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2004-2005 CATALOG

BIRMINGHAM-SOUTHERN COLLEGE

All information in this catalog pertains to the 2004-2005 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.

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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 eight major airlines, AMTRAK, and Interstate highways 20, 59, and 65.

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

Enrollment: Approximately 1,500 students from 30 states and 23 foreign countries.

Faculty: of the full-time members of the faculty, more than 92% 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 Arts in Public and Private Management, Master of Music in composition, organ, piano, and voice.

Disciplinary Majors: accounting, art (art history, painting, photography, printmaking, and sculpture), biology, business administration, chemistry, computer science, dance, economics, education (elementary/collaborative education, secondary education, art, dance, music education, educational services), English, French, German, history, mathematics, music (composition, church music, music history, music performance), 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-philosophy, sociology-political science, sociology-psychology. 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, Costa Rica Science Semester, Central Europe Semester, 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 seven residence hall computer labs, 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 fractional DS3 line provides Internet access to all members of the college community. All students receive an e-mail account, may create a personal World Wide Web home page, and have access to protected network storage.

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, academic, 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, eight women's national sorority chapters, Quest II film/lecture series, Entertainment Fest, Southern Comfort, 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: baseball, women's and men's basketball, women's and men's cross-country, women's and men's golf, women's rifle, women's and men's soccer, softball, women's and men's tennis, and women's volleyball. The College is a member of the National Collegiate Athletic Association (NCAA) Division I.

Residence Halls: seven residence halls on the residence hall quad, two apartment buildings, six fraternity houses on Fraternity Row, and six sorority town-houses behind the Bruno Residence Hall. 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 (2004-2005):

Tuition	\$19,450
Residence Hall	3,932 – 4,980
Books and supplies (approximate)	1,000
Meals	2,080 - 3,100
Student Activity Fee	300
Automobile Registration . . . . .	.25
Student Health Insurance . . . . .	.475
Information Technology Fee	300

Financial Aid: more than \$20 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
- Association of American Colleges and Universities
- Association of Alabama College Administrators
- Council for Advancement and Support of Education
- Council on Undergraduate Research
- National Association of Independent Colleges and Universities
- Project Kaleidoscope
- Southern University Conference

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. 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-two 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.

Special Counseling

Recognizing that not all student concerns might be dealt with by faculty advisors, the College 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. The College also 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. You 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 give you 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 million dollars in financial aid for eligible students from all sources. During recent academic years, more than ninety-nine 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 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 six-week 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 this advising process.

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 any of the academic division 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 division chair. 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 division 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 \$320 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”/“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 Office of Records and Research 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 Comptroller’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 Director of Personal Counseling 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, and their parents also receive a copy. 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 assessment from their advisor.

Final Examinations

Students 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. It is the responsibility of the student to contact the course instructor to make arrangements for taking a delayed examination.

**Dr. H. Wayne Shew
Interim 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)

U — unsatisfactory (“C-” or below)

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 when a student withdraws from all courses)

WF — withdrawal with a grade of “F” (assigned when a student withdraws from all courses)

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”) and unsatisfactory (“U”) 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 division 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 Research and Records and the chair of the appropriate division 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 Division Chair 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 offices of the division chairs. 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 "S" 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	3	AR 102
		1	3	AR 114
(Drawing)	1	1	3	AR 104
		1	4	AR 150
(History)	1	1	4	AR 215
Biology	2	2	4	BI 105 & 115
Chemistry	2	2	4	CH 121 & 122
Computer Science	1	1	4	CS 170

Discipline	Units Accepted	College Credit	AP Score Required	Credited Course
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
Political Science	1	1	4	PS 101
Psychology	1	1	4	PY 101
Spanish	2	1 (gram) 1 (lit)	4 4	SN 220 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 “S” 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	2	2	6	BI 105 & 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
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 101

*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.

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 Office of Records and Research 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 \$100 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.

