships represent the highest awards that can be received by entering first-year students at Birmingham-Southern. These scholarships are awarded through the Honors Scholarship Competition. Participants in this competition will be selected from the admission application pool as of January 1, and will be notified of their selection to compete by January 30. Students invited to participate in this competition typically have scored between 31 and 36 on the ACT or between 1360 and 1600 on the SAT (critical reading and math), and have been in the top ten percent of their high school classes.

Honors scholarships are awarded based on academic achievement as indicated by high school transcripts, standardized test scores, extracurricular activities, and the interview and essay completed during the competition. Below is a listing of the scholarships awarded as a result of the Honors Scholarship Competition.

The Anne and Neal Berte Honors Scholarship was established by friends and alumni of Birmingham-Southern in 1986 upon the occasion of the tenth anniversary of Dr. Berte's leadership as President of the College. The Berte Scholarship is awarded as part of the Honors Scholarship Competition and provides full tuition. Selection is based on scholastic achievement, leadership activities, an essay, and a personal interview.

The Blount-Monaghan-Vulcan Materials Honors Scholarship provides a four-year full-tuition scholarship if the recipient maintains a 3.40 grade point average each year. The Scholarship was established in honor of W. Houston Blount and the late Bernard A. Monaghan, two of Alabama's most highly respected citizens, widely recognized for their leadership in the business world and their involvement on behalf of many worthwhile causes. Mr. Blount was Chairman of the Board and Chief Executive Officer of Vulcan Materials Company. Mr. Monaghan was a member of the Board of Directors and former Chief Executive Officer of Vulcan Materials Company and was Of Counsel with the law firm of Bradley, Arant, Rose and White.

The Thomas E. Jernigan Honor Scholarship Program was created in 1995 through the foresight and philanthropy of Mr. Jernigan, one of Birmingham's most successful business leaders, chairman and CEO of Marathon Corporation, and member of the Birmingham-Southern Board of Trustees. Recipients of the Jernigan Scholarship clearly represent our best and brightest young people but are otherwise financially unable to avail themselves of the educational advantages at Birmingham-Southern. Criteria for selection include the following: (1) a demonstrated need for financial aid; (2) superior academic achievement; (3) outstanding character and potential for leadership; (4) a strong personal work ethic as evidenced by a successful history of after-school and summer jobs; and (5) a willingness to earn at least ten percent (10%) of his or her total annual expenses (tuition, room, and board) through work-study and/or other employment. Recipients are expected to maintain a 3.00 or higher grade point average and to exhibit a high degree of integrity, a sense of individual responsibility, and a respect for conservative and traditional values. Recipients of the Jernigan Scholarship are selected from the participants in the annual Scholarship Day each February. Other requirements and expectations are on file with the Office of Financial Aid.

Phi Beta Kappa Scholarships are among the highest honors which can be awarded to entering first-year students. These are full tuition scholarships awarded as a result of the Honors Scholarship Competition.

The Colonel William James (1900-1987) and Elizabeth Perry Rushton (1907-1972) Scholarship was established in their memory by their sons, William J. Rushton, III, and James Rushton, the Protective Life Corporation Charitable Trust, and friends. Colonel Rushton was born into a pioneer Birmingham family in 1900. He graduated from Washington & Lee University in 1921. He served as President and Chairman of the Board of Protective Life Insurance Company from 1937 until 1970. William Rushton served in the infantry during World War I, and in World War II he headed the Birmingham Ordnance District, ending the war as a full colonel and receiving the Legion of Merit. His service on corporate boards included First National Bank of Birmingham (AmSouth Bank) and Alabama Power Company. Colonel Rushton's community service included the First Presbyterian Church, Community Chest, Boy Scouts, Children's Hospital, and Birmingham Museum of Art. He served on the Alabama Selection Committee for the Rhodes Scholarship and was also State Chairman of the Newcomen Society. Colonel Rushton received honorary doctorate degrees from several colleges, including one from Birmingham-Southern in 1985. Upon his death in 1987 an editorial in *The Birmingham News* lauded him as one of Birmingham's premier citizens. Elizabeth Rushton was a native of Birmingham, was educated in Birmingham public schools, and graduated from Hollins College of Virginia. She was a member of the Junior League, and she served the First Presbyterian Church of Birmingham in many capacities. Elizabeth Rushton died in 1972 and is remembered by all who knew her as a lady of great beauty and personal charm.

A Rushton Scholar is selected each year from among the entering first-year students, and the scholarship covers full tuition for four years if the recipient maintains at least a 3.0 grade point average. Recipients must demonstrate superior academic achievement, outstanding character, potential for leadership, and a concern for others.

Other Scholarship Opportunities

Special scholarships are also available to students who are United Methodists, members of other religious denominations, members of certain special groups, or participants in special programs. Below is a listing of some of these scholarships. Interested students should contact the Office of Admission at 1-800-523-5793, extension 4696, for details about these and other scholarship programs.

The Alabama's Junior Miss Scholarships include a renewable full-tuition award to Alabama's Junior Miss; non-renewable \$2,500 for top-ten finalists other than Alabama's Junior Miss.

Army and Air Force ROTC Scholarships are provided by the Army or Air Force to selected students who are active participants in their ROTC programs. For more information about ROTC Scholarships, contact the Financial Aid Office.

The Church and College Partnership Scholarship Program (for churches other than United Methodist) allows a local non-Methodist church to nominate a student by pledging \$500, \$1,000 or \$1,500 per year for four years with the College providing matching funds, as long as the nominee is selected to receive the award. Students must apply for financial aid to be considered for this scholarship.

The Gorgas Foundation, Inc., Scholarship is a full-tuition scholarship offered by Birmingham-Southern to the winner of the Alabama Science Competition held each spring.

Community College Transfer Scholarships are \$4,000 and \$8,000 awards renewable for the senior year awarded to community college sophomores eligible to transfer as juniors to Birmingham-Southern. Selection is made on the basis of academic record, available test scores, and recommendations. The deadline to submit completed application for admission to be considered for a Community College Scholarship is March 1. Interested students should submit a letter to the Office of Admission stating that they wish to be considered for a Community College Scholarship.

The Miss Alabama Pageant Scholarships include renewable full-tuition award to Miss Alabama; non-renewable \$3,000 awards for top-ten finalists other than Miss Alabama.

Ministerial Tuition Scholarships are available to students majoring in religion or who present satisfactory evidence of an intention to be ordained into the ministry or to enter full-time Christian service. Awards are for \$2,000 in tuition assistance per academic year, which is to be awarded one-half each term. In addition, children of full-time ministers in the United Methodist Church are granted partial tuition assistance in the amount of \$3,500 per academic year. Children of full-time ministers of other faiths may receive partial tuition assistance in the amount of \$2,000 per academic year. All of the ministerial tuition assistance programs require separate applications which may be obtained from the Financial Aid Office.

The National Merit/National Achievement Scholarships are full-tuition scholarships available to finalists in the National Merit or National Achievement Competitions. Applicants must list Birmingham-Southern as their first college choice.

Phi Theta Kappa Scholarships are \$10,000 awards, renewable for the senior year, for community college transfers who are members of Phi Theta Kappa. Interested students should submit a letter to the Office of Admission requesting consideration for the Phi Theta Kappa Scholarship.

The United Methodist Church and College Partnership Scholarship Program allows a local United Methodist church or church organization to nominate a student by pledging \$500, \$1,000 or \$1,500 per year for four years with the College providing two-to-one matching funds per year for four years, as long as the nominee is selected to receive the award. Students must apply for financial aid to be considered for this scholarship.

Endowed Scholarships

The College also has available, through the generosity of individuals, corporations, and foundations, a large number of endowed scholarships. These funds are administered by the Financial Aid Office and awarded based on a student's demonstrated need. Students who apply for financial aid through the Free Application for Federal Student Aid (FAFSA) and the Birmingham-Southern College Institutional Financial Aid Form will be considered for endowed scholarships. No other application forms are necessary.

CAMPUS LIFE

BSC

CAMPUS FACILITIES

Administrative Offices

Administrative offices are located in a number of buildings, including Munger Hall, Admission Welcome Center, Stockham, the Student Services Building, and the Norton Campus Center. The offices of the President, Academic Affairs, Business Affairs, Interim and Contract Learning, Finance, and Human Resources are located in Munger. The office of Admission is located in the Admission Welcome Center. Student Account Services, Financial Aid, and Records are located in the Student Services Building.

Admission Welcome Center

Located just beyond and to the right of the main entrance sits the new Admission Welcome Center. This stately structure near the Striplin Fitness and Recreation Center will serve as the campus welcome center and will receive prospective students and their families as they visit the College. The building includes a reception room, presentation spaces, as well as offices for the entire Admission staff.

Charles Andrew Rush Learning Center

Near the center of the campus, the Charles Andrew Rush Learning Center houses the N.E. Miles Library, seminar rooms, an auditorium with video and computer projection equipment, a media center, and an electronic classroom. The Learning Center utilizes up-to-date technology to meet the information needs of students and faculty and to support the intellectual life of the campus. In addition to open stacks and reading areas in the library, the space includes individual and group facilities for study and research.