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 Research and 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 Research and 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 Office of Records and Research 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 Research and 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 Research and 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 both the fall and spring terms. It consists of the names of those students who have maintained a grade point average of 3.50 or higher on work attempted during the term. To qualify for the Dean's List, a student must take at least four full units 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 in any term during which 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*.

Awards

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

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 presents the Accounting Awards each year to three seniors who have shown outstanding ability in the field of accounting.

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 will be presented to all graduates of the Education Division obtaining a teaching certificate in any of the available certifications at Birmingham-Southern College who are gainfully employed in teaching in the year following graduation. The graduates will show proof of teaching employment through a letter of recommendation submitted by their principal to the Chair of the Education Division at Birmingham-Southern College by March 1st of the year following graduation. The Chair will then submit the list of names of the awardees to the Provost's Office at Birmingham-Southern College. The awards are to be 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.

The Bill Battle Award, given in memory of Coach Bill Battle, is presented to an outstanding senior who best exemplifies good scholarship, good citizenship, and a concern for physical fitness—personal traits of long time Birmingham-Southern College coach and athletic director Bill Battle.

The Beta Beta Beta Award is given to the senior biology major who is a member of Beta Beta Beta honorary biology fraternity, who has maintained an outstanding academic record, and who has made unusual contributions to the program in biology.

The Bible Lands Travel Award is provided annually by Mrs. Wynness T. Saenger for a student preparing for service to others in the ministry of the United Methodist Church. It is to be applied toward a tour of the Bible Lands.

The Senior Biology Award goes to the senior biology major who has the highest overall grade point average for his or her college career.

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

The Louise H. Branscomb Award is given to a rising senior in education who, as a member of the Teacher Education Program, 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 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 a Professor of Philosophy until his retirement in 1996. He died after a struggle with cancer in 1999 and is deeply missed by all of us at the College who knew him. This award is given for outstanding work in philosophy.

The John Marshall Gersting Economics and Business Administration Prize is awarded each year by the division faculty to the graduating senior with the highest grade point average.

The Robert Hewlin Jackson Achievement Award of \$500 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 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 John Franklin Locke Prize in Mathematical Analysis, given annually in memory of Dr. John Franklin Locke, former chair of the Mathematics Department, is awarded to a sophomore mathematics major who has demonstrated unusual interest and outstanding accomplishments throughout the three elementary calculus courses.

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 Eoline Wallace Moore Award is a scholarship fund presented by the Omicron alumnae Chapter of Kappa Delta Epsilon in honor of its founder who was Professor of Education and Dean of Women at Birmingham-Southern for many years. The award offers annually two grants of \$150 each to a student in the discipline of education or to a graduate member.

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 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 Presser Music Scholarship Award is named each year to honor a rising senior music major for outstanding accomplishment. The winner is selected by the Chair of the Division of Fine and Performing Arts and the President of the College solely on consideration of merit. The winner receives a scholarship in the amount of \$1500 from the Presser Foundation of Bryn Mawr, Pennsylvania, and Birmingham-Southern College.

The Sigma Alpha Epsilon Alabama Iota–T. Bradley Fulkerson Award is given each year to the rising senior who has distinguished himself or herself through leadership in all areas of campus life in his or her first three academic years. This award is in honor of T. Bradley Fulkerson, Jr., '58, '62, who was himself the epitome of the criteria considered in the selection of the recipient of this award.

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.

**COURSES
OF STUDY**

BSC

ACADEMIC DIVISIONS

H.Wayne Shew, Interim Provost

Behavioral and Social Sciences

Robert J. Slagter, Chair

The Division of Behavioral and Social Sciences includes the disciplines of 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

Tara Sudderth, Dean

In the Division of 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 by the Division 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.

The Division’s programs are accredited by AACSB International.

Education

Clint E. Bruess, Chair

The Division of Education offers majors in elementary/collaborative education and educational services, a non-certificated program. Students who fulfill the requirements for the elementary education program are eligible for Alabama State Department of Education dual certification in Elementary Education/Collaborative Teacher K-6 Special Education. The collaborative or special education component is incorporated into all 300- and 400-level classes. 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 Division of Education has selected *Reflective Teaching and Learning* as the conceptual framework for the Teacher Education Program. The Invitational Education Model, the cornerstone of our program for five years, supports the revised reflective teaching and learning model. Components of the conceptual framework include excellence in content knowledge, including research and scholarship; quality teaching experiences; professional development; technology and information fluency; classroom management; and communication and assessment skills. Dispositions selected from the INTASC Principles integrated into the Teacher Education Program enable candidates to go into teaching positions ready to become active, productive contributors in their chosen fields.

The Division of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1991.

Fine and Performing Arts

Lester Seigel, Chair

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. The Division of 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

John D. Tatter, Chair

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.

The Division of 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

Billy Pennington, Director

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

Clyde T. Stanton, Chair

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 the Division of Science and Mathematics will be central to a modern, high quality liberal arts education. The Division of 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.

The Division of 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 Division 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 and computer science-mathematics. An interdisciplinary minor in environmental studies is also offered.

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	page
Accounting.....	67
Art (B.F.A. in painting, photography, printmaking, or sculpture; B.A. in studio art or art history).....	71
Biology.....	77
Business Administration	84
Chemistry	88
Computer Science	93
Dance	97
Economics.....	100
Education (elementary/collaborative education, secondary education, art, dance, music education, educational services)	103
English	115
French.....	123
German	126
History	130
Mathematics.....	141
Music (B.A. in music; B. music education; B.M. in composition, church music, music history, music performance—classical guitar, orchestral instrument, organ, piano, voice; Master of Music in composition, organ, piano, voice)	145
Philosophy.....	163
Physics	167
Political Science	171
Psychology	177
Religion	182
Sociology	185
Spanish	189
Theatre Arts.....	193

Interdisciplinary Majors

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Asian Studies	227
Biology-Psychology	196
Computer Science-Mathematics	197
English-Theatre Arts	198
History-Political Science	199
International Studies	199
Musical Theatre	204
Philosophy-Politics-Economics	204
Religion-Philosophy	206
Sociology-Political Science	207
Sociology-Psychology	207

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.

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 has approved it, the contract is sent to the Provost for final approval.

Students interested in individualizing a major should complete all negotiations for the major 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	page
Art (Studio Art and Art History)	72
Biology.....	80
Business Administration	86
Chemistry	89
Computer Science	94
Dance	98
Economics.....	101
English (Literature, Creative Writing, and Journalism)	116
French.....	124
German	127
History	131
Mathematics.....	142
Music.....	146
Philosophy.....	163
Physics	168
Political Science	171
Psychology	177
Religion	182
Sociology	185
Spanish	190
Theatre Arts.....	193

Interdisciplinary Minors

Asian Studies	227
Environmental Studies	208
Latin American Studies.....	209

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 on the six units required in each discipline; 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 (3 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 semester. 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. In registration materials, these classes are designated as "1Y."

In their first year of college, students are required to take three First-Year Foundations courses from at least two of the six academic areas listed above. These courses may also satisfy the Disciplinary Foundations or Skills Foundations requirements as articulated below. (Students who transfer to the College in the spring of their first year are required to take two of these courses. Students transferring 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 (This unit 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).

- (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 (introductory course), 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. These courses may also fulfill some of the requirements above or be requirements for the major or minor. These courses will be labeled in the catalog and interim bulletin as “IC” courses.

Approved Regular Term Intercultural Foundations Courses

AR 215 Survey of Art History I: Ancient to Medieval
 AR 216 Survey of Art History II: Renaissance to Present
 AR 220 International Film I
 AR 221 International Film II
 AR 315 Renaissance and Baroque Art
 AR 415 Nineteenth-Century Art
 AR 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 389 Contextual Studies in American 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

GN 303 Introduction to German Culture I
GN 304 Introduction to German Culture II
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
HI 304 Minorities in America
HI 330/RE 330 Religion in America
HI 341 The Renaissance and Reformation

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 330/HI 330 Religion in America

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 is 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 semester they attend Birmingham-Southern College. (Students on foreign study receive five points for each semester abroad.)