Library services are available seven days a week. Professional librarians offer personalized assistance to augment the physical facilities and the print and electronic resources of the Learning Center and Library. Please consult one of the library staff any time assistance is needed.

The College Theatre

Next to the Rush Learning Center stands the theatre building. The large theatre, with its split-revolve-lift stage, offers opportunities for a variety of set designs. Theatre One, located below the main stage, provides an intimate “black box” environment for smaller productions. Also housed in the building are makeup rooms, dressing rooms, classrooms, and faculty offices.

Doris Wainwright Kennedy Art Building and Azar Art Studios

Located just south of the College Theatre, the Kennedy Art Center is home of the visual arts program at Birmingham-Southern College. This facility provides well-lighted, spacious classroom-studios for painting, sculpture, drawing, printmaking, and photography. Also included are a projection-lecture room, the Azar Seminar Room, and the 1,500 square foot Durbin Gallery.

James Blaine Hill Music Building

The music building houses classrooms, practice rooms, teaching studios, ensemble rehearsal rooms, and a 285-seat recital hall. The building contains a fully-equipped music studio; pipe organs by Möller, Schantz, Ruhland, and Casavant; Steinway grands in the teaching studios; additional concert grand Steinways; Disklaviers; and a Yamaha upright or grand piano in each of the practice rooms. The state-of-the-art Taylor Recording and Computer Analysis Studio, funded by a gift from Crawford and Marlene Taylor, provides computerized feedback for voice students in rehearsal as well as high-quality studio and recital-hall recording facilities.

Marguerite Jones Harbert Building

The Harbert complex, funded by a major gift in honor of the alumna and longtime supporter of the College, houses the Behavioral and Social sciences, Business and Graduate Programs, and Education. The facility includes a computer classroom, a computer laboratory, and education laboratory, a 98-seat auditorium, and a conference center.

The Anne and Neal Berte Humanities Center

Following a major renovation in 2003, The Humanities Center, formerly the Phillips Science building, was transformed into a vibrant Humanities teaching, learning, and research center incorporating the modern learning environment and state-of-the-art technology required of today's Humanities curriculum. The facility houses the academic programs of classics, English, history, modern foreign languages, philosophy, and religion, as well as the Academic Resource Center, which includes the Writing Center, Speech Center, Language Lab, and a computer lab.

Olin Computer Science and Mathematics Center

Located on the hillside south of the dorm quad, the Olin Center houses classrooms, mathematics and computer science faculty offices, the Academic Resource Center's Mathematics Lab, multimedia auditorium, and computer laboratories with media development facilities.

Robert R. Meyer Planetarium

Close to the Olin Center, this facility houses a Spitz A-3P star projector used in academic courses and in special public programs for organized groups and school children.

Elton B. Stephens Science Center

Birmingham-Southern College dedicated the 100,000 square-foot, \$24 million undergraduate science teaching and research facility on May 9, 2002. Designed in consultation with the science faculty, the facility was planned around the College's science mission to foster collaborative, hands-on learning between students and faculty, interdisciplinary connections, and undergraduate research opportunities.

The Elton B. Stephens Science Center houses state-of-the-art technology in classrooms, laboratories, and support areas for biology, chemistry, physics, psychology, and environmental science. There are more than 1,100 data port connections. The classrooms are wired for computer use and include retractable projection screens and multi-tiered blackboards. A nuclear magnetic resonance spectrometer is housed in the Science Center for use with investigative, problem-based laboratories, as well as independent research in the chemistry program. The center also houses teaching laboratories, a computer lab, lecture halls, classrooms, seminar rooms, and a greenhouse.

The facility provides each faculty member with an office, as well as a research laboratory, both of which provide opportunities to work collaboratively with students on research projects and for students to participate in "doing" science.

Yeilding Chapel

This round structure, highlighted by a central altar and vivid stained glass windows, serves as the center of religious life on campus. The Chapel is located between the Olin Center and the Meyer Planetarium. Services are held weekly in the Chapel and reflect the diversity of the Christian tradition. Service projects, Bible studies, small group discussions, and retreats are all a part of religious life at the College, which encourages the development of a mature faith and an understanding of the varieties of religious experience.

Computer Facilities

The College recognizes the importance of computers in assisting college-level learning. Students in all disciplines at the College use computers extensively for writing, research, and presentation development purposes. Eight facilities present in the Olin, Harbert, Stephens Science Center, Humanities, and Rush Learning Center buildings provide general purpose access to computers. Media development facilities are available in Harbert, Olin, Kennedy, Stephens Science Center, Humanities, and the Rush Learning Center. Music composition and typesetting

facilities are present in Hill. An art and theatre lab is located in the Art Annex, located adjacent to the Berte Humanities Center. Science labs have a wide variety of computer controlled instrumentation and department specific computer labs as well. All facilities and systems have access to networked laser printers and the Internet. All classrooms are equipped with a computer and a ceiling mounted video/data projector for instructional use. Each residence hall, sorority house, and fraternity house offers network connectivity with wireless access in common areas. Wireless connectivity is also provided in the Coffee House located in the residential quadrangle.

In addition to on-campus facilities, a full-time Internet connection allows access to external resources such as the World Wide Web, library card catalogs for the College and other institutions, a wide variety of research databases, and electronic mail. Each student is provided with an e-mail account by the College.

Edward L. and Corinne Norton Campus Center

In the middle of campus, between the residence halls and Academic Quadrangle and across the Alumni Plaza from the Rush Learning Center, stands the Norton Campus Center, named in recognition of the funding provided by the Norton family. This facility provides dining facilities for everyday and special events, a bookstore and post office, student lounge areas, and offices for Student Affairs, Student Government, Service-Learning, Leadership Studies, International Programs, Office of Multicultural Affairs, student publications, Residence Life, Counseling and Health Services, and the Career Library. The Norton Campus Center also houses the 200-seat state-of-the-art Norton Theatre, the multi-function Bruno Great Hall, various meeting rooms, a computer laboratory, the President's Dining Room, and the Executive Dining Room.

Edwards Bell Tower

Located in the center of the Academic Quadrangle, the Edwards Bell Tower contains four tower clock movements as well as four large bronze bells and a complete carillon instrument with 61-bell range. It is named in honor of Trustee Bill Edwards and his wife Julia.

Urban Environmental Park

The college's new Urban Environmental Park is on the west end of campus adjacent to the residence hall quad. To be completed in phases, the park will be both a place of recreation and leisure for students, as well as an academic laboratory for the study of environmental issues. It also features lights and terraced seating that border the existing intramural fields and EcoScape. Future phases include a pavilion, amphitheatre, meeting house, and gardens.

Sports Facilities

A member of the National Collegiate Athletic Association (NCAA), for the 2007-2008 academic year, the College will begin its transition to NCAA Division III and membership in the Southern Collegiate Athletic Conference. It will compete in the sports of men's and women's basketball, cross-country, golf, lacrosse, soccer, tennis, and track and field; and single gender sports of baseball, football, softball, women's volleyball, and women's rifle. The College recognizes that physical activity is important for everyone's health and not just for intercollegiate athletics.

Athletic facilities include the Bill Battle Coliseum, site of home varsity basketball games and volleyball matches, as well as coaches' offices for men's and women's golf and women's basketball; the Striplin baseball field; the Sports Center, which houses the two visitor's locker rooms, and coaches' offices for men's soccer, women's soccer, men's basketball, men's tennis, and men's and women's cross country. The 12-court tennis complex, varsity softball field and varsity soccer field are all located on the west side of campus. The Larry D. Striplin, Jr., Physical Fitness and Recreation Center houses the varsity volleyball locker room as well as coaches' offices for women's tennis, volleyball, baseball and softball. The Striplin Center houses two basketball/volleyball courts, two racquetball courts, an indoor track, strength-training and cardiovascular workout room, aerobics/martial arts studio, swimming pool and locker rooms.

New Athletic Complex

Located on the northern end of the campus just beyond the softball and tennis facilities, this new addition to the campus provides playing, practice, and locker room facilities for football, men's and women's lacrosse, and men's and women's track and field teams. It features a state of the art artificial turf with an eight-lane regulation track surrounding the field. An athletic facility includes a weight room, an athletic training room, and a locker room for football. There are also grass practice fields.

Hilltop Village Apartments

The College has developed the Hilltop Village Apartments located behind fraternity row and the Striplin Fitness and Recreation Center. This completely renovated apartment village contains 16 buildings and houses approximately 350 students. The facility is completely enclosed within the College's gates. The Village includes an outdoor pool and will include an expanded recreation area in the future.

LIVING ACCOMMODATIONS

Residence Halls

The residence halls at Birmingham-Southern are student-oriented activity centers that offer opportunities to build lasting friendships and to become involved in a variety of activities that will broaden and supplement the total educational experience. The Residence Life staff stands ready and willing to assist students in making their living experience both enjoyable and rewarding.