A student's time of registration is linked to a student's class standing and the number of cultural events attended. The minimum required 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	(if necessary) 37 (if necessary)

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

Foundations Curriculum 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 must take two first-year foundations courses from at least two of the following six academic areas: behavioral and social sciences; business; education; fine and performing arts; humanities; and mathematics and natural, physical, and computer sciences.

(2) *Disciplinary Foundations (5 units)*

Students must complete five units in divisions 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 from 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 one IC designated course, which may count as another requirement above or towards a 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.

(6) *Intellectual and Cultural Foundations*

Students should attend at least 40 approved cultural and intellectual programs, an average of ten per year. For required attendance per year, see the Intellectual and Cultural Foundations section under Foundations Curriculum Requirements for B.A. and B.S. Degree Programs. Each student must accumulate 40 points in the intellectual and cultural life program.

Optional Means for Satisfying General Education Requirements

Selected interim term projects may satisfy general education requirements. Such projects must be recommended by the discipline involved, and approved by the Interim and Contract Learning Committee and the Curriculum and Standards Committee.

At the discretion of the disciplinary faculties involved, a maximum of four units of general education requirements may be satisfied by Advanced Placement credits, International Baccalaureate credits, challenge examinations, and prior learning. Students should consult the respective disciplinary sections of the catalog for exceptions.

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 division 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.

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.

Prerequisite courses are designated after course descriptions; if no designation appears after a course description, that course has no prerequisite. The term a course is to be offered may follow the course description. Students should plan their full undergraduate programs with this schedule of offerings in mind, although the College reserves the right to cancel the offering of any course.

Classes are usually scheduled on a two or three day per week sequence for fourteen weeks each semester. Courses offered on a three day per week sequence (typically Monday-Wednesday-Friday) meet three times per week for 60 minutes each instructional period. Courses offered on a two day per week sequence (typically Monday-Wednesday or Tuesday-Thursday) meet two times per week for 90 minutes each instructional period.

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

Recognizing that different kinds of courses require different contexts for learning, the College has not restricted discussion groups, studio activities, laboratories, and seminars to the schedule outlined above. Some classes, particularly elementary courses in modern foreign languages, meet every day for 55 minutes. Double periods are available for laboratories and other activities requiring large blocks of time. Students should consult the printed class schedule as they plan their courses each term.

DISCIPLINARY MAJOR REQUIREMENTS

Accounting (AC)

Bachelor of Science

Division of Business and Graduate Programs

Bonnie H. Hairrell, George F. Klersey, 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 Division'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: 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. Prerequisite: 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: sophomore standing; Accounting majors only. 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, Accounting Internship. 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. Open to juniors and seniors with consent of major advisor.

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, AC 324, AC 421. Interim.

Art (AR)

Bachelor of Arts, Bachelor of Fine Arts

Division of Fine and Performing Arts

Steven F. Cole, Jim Neel, Robert L. Shelton, Kathleen Spies, 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 one teaching experience 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

AR 114

AR 150, 250, and 350

AR 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

AR 114

AR 150, 250, and 350

AR 216

two additional units in art history

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

AR 499

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

AR 101, 103, or 104

AR 102

AR 114

AR 215

AR 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

AR 499

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

AR 101 or 103

AR 102

AR 104

AR 215 or 216

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

Art History (5 units):

AR 215

AR 216

one unit from AR 101, 102, 103, 104

two units from AR 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. (Satisfies Skills Foundation requirement in creative art.) Materials fee required. Fall.

AR 101 Basic Painting (1)

A studio course for the non-major or art minor, 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 for the non-major or art minor, 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 non-major or art minor 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 for the non-major or art minor 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 for the art major, emphasizing structural and proportional organization through problems in line, tonal contrast, and color relationship, employing a variety of materials. Prerequisite: art major. Fall, Spring.