Birmingham-Southern has seven residence facilities. Students are assigned to a particular hall according to grade point average, class standing, and the visitation option they choose. Each hall is staffed by a House Director and a House Advisor who are responsible for the general supervision and management of the assigned residence hall. In addition, a Resident Advisor lives with the residents on each floor. Resident Advisors are student staff members selected on the basis of their skills, interests, and activities that enable them to assist and advise their residents in obtaining the most from their residence hall experience. Maintenance staff regularly clean the common areas in all of the residence halls; students are expected to maintain their individual rooms. In addition, there are coin-free laundry facilities and vending machines for snacks in each hall. Birmingham-Southern College's residence halls are smoke-free environments.

While living in a residence hall, students are in a contractual agreement with the College. Students are given a copy of the *Student Handbook* upon arrival on campus. This handbook contains all regulations pertaining to residence hall living. Students are expected to maintain the standards of behavior expected by the College in exchange for the privilege of living in college facilities.

The visitation program at Birmingham-Southern College promotes a sense of personal and social responsibility within the student. Students, with the consent and advice of their parents, are allowed to select an option that will ensure them as much privacy as possible without restricting the enriching social experiences that are such an important element of college life.

All unmarried students are required to reside in campus housing facilities except those students who reside with parents or close relatives in the greater Birmingham area; who, in the judgment of the College, have off-campus responsibilities or special circumstances; who are in their junior or senior year; or who are 21 years of age or older.

Residence Hall Assignments

Those desiring residence hall assignments should make a request in the space provided on the application for admission. Once an applicant who desires to live in a residence hall has been offered acceptance, he or she should send a room reservation fee of \$100 to the Office of Admission. Assignments are made according to the date the completed form and reservation fee are received.

The room reservation fee of \$100 will be applied as a damage/room reservation deposit at the time of enrollment. This fee is refundable, less any damage charges, when the room is vacated, if the student follows the proper check-out procedures. The deposit is also used as a reservation fee for residence hall occupancy during the years a student requests College housing.

In keeping with College policy, residence hall assignments are made without discrimination by reason of race, religion, color, national origin, or handicap.

Roommate Assignment

Every effort is made to honor hall and roommate preferences. Residence hall space is allocated as room reservations are received, and specific roommates must request each other on their applications to be assigned together. New students for the fall term will be notified in the summer of their hall and roommate assignment. The College reserves the right to change a room assignment whenever the change is deemed advisable. An offer of admission does not carry with it a guarantee of space in a College residence hall.

Room Furnishings

The College furnishes beds, desks, wardrobe unit or closet, chests of drawers, chairs, and venetian blinds in each room. Sheets, pillows, pillow cases, blankets, towels, bedspreads, and other decorative items are furnished by the student. The College assumes no responsibility for the personal property of students, although reasonable care is used to safeguard it. Students are responsible for their own laundry, and laundry rooms are available.

Opening and Closing of Residence Halls

College residences are open for occupancy on the dates given in the academic calendar. The residence halls are closed when classes are not in session.

Physical Fitness and Recreation

The Department of Physical Fitness offers a variety of activities and programs for the College's students, faculty, and staff. The department administers and promotes a comprehensive intramural sports program, SGA-funded fitness classes, and the Southern Outdoor Recreation Program.

The Larry D. Striplin, Jr., Physical Fitness and Recreation Center, where the department is located, houses two basketball/volleyball courts, two racquetball courts, a six-lane swimming pool, an indoor track, a strength-training and cardiovascular workout room, an aerobics/martial arts studio, locker rooms, a recreation room complete with table tennis, pool tables, and foosball tables. The department also oversees the scheduling and use of the College's ropes course.

Counseling and Health Services

The Counseling and Health Services Office, located in Norton Campus Center, provides counseling and related services to the Birmingham-Southern community. The Counseling Center offers individual and group counseling. Individual sessions are available by appointment and may address academics, academic accommodation needs, adjustment to college life, study skills, career development, decision making, and other personal concerns. Counseling services provide individuals an opportunity to explore concerns in a non-judgmental and confidential atmosphere.

Career counseling services for the campus community include vocation and aptitude assessment, résumé referral, job listings, campus interviews, and various groups and workshops on career-related topics. Counselors can also present seminars to campus groups.

Health Services focuses on all health related concerns, including on-campus evaluation and treatment for minor illnesses and injuries, allergy injections, nutrition consultations, health promotion, health problem management, and health education. Major illnesses or emergencies are referred off campus to the hospital or doctor of choice. Individuals and groups are encouraged to access information or treatment by calling to make an appointment. All visits and records are strictly confidential.

Campus Safety

Birmingham-Southern College employs its own Campus Police Department, which is dedicated to maintaining a safe environment while providing a high level of service to the College community. Available 24 hours a day, 365 days a year, the Birmingham-Southern College Campus Police patrol on foot, mountain bike, and in patrol vehicles. Assistance phones are also located at the entrances of the residence halls, and other strategic locations on campus. Residence halls are secured by combination door locks. The Campus Police Department is available for vehicular assistance (battery jumps, keys locked in vehicles, etc.) or to unlock rooms after hours.

SOCIAL FRATERNITIES AND SORORITIES

At Birmingham-Southern College there are twelve chartered chapters of national social fraternities and sororities, whose purpose is to foster the best in the co-curricular life of their members and to bind them together in friendship. The organizations represented are as follows:

National Fraternities

Alpha Tau Omega
Kappa Alpha
Sigma Alpha Epsilon
Sigma Chi
Sigma Nu
Theta Chi

National Sororities

Alpha Chi Omega
Alpha Omicron Pi
Chi Omega
Kappa Delta
Pi Beta Phi
Zeta Tau Alpha

The activities of all social fraternities and sororities are subject to the rules and regulations of the College. Membership is by invitation. Pledging is handled according to rules prescribed by the Interfraternity Council and the Panhellenic Council, under the general supervision of the Office of Student Affairs. The following general rules apply to the pledging and initiation of new sorority and fraternity members:

- (1) No student on probation is eligible to join a fraternity or sorority.
- (2) No new member shall be initiated if he or she is on probation.
- (3) No special student or part-time unclassified student is eligible for fraternity or sorority initiation.

THE COLLEGE
REGISTER

BSC

FACULTY

Mildred Allen, 1986

Professor of Music

B.M. (1956), University of Mississippi; M.M. (1958), New England Conservatory of Music. Interests: voice, opera.

Kent S. Andersen, 2000

Instructor of English

B.A. (1995), Iowa State University; M.A. (1998), American University. Interests: composition and rhetoric, cultural studies, science fiction, critical theory.

Jane Archer, 1982

Professor of English

B.A. (1975), University of Wisconsin; Ph.D. (1984), State University of New York at Buffalo. Interests: twentieth-century literature, comparative literature, critical theory, feminist theory, gender studies.

Frederick Ashe, 1992

Associate Professor of English

B.A. (1983), Michigan State University; M.A. (1986), Ph.D. (1991), Vanderbilt University. Interests: American literature, African-American culture, protest writing.

Jeffrey Barton, 1999

Associate Professor of Mathematics

B.S. (1992), Louisiana State University; Ph.D. (1999), University of Texas at Austin. Interests: analytic number theory, approximation theory.

J. Lawrence Brasher, 1999

Denson Franklin Professor of Religion

A.B. (1969), Duke University; M.Div. (1973), Yale University; Ph.D. (1986), Duke University. Interests: Southern studies, popular and folk religion, spirituality and the environment, interdisciplinary studies.

Clint E. Bruess, 2001

Professor of Education

B.S. (1963), Macalester College; M.A. (1965), University of Maryland; Ed.D. (1968), Temple University. Interests: administration, sexuality education, impact of education on quality of life.

Marietta Elizabeth Cameron, 1991

Associate Professor of Computer Science

B.S. (1988), Birmingham-Southern College; M.S. (1992), Ph.D. (1999), University of Alabama at Birmingham. Interests: computer graphics, computer vision, artificial intelligence, automata.

Ernest Byron Chew, 1980

Bernard A. Monaghan Professor of Management

B.S. (1966), Carnegie-Mellon University; Ph.D. (1971), University of Alabama. Interests: entrepreneurship, strategic planning, business policy and organization, real estate.

Paul A. Cleveland, 1990

Professor of Economics

B.S. (1977), M.S. (1981), Auburn University; Ph.D. (1985), Texas A&M University. Interests: corporate finance, managerial economics, industrial organization, mathematical economics, econometrics.

Rachel Clevenger, 2005

Visiting Assistant Professor of English

B.A. (1992), M.Ed. (1998), Mississippi College; Ph.D. (2003), University of Southern Mississippi.

Susan R. Cockrell, 2007

Associate Professor of Accounting

B.S. (1984), M.A.S. (1985), University of Alabama in Huntsville; Ph.D. (1993), University of Alabama.

Steven F. Cole, 1988

Professor of Art

B.S. (1977), M.A. (1980), Ball State University; M.F.A. (1983), Florida State University. Interests: painting.

James H. Cook, 1977

Professor of Music

B.M. (1968), Birmingham-Southern College; M.M. (1969), Ph.D. (1978), University of Texas. Interests: musicology, concert organ.