AR 112 Three-Dimensional Design (1)

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

AR 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. Fall.

AR 150 Drawing I (1)

A studio course for the art major, dealing with basic principles of drawing. This course emphasizes drawing skills and perception. Prerequisite: art major. Spring.

AR 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.

AR 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.

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 for the art major dealing with compositional drawing in a variety of basic media. Prerequisite: AR 150. Fall.

AR 301 Printmaking I (1)

A studio experience in collagraph, linocut, etching, and engraving as an introduction to relief and intaglio printmaking. Prerequisites: AR 111 and consent. 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)

Introduction to lithography, experimental intaglio, and color intaglio, for the printmaking major. Prerequisite: AR 302. Fall, Spring.

AR 306 Painting I (1)

A studio experience in the fundamentals of oil painting, exploring traditional subjects and concepts. Prerequisites: AR 150 and consent. 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 continuation of AR 307. Specifically for the painting major, this course emphasizes creativity and development of works in series. Prerequisite: AR 307. Fall, Spring.

AR 311 Sculpture I (1)

A studio experience in several traditional sculptural concepts and media, including modeling, casting, and carving. Prerequisites: AR 112 and consent. 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 continuation of AR 312, specifically for the sculpture major. Prerequisite: AR 312. Fall, Spring.

AR 315 Renaissance and Baroque Art (1)

A study of Renaissance and Baroque movements in southern and northern art (an IC designated course). Prerequisite: AR 215. Spring.

AR 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: AR 216 or consent. Fall.

AR 321 Photography I (1)

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

AR 322 Photography II (1)

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

AR 323 Photography III (1)

An advanced application of the technical and conceptual themes covered in AR 322, specifically for the photography major. Prerequisites: AR 322 and consent. Fall, Spring.

AR 350 Drawing III (1)

A studio experience for the art major dealing with experimentation in drawing media and techniques. This course emphasizes concepts and development of a personal approach. Prerequisite: AR 250. Spring.

AR 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: AR 216 or consent. Fall.

AR 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: AR 216 or consent. Spring.

AR 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.

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: completion of all art studio courses through the advanced level, senior standing, 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. The B.A. candidate in art history either produces a documented research paper or completes an internship with the Birmingham Museum of Art. Prerequisite: senior standing. Interim.

Astronomy (AS)

Division of Science and Mathematics

Rodney Dunning, Duane Pontius

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. Three lecture periods and one laboratory period each week. Prerequisite: MA 115 or equivalent. 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, MA 232.

Biology (BI)

Bachelor of Science

Division of Science and Mathematics

R. Scot Duncan, Andrew Gannon, Megan Gibbons, Pamela Hanson, Leo Pezzementi, Charles Rivers, Jeannette Runquist, H. Wayne Shew

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 medical 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 (12 units):

BI 105

BI 115

BI 125

BI 301

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

four 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

Note: 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 divisional 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 105

BI 115

BI 125

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. (Fulfills the Disciplinary Foundations requirement in lab 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. (Fulfills Disciplinary Foundations requirement in lab science.)

BI 105 Population and Ecosystem Biology (1)

An introduction to genetics, evolution, and ecology. Topics include classical genetics, mechanisms of evolution, and ecosystem structure, dynamics, and diversity. Designed for students who plan to major in biology or one of the natural sciences and/or who are pre-health. Also recommended for non-science majors interested in ecology or conservation. Three lectures and one three-hour laboratory per week. Fall, Spring.

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. Prerequisites: BI 115 and CH 121. 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. This course will fulfill the lab science requirement as part of Disciplinary Foundations.

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. Prerequisites: BI 105 and 115 or consent. 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 232 Invertebrate Zoology (1)

An introduction to the invertebrate animals with an emphasis on their diversity, morphology, physiology and ecology. Three lectures and one three-hour laboratory per week. One weekend field trip is required. Prerequisites: BI 105 and 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 105, 115, and 125, MA 115 or equivalent, and 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 105, 115, and 125. 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. Prerequisites: BI 115 and 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 period per week. Prerequisites: BI 105 and 115, 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 105, BI 115, and PY 101, or consent. 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 105, 115, 125. Spring.

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 105, 115, and 125 or consent. 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. Prerequisites: junior standing as a BI major and consent.

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. Prerequisites: BI 115 and 125, CH 122, and junior standing; BI 301 is strongly recommended. 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 lecture/discussions and one three-hour laboratory each week. Some laboratory work outside the scheduled laboratory time is also required. Prerequisites: BI 105, 115, 125, and 301; 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 115 and 125, and CH 212, or consent. Fall.

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. Prerequisites: BI 105, 115, 125, and 301.

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 105, another biology lab course, and junior standing or consent. (Note: ES 150 can substitute for BI 105 or the second lab course.)

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 105, 115, and 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 105, 115, and junior standing. Fall.

BI 293, 393, 493 Independent Study (1/2, 1)

Directed research for advanced students. Prerequisite: consent.

BI 298, 398, 498 The Teaching Experience in Biology (1/2, 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)

Bachelor of Science

Division of Business and Graduate Programs

E. Byron Chew, Stephen 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. Awards and recognition have been 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 Division'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 207

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

*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 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: MA 207 and BA 201. 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 Business (1)

A study of the legal environment in which business operates, including the institutions and processes by which law is created, molded to meet changing needs, and applied to particular cases. The course also examines the multitude of legal rules that serve to channel the behavior of business men and women in socially sanctioned directions. Prerequisite: BA 201 or junior standing. Fall, Spring.

BA 372 Principles of Finance I (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. Prerequisites: AC 221 and 222, BA 201, and EC 202. Fall, Spring.

BA 400 Strategic Issues in Organizational Theory and Management (1)

A study of the business organization as a device for mobilizing people and resources to accomplish objectives; a survey of concepts in organizational theory, structural design of organizations and human behavior, and integration of these concepts into effective tools for the use of managers. Prerequisites: BA 201 and BA 320.

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 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 (a Leadership Studies designated course). Prerequisite: BA 320. Spring.

BA 470 Special Topics in Business (1)

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

BA 474 Principles of Finance II (1)

A second course in the principles of financial analysis directed at developing the skills of financial decision making. Major topics include current asset management and international finance. In addition, 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. Prerequisite: BA 372.

BA 475 Marketing Management (1)

A study of marketing from managerial viewpoints: critical analysis of functions of marketing opportunity assessment, marketing planning and programming, marketing leadership and organization, evaluating and adjusting marketing effort. Prerequisite: BA 350.

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 as a major in business administration, including completion of 28 regular term units and two of the following courses: BA 400, BA 474, BA 475; plus completion of the following principles courses: BA 201, BA 320, BA 350, BA 372.

Chemistry (CH)

Bachelor of Science

Division of Science and Mathematics

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 be certified as professional chemists or attend graduate school in chemistry should take the courses listed under the professional chemistry track. Students can receive an American Chemical Society certified degree by completing the requirements for the professional chemistry track and also take CH 408. An alternative major 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 Division of Education concerning additional requirements in education.

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

Major Requirements

Professional Chemistry Track (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 scientific German is strongly recommended.

Biological Chemistry Track (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

one unit from CH 404, 406, or 410

CH 499

BI 115 and 125

one unit from BI 304, 402, or 405 (see comment below)

MA 232 (see comment below)

PH 121 and 122

Certain courses have their own prerequisites that add units to those required for the major: BI 405 requires BI 105 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 lecture periods 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 lecture periods and one three-hour laboratory per week. Two tutorial sessions are offered each week. Prerequisites: satisfactory score on math ACT or SAT and on chemistry placement exam. 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 lecture periods 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 lecture periods and one three-hour laboratory per week. Prerequisite: AP score of four or consent of instructor. 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. One lecture period, one three-hour laboratory and one DHAR laboratory period. Prerequisite: CH122 or CH149. 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 lecture periods and one three-hour laboratory per week. Prerequisite: CH 122, CH 149, or a year of college-level chemistry, inorganic chemistry, or equivalent. Fall, Summer.