Amy C. Cottrill, 2007

Assistant Professor of Religion

A.B. (1993), Earlham College; M.Div. (1997), Methodist Theological School in Ohio; Ph.D. (2006), Emory University.

William Tynes Cowan, 2002

Assistant Professor of English

B.A. (1985), Birmingham-Southern College; M.A.Ed (1990), University of Alabama at Birmingham; M.A. (1992), Northeastern University; Ph.D. (2001), The College of William and Mary. Interests: Southern literature, African-American studies, folklore, popular culture, protest literature.

Judith H. Cox, 1988

Professor of German

B.A. (1972), University of Kansas; M.A. (1977), Ph.D. (1986), University of Texas at Austin. Interests: German cultural history and twentieth-century German literature (East and West).

Stephen H. Craft, 2004

Associate Professor of Marketing

B.A. (1988), Birmingham-Southern College; M.B.A. (1994), Ph.D. (2001), The George Washington University. Interests: marketing and branding strategies, behavioral research methods, market segmentation, international marketing, non-profit marketing.

Guy C. Dalto, 1982

Professor of Sociology

B.A. (1971), Rutgers University; M.A. (1973), Ph.D. (1975), University of Chicago. Interests: social change, industrial sociology and stratification.

Natalie M. Davis, 1972

Professor of Political Science

B.A. (1968), Stetson University; Ph.D. (1976), University of North Carolina at Chapel Hill; L.H.D. (1991), Stetson University. Interests: comparative politics: Western Europe Communist systems, elite behavior, survey research and design, American political parties, Southern politics, public administration.

William L. DeVan, Jr., 1980

Professor of Music, Artist in Residence

B.M. (1971), M.M. (1972), The Juilliard School of Music; Konzertexamen Diploma (1979), Hochschule für Musik und Theater, Hannover, Germany. Interests: concert piano.

Barbara Domcekova, 1999

Associate Professor of Spanish

B.A. (1992), Comenius University, Slovakia; M.A. (1995), Ph.D. (1999), University of Florida. Interests: Cuban post-revolutionary culture, Latin American literature, foreign language across the curriculum.

Peter Donahue, 1999

Associate Professor of English

B.A. (1987), University of Washington; M.A. (1990), Virginia Polytechnic Institute and State University; Ph.D. (1997), Oklahoma State University. Interests: fiction writing, journalism, publishing, contemporary literature, cultural studies.

Scott C. Dorman, 2001

Associate Professor of Chemistry

B.S. (1985), Florida State University; Ph.D. (1991), North Carolina State University.

Scot Duncan, 2002

Assistant Professor of Biology

B.S. (1993), Eckerd College; M.S. (1997), Ph.D. (2001), University of Florida.
Interests: plant ecology, tropical ecology, aquatic ecology.

Wesley Eddings, 2004

Assistant Professor of Mathematics

B.S. (1998), Vanderbilt University; Ph.D. (2004), Johns Hopkins University.

Michael Flowers, 1984

Professor of Theatre Arts

B.F.A. (1979), Arkansas State University; M.F.A. (1982), University of Mississippi.
Interests: acting, directing.

Andrew Gannon, 1995

Associate Professor of Biology

B.A. (1980), University of South Florida; M.S. (1986), Ph.D. (1990), University of Florida. Interests: relationships between ectocommensals and their invertebrate hosts, and mechanisms of respiratory and ionoregulatory response of decapod crustaceans to ecologically relevant environmental stresses.

Vincent T. Gawronski, 2001

Associate Professor of Political Science

B.A. (1987), University of Texas at Austin; M.A. (1993), Ph.D. (1998) Arizona State University.

Megan Elizabeth Gibbons, 2001

Associate Professor of Biology

B.A. (1993), Emory University; M.S. (1999), Ph.D. (2001), University of Louisiana at Lafayette. Interests: evolution, ecology, behavior of amphibians.

Terry S. Goodrick, 1989

Jack G. Paden Professor of Psychology

B.A. (1976), Earlham College; M.A. (1978), Ph.D. (1986), Ohio State University.
Interests: developmental psychology, perceptual development, creativity, cross-cultural psychology.

Susan K. Hagen, 1976

Mary Collett Munger Professor of English

A.B. (1969), Gettysburg College; M.A. (1972), University of Maryland; Ph.D. (1976), University of Virginia. Interests: Chaucer, Middle English poetry, gender studies, interdisciplinary studies.

Pamela K. Hanson, 2001

Associate Professor of Biology

B.S. (1996), Rhodes College; Ph.D. (2001), Emory University. Interests: cellular resistance to anti-cancer drugs, phospholipid trafficking, the cell cycle.

Steven S. Hendley, 1988

Professor of Philosophy

B.A. (1978), Rhodes College; M.A. (1980), Vanderbilt University; M.A. (1981), Ph.D. (1987), Duquesne University. Interests: phenomenology, existentialism, post modernism, political philosophy.

Ruth S. Henry, 1980

Professor of Dance

B.A. (1976), M.A. (1980), Butler University. Interests: ballet, jazz, dance history, anatomy/injury studies for dancers.

Dorothy Hindman, 2000

Assistant Professor of Music

B.M. (1988), University of Miami, Coral Gables; M.A. (1989), Duke University; D.M.A. (1994), University of Miami, Coral Gables. Interests: music composition, music theory, music aesthetics, women in music.

Ronald D. Hooten, 1980

Professor of Music

B.M.E. (1966), University of Southern Mississippi; M.M. (1971), D.M.A. (1980), University of Mississippi. Interests: music education, band.

Guy Ward Hubbs, 1999

Associate Professor of Library Science

B.A. (1973), Baylor University; M.A. (1978), Queen's University at Kingston; M.L.S. (1991), Ph.D. (1999), University of Alabama. Interests: nineteenth-century America.

Edward Shannon LaMonte, 1987

Howell Heflin Professor of Political Science

B.A. (1965), Harvard College; M.A. (1968), Ph.D. (1976), University of Chicago. Interests: public policy process in the United States, urban government and politics, public administration.

Steven G. Laughlin, 2005

Assistant Professor of Library Science

B.B.A. (1976), M.L.S. (1977), University of Texas at Austin; M.P.A. (1991), University of Alabama at Birmingham. Interests: business information resources, personal computers, technology in teaching.

Randall David Law, 2003

Assistant Professor of History

B.A. (1991), Amherst College; M.A. (1993), Yale University; Ph.D. (2001), Georgetown University. Interests: modern Russian and European history, history of Russian education, Russian film and popular culture, history of terrorism.

Jacqueline Leary-Warsaw, 2000

Associate Professor of Music

B.M. (1986), University of Louisville; M.M. (1988), The Catholic University of America; D.M.A. (2000), Peabody Conservatory of Music, Johns Hopkins University. Interests: voice, vocal pedagogy, vocal diction.

V. Markham Lester, 1991

W. Michael Atchison Professor of History and Legal Education

B.A. (1973), Rhodes College; M.A. (1975), Harvard University; J.D. (1979), University of Virginia; D. Phil (1991), Oxford University. Interests: British history, Middle East history and culture.

Matthew A. Levey, 1993

Professor of History

B.A. (1978), Clark University; M.A. (1980), University of Michigan; M.A. (1984), Ph.D. (1991), University of Chicago. Interests: China, Japan, intellectual history.

Kim Lewis, 2001

Instructor of Spanish

B.A. (1986), M.A. (1988), Auburn University. Interests: Mexico, Mexican culture, U.S. migrant populations.

Dominique Linchet, 1994

Associate Professor of French

B.A. (1984), Faculte Notre-Dame de la Paix, Belgium; M.A. (1986), Universite Libre de Bruxelles, Belgium; Ph.D. (1995), University of North Carolina at Chapel Hill. Interests: impact of the discovery of America in France, history of the romance languages, women in medieval literature.

Alan Litsey, 1991

Professor of Theatre Arts

B.A. (1981), University of LaVerne; M.F.A. (1984), Michigan State University; Ph.D. (1991), Wayne State University. Interests: acting, directing, theatre history, playwriting.

Charles N. Mason, 1982

Professor of Music

B.M. (1977), University of Miami; M.M. (1979), D.M.A. (1982), University of Illinois. Interests: composition, music theory, electronic music.

John Richard McCallum, 1982

Professor of Psychology

B.A. (1971), University of North Carolina; M.S. (1975), Old Dominion University; Ph.D. (1983), University of North Carolina. Interests: social psychology, history of psychology, research methodology.

Gwenyth McCorquodale, 2004

Assistant Professor of Education

B.S. (1970), Mobile College; M.A. (1992), Ph.D. (2002), University of Alabama at Birmingham. Interests: impact of literature-based reading instruction on content area literacy, reading and writing across the curriculum.

Michael L. McInturff, 1980

Professor of English

B.A. (1968), Reed College; Ph.D. (1975), Indiana University. Interests: Shakespeare, Dante, English and Italian Renaissance.