CH 212 Organic Chemistry II (1)

A continuation of CH 211 with emphasis on aromatic organic compounds, spectroscopy, and carbonyl chemistry. Three lecture periods 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 80-minute lecture periods and two three-hour laboratories per week. Prerequisite: CH 122. 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 period per week. Prerequisites: CH 212, PH 122, and MA 232. Students are strongly encouraged to take MA 310 or equivalent prior to taking CH 311. Fall.

CH 312 Physical Chemistry II (1)

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

CH 401 Senior Seminar in Chemistry (1/2)

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 (1/2)

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 lecture periods and two three-hour laboratories per week. Prerequisites: CH 304 and 312. 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 lecture periods and one three-hour laboratory per week. Prerequisite: CH 312. 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 lecture periods 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, BI 125, or 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)

Division of Humanities

Samuel J. Pezzillo

Courses in classics have readings in English and are intended for the broad general education of the student. All courses may be elected by first-year students.

Major Requirements

No major or minor is offered in classics.

*Courses in Classics***CL 211 Mythology (1)**

A survey of the myths of Greece and Rome with a view toward their religious, historical, and literary development (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 (an IC designated course).

Computer Science (CS)
Division of Science and Mathematics

Bachelor of Science

Marietta Cameron, Lewis Patterson, Richard S. Turner

The major in computer science is intended for students who wish to learn about the design of 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 comment 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 105 Understanding Computers (1)**

A course for non-computer science majors in the use of the computer as a tool. This course is designed to give the student an appreciation for the role of computers in today's society and the use of some general software tools, such as spreadsheet and database, as are commonly used on personal computers. Not open to anyone having taken a college-level computer science course within the previous five years.

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, or placement. 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 or consent.

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: consent.

CS 430 Data Communications (1)

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

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, MA 240, and MA 231.

CS 460 Operating Systems and Architecture (1)

An introduction to operating systems, system architecture, and their relationships. Prerequisite: CS 290.

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, 292, 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)

Bachelor of Arts

Division of Fine and Performing 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 ten additional units in Educational Professional Studies, and should see the Education section of this catalog and consult with the faculty of education for requirements.

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: 1/2 unit (two terms)

DA 202 Jazz Dance: 1/2 unit (two terms)

DA 203 Modern Dance: 1/2 unit (two terms)

DA 210 Student Choreography Workshop: 1 unit (four terms)

DA 303 Classical Ballet Repertoire: 1/2 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: 1/2 unit (one term)

DA 411 Dance Pedagogy II: 1/2 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: $\frac{1}{2}$ unit (two terms)

DA 203 Modern dance: $\frac{1}{2}$ unit (two terms)

DA 210 Student Choreography Workshop: $\frac{1}{4}$ unit (one term)

DA 310 Dance Performance: $\frac{1}{2}$ unit (one term)

$\frac{1}{4}$ unit from dance classes 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 101 Basic Ballet ($\frac{1}{2}$)**

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

DA 102 Jazz Dance ($\frac{1}{4}$)

A course in the basic elements of jazz dance for the non-major. May be repeated for credit. Prerequisite: DA 101 or consent. Fall, Spring.

DA 110 Basics of Choreography ($\frac{1}{4}$)

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. Required of all dance majors, dance scholarship students, and students who will be choreographers the following fall term in DA 210. Fall.

DA 201 Ballet Technique ($\frac{1}{2}$)

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. Prerequisites: DA 101 and placement class. Fall, Spring.

DA 202 Jazz Dance ($\frac{1}{4}$)

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

DA 203 Modern Dance ($\frac{1}{4}$)

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

DA 205 Summer Dance Seminar ($\frac{1}{2}$)

An intense workshop in dance forms. Summer.