Heather J. Meggers-Wright, 2006

Assistant Professor of Psychology

B.A. (1998), Westminster College; M.A. (2001), Ph.D. (2005), University of Missouri-Columbia. Interests: sexuality, body image, Internet behavior.

Matthew S. Mielke, 1990

Professor of Theatre Arts

B.A. (1982), Gustavus Adolphus College; M.F.A. (1986), University of Minnesota. Interests: history of theatre, puppetry, illustration and art, computer technology in the theatre.

Eileen E. Moore, 1975

Professor of Education

B.A. (1964), University of North Alabama; M.Ed. (1970), Ed.D. (1977), Auburn University. Interests: elementary education, reading, comparative education.

Robert C. Morgan, 2000

Bishop in Residence; Adjunct Professor of Religion

B.A. (1956), Birmingham-Southern College; M.Div. (1958), Emory University. Interests: New Testament Studies, Biblical Imagery and Geography in Israel, Turkey, and Greece.

J. L. Morrow, 2001

Associate Professor of Business Administration

B.S. (1981), M.Acc. (1990), University of Alabama; Ph.D. (1996), Texas A&M University.

Bernadette Mullins, 2000

Associate Professor of Mathematics

B.S. (1989), Western Illinois University; Ph.D. (1995), University of Iowa. Interests: commutative ring theory.

Kathleen M. Murray, 2005

Professor of Music

B.M. (1979), Illinois Wesleyan University; M.M. (1982), Bowling Green State University; D.M. (1989), Northwestern University. Interests: piano, piano pedagogy.

William T. Myers, 1996

Associate Professor of Philosophy

B.A. (1986), University of Central Arkansas; M.A. (1990), Ph.D. (1996), University of Texas at Austin. Interests: American philosophy, ethics, philosophy of religion, history of philosophy.

Jim Neel, 2002

Assistant Professor of Art

B.F.A. (1971), Birmingham-Southern College; M.F.A. (1973), University of Alabama. Interests: sculpture, photojournalism, Latin America.

William E. Nicholas, 1972

Professor of History

B.A. (1964), M.A. (1966), Trinity University; Ph.D. (1970), Tulane University. Interests: recent U.S. history, Latin America, civil rights.

Renée Norrell, 1988

Professor of French

B.M.E. (1972), University of Montevallo; M.A. (1975), Ph.D. (1981), University of Alabama. Interests: nineteenth- and early twentieth-century French poetry and art song, French cultural history, Quebecois culture and literature.

Victoria Ott, 2004

Assistant Professor of History

B.A. (1994), M.A. (1998), University of Central Florida; Ph.D. (2003), University of Tennessee. Interests: nineteenth-century America, U.S. women, Southern history.

Lewis I. Patterson, 1996

Associate Professor of Computer Science

B.S. (1968), Birmingham-Southern College; Ph.D. (1992), University of Alabama at Birmingham. Interests: computer architecture, parallel and distributed processing, programming languages.

Walter William (Billy) Pennington, 1987

Associate Professor and Director of the Library

B.A. (1965), M.S. (1968), Florida State University. Interests: information literacy, information technology, library management.

Leo Pezzementi, 1985

Professor of Biology

B.A. (1975), LaSalle College; Ph.D. (1982), State University of New York at Stony Brook. Interests: cellular and molecular neurobiology of cholinergic systems.

Samuel Joseph Pezzillo, 1970

Professor of Classics

B.A. (1964), Duquesne University; Ph.D. (1971), Ohio State University. Interests: classical languages and literature, Bronze Age archaeology, Etruscology.

G. Shane Pitts, 1998

Associate Professor of Psychology

B.S. (1992), Athens State College; M.A. (1995), Ph.D. (1997), University of Alabama. Interests: cognitive and social psychology, research methods, perception, statistics, critical thinking, and related courses.

G. David Pollick, 2004

President

B.A. (1971), University of San Diego; M.A. (1973), University of Ottawa; Ph.L. (1973), St. Paul's University; Ph.D. (1981), University of Ottawa. Interests: aesthetics, phenomenology, history of art and architecture.

Duane H. Pontius, Jr., 1999

Associate Professor of Physics

B.S. (1981), Birmingham-Southern College; Ph.D. (1988), Rice University. Interests: physics education research, Jupiter's magnetosphere, space weather, ballet, sailing.

Janice Joy Poplau, 1971

Associate Professor, Library

B.A. (1970), Gustavus Adolphus College; M.A. (1971), University of Minnesota. Interests: interlibrary loan and information delivery, cataloging, classification.

Mira Popovich, 1976

Professor of Dance

State Ballet School, Belgrade, Yugoslavia, 1953. Interests: ballet, choreography.

Jessica Ramos de Harthun, 2005

Assistant Professor of Spanish

B.A. (1992), William Penn College; M.A. (1994), American University; Ph.D. (2001), University of Alabama. Interests: twentieth-century Latin American literature, Latin American studies, second language acquisition, Latinos in the U.S.

Gretchen A. Repasky, 2006

Assistant Professor of Biology

B.S. (1994), Lehigh University; Ph.D. (1999), New York University. Interests: cancer cell biology, cell signaling, G proteins.

Douglas A. Riley, 1999

Associate Professor of Mathematics

B.A. (1991), DePauw University; M.A. (1995), Ph.D. (1999), University of Kentucky. Interests: Navier-Stokes equations, computational fluid dynamics, dissipative systems, computational methods.

Sara H. Robicheaux, 2002

Associate Professor of Finance

B.S. (1997), Birmingham-Southern College; M.A. (1997), Ph.D. (2000), University of Alabama. Interests: corporate and international finance, investments, corporate governance, capital structure.

Kathleen Greer Rossmann, 1999

Associate Professor of Economics

B.A. (1987), Furman University; M.A. (1995), University of Colorado at Boulder; Ph.D. (1999), University of Colorado. Interests: applied microeconomics, environmental economics, non-market valuation, econometrics.

Jeannette Runquist, 1982

Professor of Biology

A.B. (1965), East Carolina University; M.A. (1978), University of North Carolina; Ph.D. (1979), North Carolina State University. Interests: renal physiology and Southeastern archaeology.

Mark E. Rupright, 2007

Assistant Professor of Physics

B.S. (1992), University of Tennessee, Knoxville; Ph.D. (1998), University of North Carolina at Chapel Hill.

Pamela P. Sawallis, 2005

Assistant Professor of Library Science

B.A. (1980), Stetson University; M.L.S. (1982), Simmons College.

David J. A. Schedler, 1994

Associate Professor of Chemistry

B.S. (1987), Rhodes College; Ph.D. (1992), University of Alabama. Interests: organic and bio-organic chemistry, new synthetic methodology, enzyme inhibition and mechanism elucidation.

Lester Charles Seigel, 1993

Joseph Hugh Thomas Professor of Music

B.M. (1980), Birmingham-Southern College; M.M. (1983), D.M.A. (1991), University of Colorado, Boulder. Interests: choral music, opera and musical theatre, conducting, music philosophy and aesthetics.

H. Wayne Shew, 1978

Ada Rittenhouse Snavely Professor of Biology

B.A. (1971), University of North Carolina at Wilmington; M.A. (1974), Ph.D. (1977), University of North Carolina at Chapel Hill. Interests: molecular genetics, mycology, microbiology, field botany.

Kevin Shook, 2005

Assistant Professor of Art

B.F.A. (2002), University of Akron; M.F.A. (2004), University of Delaware.
Interests: print making, drawing, sculpture, digital media.

Robert J. Slagter, 1985

Professor of Political Science

B.A. (1974), M.A. (1977), Ph.D. (1990), Southern Illinois University. Interests:
Politics and societies of Southeast and East Asia, development studies and
comparative cultures, American politics, research methods.

David J. Smith, 1983

Professor of Music

B.M. (1969), Westminster Choir College; M.M. (1976), Peabody Conservatory of
Music; D.M.A. (1986), University of Texas at Austin. Interests: voice, choir, vocal
literature.

Gail K. Smith, 2002

Associate Professor of English

B.A. (1985), Yale University; M.A. (1989), M.Ed. (1990), Ph.D. (1993),
University of Virginia. Interests: nineteenth-century American literature and
culture, religion and literature, women writers, gender studies.

Timothy B. Smith, 2006

Assistant Professor of Art History

B.A. (1992), M.A. (1994), University of South Carolina; Ph.D. (2002), Florida
State University. Interests: fifteenth-century Italian art, Etruscan and Roman art
and archaeology, the cult of relics in the Renaissance, art and viewer reception.

Janie Spencer, 1986

Professor of Spanish

B.A. (1974), Samford University; M.A. (1977), Ph.D. (1982), University of
Alabama. Interests: twentieth-century Spanish theatre, Spanish grammar, Argentine
literature.

Barry Spieler, 1994

Professor of Mathematics

B.A. (1983), Tufts University; M.S. (1986), Ph.D. (1992), Ohio State University.
Interests: topology, geometry, geometric methods in group theory, symmetry
groups.

Kathleen Spies, 1999

Associate Professor of Art History

B.A. (1992), St. Olaf College; M.A. (1994), Ph.D. (1999), Indiana University.
Interests: American art 1850-1950, American studies, issues of gender, race, and
class.

Cooper D. (Bud) Spivey, 2006

Instructor of Art

B.F.A. (1987), M.A.E. (1991), University of Alabama at Birmingham.

Sandra L. Sprayberry, 1988

Robert E. Luckie, Jr., Professor of English

B.A. (1979), M.F.A. (1983), University of Alabama; Ph.D. (1988), Florida State University. Interests: twentieth-century literature, creative writing, ethnic and gender studies.

Carol Standifer, 2006

Instructor of Education

B.S. (1976), M.Ed. (1978), Auburn University.

Clyde T. Stanton, 1993

Professor of Chemistry

B.A. (1977), Clemson University; M.S. (1981), West Virginia University; Ph.D. (1988), Boston College. Interests: gas-phase chemical reaction rates, measurements of the hydroxyl radical.

Laura Katherine Stultz, 1997

Associate Professor of Chemistry

B.A. (1986), Oberlin College; Ph.D. (1995), University of North Carolina at Chapel Hill. Interests: bioinorganic chemistry, material science, transition metal chemistry.

Ronald A. Stunda, 1995

Associate Professor of Accounting

B.S. (1975), The Pennsylvania State University; M.B.A. (1987), University of Alabama at Birmingham; Ph.D. (1997), Florida State University; C.P.A. (1988), States of Alabama and Georgia; C.M.A. (1989). Interests: financial/empirical accounting, managerial accounting, and taxation.

Tara Sudderth, 1998

Donald C. Brabston Professor of Accounting

B.A. (1985), Birmingham-Southern College; M.A. (1988), University of Alabama at Birmingham; Ph.D. (1997), University of Mississippi. Interests: taxation, financial accounting, cost accounting, collaborative learning.

John D. Tatter, 1985

Professor of English

B.A. (1976), Houghton College; M.A. (1979), Ph.D. (1984), Ohio University. Interests: Augustan satire, Restoration drama, gender studies, comparative arts.

Jack A. Taylor, 1988

Joseph S. Bruno Professor of Retailing
B.S.B.A. (1973), University of Central Florida; M.B.A. (1976), Illinois State University; J.D. (1985), Birmingham School of Law; Ph.D. (1992), University of Alabama at Birmingham. Interests: marketing of services, health insurance and related health services, insurance, law.

Stacey Thornberry, 2001

Assistant Professor of Library Science
B.S. (1999), Appalachian State University; M.L.S. (2001), University of Alabama.

Lynne S. Trench, 1997

Associate Professor of Psychology
B.S. (1990), University of Wisconsin-Eau Claire; M.A. (1994), Ph.D. (1998), University of Kentucky. Interests: psychopharmacology, neuroscience, operant conditioning, psychological development in animal models.

Mary Jane Turner, 1991

Instructor of Mathematics and Secondary Education
B.S. (1969), University of Montevallo; M.A. (1990), University of Alabama at Birmingham. Interests: applied mathematics.

Richard S. Turner, 1985

James T. Stephens Professor of Computer Science
B.A. (1975), M.S. (1984), University of Alabama; Ph.D. (1992), University of Alabama at Birmingham. Interests: parallel distributed simulation, geographic information systems.

David W. Ullrich, 1986

Professor of English
B.A. (1975), Marquette University; M.A. (1976), Ph.D. (1986), University of Wisconsin-Madison. Interests: romanticism, framed narratives, critical theory, contemporary popular culture.

Peter A. Van Zandt, 2006

Visiting Assistant Professor of Biology
B.S. (1993), Michigan State University; M.S. (1996), Utah State University; Ph.D. (2001), University of Louisiana at Lafayette.

Pamela Venz, 1998

Associate Professor of Art
B.A. (1983), University of Alabama at Birmingham; M.F.A. (1985), Ohio State University. Interests: photography, sculpture, travel, history and popular culture.

Alicia A. Weaver, 2006

Assistant Professor of Sociology

B.Phil. (1997), Miami University; M.A. (2000), Ph.D. (2007), The Ohio State University. Interests: environmental sociology, social movements, political attitudes and behavior, comparative sociology, survey research design and methodology.

Tricia H. Witte, 2004

Assistant Professor of Psychology

B.A. (1998), M.A. (1999), Loyola College; Ph.D. (2004), University of Arkansas. Interests: stress/anxiety, trauma/abuse, empirically supported therapy.

PROFESSORS EMERITI**Conrad E. Adair, 1980-1997**

Professor Emeritus of Business Administration

B.S. (1953), Auburn University; M.B.A. (1968), Samford University; Ph.D. (1984), University of Alabama.

Cammie Atkins, 1986-1996

Professor Emerita of Education

B.S. (1958), Mississippi University for Women; M.A. (1978), Certificate of Advanced Study (1980), University of Alabama at Birmingham; Ed.D. (1983), Rutgers University.

Paul Clinton Bailey, 1963-1986

Ada Rittenhouse Snavely Professor Emeritus of Biology

B.S. (1942), Jacksonville State College; M.A. (1946), Ph.D. (1949), Vanderbilt University.

Neal R. Berte, 1976-2006

President Emeritus

B.A. (1962), M.A. (1963), Ed.D. (1966), University of Cincinnati; L.H.D. (1980), Birmingham-Southern College; L.H.D. (1993), University of Cincinnati; L.H.D. (2004), Samford University.

William Jarvis Boardman, 1968 - 1999

Professor Emeritus of Physics and Mathematics

A.B. (1961); M.S. (1963), Miami, University; Ph.D. (1968), University of Colorado.

Shirley M. Branan, 1986 - 1999

Professor Emerita of Mathematics

B.S. (1959), Eastern Kentucky University; M.A. (1970), Samford University; Ph.D. (1978), University of Alabama.

Lyman Aubrey Drewry, Jr., 1977-1999

R. Hugh Daniel Professor Emeritus of Business and Free Enterprise

B.S. (1954), M.A. (1956), Ph.D. (1960), University of Virginia.

James L. DuBard, 1988-1999

Professor Emeritus of Physics

B.E.E. (1959), Georgia Institute of Technology; M.S. (1961), Massachusetts Institute of Technology; Ph.D. (1966), Georgia Institute of Technology.

Jonathan David Fraley, Jr., 1967-2003

Professor Emeritus of History

A.B. (1963), University of North Carolina; M.A. (1965), Ph.D. (1971), Duke University.

Thomas Jordan Gibbs, 1970-2007

Professor Emeritus of Music

B.A. (1964), Birmingham-Southern College; M.M. (1967), Ph.D. (1972), University of Texas.

Earl Fowler Gossett, Jr., 1965-1999

Canterbury Professor Emeritus of Religion and Philosophy

A.B. (1954), Birmingham-Southern College; B.D. (1957), Ph.D. (1961), Vanderbilt University.

Marjorie M. Gunter, 1978 - 1998

Donald C. Brabston Professor Emerita of Accounting

B.S. (1970), M.B.A. (1971), Samford University; C.P.A. (1974), State of Florida.

Dan Clark Holliman, 1962 - 2000

Ada Rittenhouse Snavely Professor Emeritus of Biology

B.S. (1957), M.S. (1959), Ph.D. (1963), University of Alabama.

David E. Johnson, 1983-1994

Professor Emeritus of Mathematics

B.S. (1949), Louisiana Tech University; M.S. (1952), Ph.D. (1958), Auburn University.

Katherine G. Kirkpatrick, 1989-2006

Professor Emerita of Education

B.A. (1964), Birmingham-Southern College; M.A. (1979), Ph.D. (1989), University of Alabama at Birmingham.

Lola Frances Kiser, 1955-1996

Professor Emerita of Mathematics

B.S. (1952), Memphis State University; M.A. (1954), University of Georgia; Ph.D. (1971), University of Alabama.

Barbara J. Lester, 1975-1996

Professor Emerita of Sociology

B.A. (1970), University of Arkansas; M.A. (1973), Ph.D. (1975), Vanderbilt University.

Grace Ezell Marquez, 1978-1988

Professor Emerita of Spanish

B.A. (1942), Samford University; M.A. (1946), University of North Carolina; Ph.D. (1964), Inter-American University.

Henry Irvin Penfield, Jr., 1967-2004

Professor Emeritus of Political Science

B.A. (1962), M.A. (1965), Ph.D. (1970), University of Alabama.

Robert Lee Shelton, 1968-2005

Professor Emeritus of Art

B.F.A. (1961), Memphis State University; M.A. (1963), University of Alabama.

Samuel N. Stayer, 1972-2004

Dr. James A. Wood Professor Emeritus of American History

B.A. (1964), Ursinus College; M.A. (1967), Ph.D. (1970), Duke University.

Robert Jacob Tucker, III, 1965-2002

Professor Emeritus of Art

B.F.A. (1964), M.A. (1965), University of Alabama.

Ewell Douglas Waits, 1967-2002

Professor Emeritus of Biology

B.S. (1962), Alabama College; M.A. (1964), Vanderbilt University; Ph.D. (1967), North Carolina State University.

Oliver Cornelius Weaver, 1946-1982

L.C. Branscomb Professor Emeritus of Philosophy

B.A. (1935), Birmingham-Southern College; B.D. (1939), Garrett Theological Seminary; M.A. (1941), Ph.D. (1952), Northwestern University.

Roy Draydon Wells, Jr., 1967-2007

Professor Emeritus of Religion

B.A. (1957), Birmingham-Southern College; B.D. (1960), Ph.D. (1968), Vanderbilt University.

Bobby Don Whetstone, 1963-2001

Professor Emeritus of Education

B.A. (1955), M.Ed. (1959), Birmingham-Southern College; Ph.D. (1963), University of Alabama.

ADMINISTRATION

PRESIDENTS OF THE COLLEGE

Cullen C. Daniel, 1918-1921
 Guy E. Snavely, 1921-1937
 Raymond R. Paty, 1938-1942
 George R. Stuart, 1942-1955
 Guy E. Snavely, 1955-1957
 Henry K. Stanford, 1957-1962
 Howard M. Phillips, 1963-1968
 Robert F. Henry, 1968-1969
 Charles D. Hounshell, 1969-1972
 Ralph M. Tanner, 1972-1975
 Neal R. Berte, 1976-2004
 G. David Pollick, 2004-present

PRINCIPAL ADMINISTRATIVE OFFICERS

G. David Pollick, 2004

President

B.A. (1971), University of San Diego; M.A. (1973), University of Ottawa; Ph.L. (1973), St. Paul's University; Ph.D. (1981), University of Ottawa.

Kathleen M. Murray, 2005

Provost

B.M. (1979), Illinois Wesleyan University; M.M. (1982), Bowling Green State University; D.M. (1989), Northwestern University.

Lane Estes, 1998

Vice President for Administration

B.S. (1989), M.S. (1992), University of Tennessee.

Anthony Hambey, 1987

Vice President for Information Technology

B.S. (1986), Jacksonville State University.

Kim Thees Thrasher, 2005

Vice President for Finance

B.S. (1987), M.B.A. (1998), University of Alabama at Birmingham; C.P.A. (1989), State of Alabama.

Dudley Long, 1977

Vice President for Student Affairs

B.S. (1972), University of Alabama; M.A. (1977), University of Alabama at Birmingham.

Sheri Scholl Salmon, 1985

Dean of Enrollment Management

B.A. (1985), Birmingham-Southern College.

Adelia Patrick Thompson, 2005

Vice President for Institutional Advancement

B.A. (1986), Birmingham-Southern College.

Bill Wagnon, 1999

Vice President for Communications

B.A. (1984), Auburn University; M.S. (1998), Mississippi State University.

ADMINISTRATIVE OFFICERS**William T. Alexander, 1996**

Bookstore Manager

A.S. (1991), Jefferson State Community College.

David Anderson, 1989

Post Office Manager

B.S. (2000), Birmingham-Southern College.

Dana Bekurs, 2004

Director of Residence Life

B.A. (1993), University of Southwestern Louisiana; M.Ed. (1996), Mississippi State University.

Elizabeth Blum, 2005

Director of Interim and Contract Learning

B.A. (1990), Sarah Lawrence College; Ph.D. (2004), University of Pittsburgh.

Martha Boshers, 2004

Director of Planned Giving

B.A. (1974), Millsaps College; J.D. (1977), Cumberland School of Law.

Danny K. Brooks, 1989

Dean of Records

B.S. (1985), University of North Alabama; M.P.P.M. (1999), Birmingham-Southern College.

Erica Brown, 2004

Director of Multi-Cultural Affairs

B.A. (1992), Jacksonville State University; M.A. (2001), University of Alabama at Birmingham.

Mitch Cole, 1995

Head Coach Men's Basketball

B.S. (1992), Montana State University-Billings; M.Ed. (1995), Auburn University.

Brian Combs, 2006

Head Athletic Trainer

B.S. (2002), University of Kentucky; M.S. (2004), Louisiana State University.

Jason Cooper, 2006

Director of Landscape Services

B.S. (1997), Auburn University.

Jon K. Crook, 2000

Director of Admission, Operations

B.S. (1992), Middle Tennessee State University.

Anne Curry, 1995

Director of Facilities and Event Scheduling

Jerome Davis, 1986

Manager of the Print Shop

A.S. (1977), Bessemer State Technical College.

Joe Dean, Jr., 1999

Athletic Director

B.S. (1976), M.Ed. (1977), Mississippi State University.

Ann Dielen, 1977

Head Coach Women's Tennis

B.S. (1979), M.Ed. (1982), University of Alabama at Birmingham.

Jennifer Holder Fields, 2000

Associate Director of Human Resources

B.S. (1993), Birmingham-Southern College; C.M. (1999).

Patrice Hobbs Glass, 2006

Director of Prospect Management and Research

B.A. (1992), Birmingham-Southern College; M.A. (1999), Middle Tennessee State University.

Preston Goldfarb, 1983

Head Coach Men's Soccer

B.S. (1970), University of Alabama at Birmingham; M.Ed. (1972), University of Montevallo; J.D. (1978), Birmingham School of Law.

Annie S. Green, 2001

Coordinator of Campus Events

B.A. (1968), University of Georgia; M.Ed. (1973), Georgia State University.

Doug Hamilton, 2004

Director of Career Counseling

B.S. (1972), University of North Alabama; M.A. (1976), University of Alabama at Birmingham.

R. Michael Hamilton, 2001

Associate Director of Communications, New Media

B.S. (1990), University of Alabama at Birmingham.

Kristin Harper, 1999

Director of Service Learning

B.A. (1992), Birmingham-Southern College.

Lisa Sims Harrison, 1999

Director of Alumni Affairs

B.A. (1981), University of Alabama; M.P.P.M. (1985), Birmingham-Southern College.

John Hawkins, 1998

Associate Director of Admission

B.A. (1998), Samford University.

Roald Hazelhoff, 1988

Director of Environmental Programs

B.A. (1982), Western Washington University; M.A. (1984), University of Wyoming.

Brad Hodge, 2005

Head Coach Women's Basketball

B.S. (1996), Athens State College; M.S. (2001), University of Louisiana at Monroe.

Sara Hoover, 1992

Director of Personal Counseling

B.S.W. (1985), M.A. (1989), University of North Alabama.

Bambi L. Ingram, 2000

Director of Sponsored Projects

B.F.A. (1987), California State University, Long Beach.

Jeanne Jackson, 1991

Director of Leadership and Environmental Studies

B.A. (1972), Mary Baldwin College; M.A. (1979), University of Virginia.

Joey Jones, 2006

Head Coach Football

B.S. (1983), University of Alabama.

Susan E. Kinney, 1983

Director of Human Resources
B.S. (1978), University of Alabama.

Edward S. LaMonte, 1987

Director of International Programs
B.A. (1965), Harvard College; M.A. (1968), Ph.D. (1976), University of Chicago.

Anne C. Ledvina, 2000

Associate Director of International Programs
B.A. (1990), Marlboro College; M.A. (1992), University of Alabama.

Maggie McDonald, 2002

Director of Annual Giving Program
B.A. (1998), Rhodes College; M.S.W. (2001), Washington University, St. Louis.

Jesse McKneely, 2001

Director of Infrastructure and Project Management
B.S. (2000), McNeese State University; M.P.P.M. (2007), Birmingham-Southern College.

Thomas L. Miller, 2000

Head Coach Men's Golf
B.S. (1970), M.B.A. (1972), Northeast Louisiana University.

Irene P. Moss, 2004

Dean of Students
B.S. (1997), Vanderbilt University; M.A. (1999), University of Alabama at Birmingham.

Tyra R. Perry, 2000

Head Coach Softball
B.S. (1997), M.S. (1998), Louisiana State University.

Tyler Peterson, 2004

Director of Admission, Recruitment
B.S. (2001), Auburn University; M.B.A. (2004), Troy State University.

T. Lars Porter, 2004

Head Coach Cross Country
B.S. (2004), Birmingham-Southern College.

Michael A. Robinson, 1984

Director of Physical Fitness and Recreation
B.S. (1978), Middle Tennessee State University; M.A. (1984), University of Alabama.

Paul Rosner, 2004

Head Coach Men's Tennis

B.S. (2006), University of Alabama at Birmingham.

Wayne Shew, 1978

Associate Provost

B.A. (1971), University of North Carolina at Wilmington; M.A. (1974), Ph.D. (1977), University of North Carolina at Chapel Hill.

Fred Sington, III, 2005

Director of Athletic Media Relations

B.S. (1992), Troy State University.

Laura B. Sisson, 1994

Director of Church Relations

B.A. (1979), Birmingham-Southern College.

Martha Ann Stevenson, 1986

Assistant Provost

B.S. (1973), Auburn University; M.A. (1985), University of Alabama at Birmingham.

Tracy Thomas, 1998

Associate Director of Communications, Publications

B.A. (1992), Birmingham-Southern College; M.S. (1994), Purdue University.

Keith Thompson, 2004

Associate Vice President for Institutional Advancement

B.A. (1983), Birmingham-Southern College; M.Div. (1986), Emory University; M.A. (1994), University of Alabama.

Kyndall Waters, 2005

Assistant Athletic Director

B.S. (2005), Birmingham-Southern College; M.S. (2006), University of Alabama.

Art Weeden, 2005

Director of Financial Aid

B.A. (1968), Hendrix College; M.Ed. (1970), University of Memphis.

Jerry West, 2006

Director of Operations

B.S. (1974), Clemson University.

Ben Whorton, 1998

Director of Systems and Support Services

B.A. (1997), Auburn University; M.P.P.M. (2007), Birmingham-Southern College.

Carl Wilson, 1982

Deputy Chief of Campus Police
B.S. (2001), Birmingham-Southern College.

Randy Youngblood, 1982

Director of Campus Police, Head Coach Rifle

BOARD OF TRUSTEES*Officers of the Board***Mr. Carl F. Bailey,**

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Mr. W. Michael Atchison,

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Mrs. Denson N. Franklin, III,

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Attorney

Barnett, Bugg, Lee & Holborn

Monroeville, Alabama

Rev. J. Walker Epps

District Superintendent

Marianna/Panama City District

United Methodist Church

Marianna, Florida

Mr. Frank A. Jenkins, III

Managing Partner

Jenkins and Associates

Montgomery, Alabama

Mr. Alan C. Livingston

Attorney

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Dothan, Alabama

Rev. Mary Elizabeth Stinson

Pastor

Grace United Methodist Church

Auburn, Alabama

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Retired

Alabama Council of Mental Health &

Mental Retardation

Montgomery, Alabama

Rev. Dr. Welsey H. Wachob

Senior Minister

Pensacola First United Methodist

Pensacola, Florida

Rev. Paul D. Wolfe

Senior Minister

Ashland Place United Methodist

Church

Mobile, Alabama

*Members from North Alabama Conference***Dr. William H. Bostick, Jr.**

Associate Pastor

Vestavia United Methodist Church

Birmingham, Alabama

Mr. Benny M. LaRussa, Jr.

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Sterling Capital Management

Birmingham, Alabama

Dr. Willam B. Morgan

Senior Minister

Canterbury United Methodist Church

Birmingham, Alabama

Rev. O'neil Ridgeway

New Church

Birmingham-West District

The United Methodist Church

Birmingham, Alabama

Mr. C. Dowd Ritter

Chairman, President, and Chief

Executive Officer

Regions Financial Corporation

Birmingham, Alabama

Mr. Bruce F. Rogers

Partner and Attorney

Bainbridge, Mims, Rogers, and Smith

Birmingham, Alabama

Mr. W. Michael Warren
 President and Chief Executive Officer
 Energen Corporation
 Birmingham, Alabama

Dr. Andrew R. Wolfe
 Senior Minister
 Trinity United Methodist Church
 Birmingham, Alabama

Clergy At-Large

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 Bishop, Alabama-West Florida area
 The United Methodist Church
 Montgomery, Alabama

Bishop William H. Willimon
 Bishop of the Birmingham area
 North Alabama Conference
 The United Methodist Church
 Birmingham, Alabama

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 The Ann Adams Collection
 Birmingham, Alabama

Mr. William R. Battle, III
 Chief Executive Officer
 The Collegiate Licensing Company
 Atlanta, Georgia

Dr. Peter D. Bunting
 Plastic Surgeon
 Bunting Plastic Surgery Clinic
 Birmingham, Alabama

Mr. Corbin Day
 Chairman
 Jemison Investment Company, Inc.
 Birmingham, Alabama

Denson N. Franklin, III
 Partner
 Bradley, Arant, Rose, and White
 Birmingham, Alabama

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 Executive Vice President, General
 Counsel and Director
 Caremark Rx, Inc.
 Nashville, Tennessee

Mr. Donald E. Hess
 The Ronne and Donald Hess
 Charitable Foundation
 Birmingham, Alabama

Mr. William C. Hulse
 Chairman
 Arlington Properties, Inc.
 Birmingham, Alabama

Mr. Donald M. James
 Chairman of the Board and CEO
 Vulcan Materials Company
 Birmingham, Alabama

Mr. John D. Johns
 President and CEO
 Protective Life Corporation
 Birmingham, Alabama

Dr. Wayne Killion, Jr.
 President and CEO
 Shook and Fletcher Insulation Co.
 Birmingham, Alabama

Mr. Thomas H. Lowder
 Chairman
 Colonial Properties Trust
 Birmingham, Alabama

Mr. John J. McMahon, Jr.
 Chairman
 Ligon Industries
 Birmingham, Alabama

Mr. H. Craft O'Neal
 Chairman of the Board
 O'Neal Steel
 Birmingham, Alabama

Mr. G. Ruffner Page
 President
 McWane, Inc.
 Birmingham, Alabama

Mr. Harold W. Ripps
 Co-Owner
 The Rime Companies
 Birmingham, Alabama

Mr. George Salem
 President and CEO
 Proxsys, LLC
 Birmingham, Alabama

Dr. S.C. "Buddy" Stanford
 President
 Stanford Financial Group, Inc.
 Birmingham, Alabama

Mr. William A. Terry
 Highlands Associates
 Birmingham, Alabama

Mr. James L. Williams
 Dixon Hughes PLLC
 Certified Public Accountants and
 Consultants
 Birmingham, Alabama

Mr. John Watts, Sr.
 President and Director of Investments
 Evans, Watts, and Shrimsher Wealth
 Management
 Huntsville, Alabama

Life Members

Mr. W. Michael Atchison
 Senior Partner
 Starnes and Atchison
 Birmingham, Alabama

Mr. Carl F. Bailey
 Retired President
 BellSouth Telecommunications
 Birmingham, Alabama

Mr. David R. Baker
 Attorney
 Haskell, Slaughter, Young, and Rediker
 Birmingham, Alabama

Mr. William L. Barrineau, Jr.
 Retired
 Merrill Lynch
 Pensacola, Florida

Mr. Julian G. Bishop
 Chartered Life Underwriter
 Birmingham, Alabama

Mr. W. Houston Blount
 Chairman of the Board Emeritus
 Vulcan Materials Company
 Birmingham, Alabama

Dr. G. A. Costanzo
 Retired Vice Chairman
 Citibank, N.A.
 Vero Beach, Florida

Mr. Charles W. Daniel
 President
 Dantract, Inc.
 Birmingham, Alabama

Mr. Frank M. Dominick, Jr.
 Partner
 Dominick, Fletcher, Wood, Yeilding &
 Lloyd, P.A.
 Birmingham, Alabama

Bishop Paul A. Duffey, Sr.
 Retired Bishop
 The United Methodist Church
 Montgomery, Alabama

Mr. William J. Edwards
 Retired Broadcasting Executive
 North Palm Beach, Florida

Mr. John C. Evins
 Retired Chairman of the Board
 Hart-Greer, Ltd., Inc.
 Birmingham, Alabama

Rev. Robert W. Gunn

Retired United Methodist Minister
Athens, Alabama

Mr. T. Morris Hackney

Chairman of the Board
The Hackney Group, Inc.
Birmingham, Alabama

Ms. Marguerite Jones Harbert

Civic Leader
Birmingham, Alabama

Mr. Philip C. Jackson, Jr.

Retired Vice-Chairman
Central Bank of the South
Birmingham, Alabama

Mr. L. Paul Kassouf

Chairman of the Board
Kassouf and Company, P.C.
Retired Broadcasting Executive
Birmingham, Alabama

Mr. James C. Lee, Jr.

Chairman of the Board
Buffalo Rock Company
Birmingham, Alabama

Mr. Robert E. Luckie, Jr.

Retired Chairman of the Board
Luckie & Company
Birmingham, Alabama

Mrs. Katherine M. McTyeire

President and Chief Executive Officer
Iron Art, Inc.
Birmingham, Alabama

Dr. Allen D. Montgomery

Director of Pastoral Care
HealthSouth Medical Center
Birmingham, Alabama

Dr. Jerry E. Sisson

Retired United Methodist Minister
Trussville, Alabama

Mr. Herbert A. Sklenar

Chairman of the Board Emeritus
Vulcan Materials Company
Birmingham, Alabama

Mr. George A. Smith, Jr.

Retired Senior Vice President
Regions Bank
Anniston, Alabama

Mr. Joel Smith

Editor and Publisher
The Eufaula Tribune
Eufaula, Alabama

Mr. Larry D. Striplin, Jr.

Chairman of the Board and CEO
Nelson-Brantley Glass Contractors,
Inc.
Birmingham, Alabama

Mrs. Gabriella Comer White

Civic Leader
Birmingham, Alabama

Honorary Life Member

Bishop Robert C. Morgan

Bishop in Residence
Birmingham-Southern College
Birmingham, Alabama

Mr. James T. Stephens

Chairman
EBSCO Industries, Inc.
Birmingham, Alabama

Ex Officio Member

Dr. Kenneth A. Dunivant

Chairman, North Alabama Conference
Board of Higher Education
The United Methodist Church

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