DA 210 Student Choreography Workshop (1/4)

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. Prerequisite: consent. Fall, Spring.

DA 301 Intermediate Ballet Technique (1)

The study of the intermediate level of classical ballet technique, including *pointe* work. May be repeated for credit. Prerequisite: placement. Fall, Spring.

DA 303 Classical Ballet Repertoire (1/4)

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

DA 310 Dance Performance (1/2)

Participation in dance performances. This course is required of all students enrolled in DA 401. May be repeated for credit. Prerequisite: consent. Spring.

DA 350 Dance History I (1)

A study of the history of dance, especially in western culture (an IC designated course). Prerequisite: senior dance major. 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. Students must also be enrolled in DA 210 in the fall when offered, and DA 310 in the spring. May be repeated for credit. Prerequisite: placement class. Fall, Spring.

DA 410 Dance Pedagogy I (1/2)

A study of concepts and techniques of teaching dance, with emphases on observation and participation. Students must also be enrolled in DA 401. Prerequisite: senior dance major. Fall.

DA 411 Dance Pedagogy II (1/2)

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 classes 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. Prerequisite: senior dance major. Interim.

Economics (EC)

Bachelor of Science

Division of Business and Graduate Programs

April Brashier, 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 economics, philosophy and politics. This 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.

The Division's programs are accredited by AACSB International.

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

EC 308

EC 309

one elective unit 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 and 202. Spring.

EC 311 Quantitative Analysis for Business and Economics (1)

A study of 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. Fall, 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, EC 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 or consent.

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 or consent.

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)

Division of Education

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

*Clint E. Bruess, Katherine Kirkpatrick, Gwennyth McCorquodale, Eileen Moore,
Mary Jane Turner, Phyllis Williams*

The faculty of education offers a major in elementary/collaborative education for students who wish to teach grades kindergarten through 6. This includes teaching certification in both Elementary Education and Collaborative Teacher K-6 (special education). Certification programs are offered for students to teach

secondary grades 6-12, middle level grades 4-8 in English language arts and general social science, or for students to teach art, dance, or music in preschool through grade 12.

An educational services major is offered for students as an alternative to acquiring a teaching certificate. These students may choose educationally related careers in industry, business, community service, and government. This program also prepares students for graduate study in careers that require advanced study such as religious education, special education, library science, counseling and guidance, and administration in higher education.

Teacher Education Program

The College's Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education and the Alabama State Department of Education. The Division of Education offers programs that lead to teacher certification by the State of Alabama in secondary education (6-12); endorsement for middle-level specialist in English language arts and general social science (4-8); art, dance, and music in grades P-12; and a combined major that leads to teacher certification in both elementary and special education (K-6).

Eligibility for Teacher Education

Students who wish to pursue a teaching career must make formal application for admission to the Teacher Education Program after completing at least 13 units of credit. Applications must be approved by the education faculty before students may enroll in 300- to 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 on all courses in professional studies (ED, EPy). A grade of "C-" is not acceptable.
- (3) Successful interview and AssessmentFolio review with two or more members of the faculty.
- (4) Evidence of teaching aptitude as demonstrated by successful completion of ED 199, 299 Exploring Teaching.
- (5) A passing score on the CMEE, taken within five years prior to entrance into the Teacher Education Program or, after January 1, 2003, all sections of the Alabama Prospective Teacher Test.

Application for Approval to Student Teach

Students who wish to student teach must make formal application for approval. The student's application must be approved by the education faculty prior to the term when student teaching will be done. 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 on 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) Taking the PRAXIS II test in the teaching field is strongly recommended.

Eligibility for the Teaching Certificate

The education faculty has the authority 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 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
Secondary Education/Middle Level Specialist in English Language Arts or
General Social Science
Secondary Education
Art Education
Dance Education
Music Education

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

- (1) Complete 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 major(s) and knowledge of professional education practices.

Field Experiences

Each student enrolled in the Teacher Education Program participates in three levels of field experiences. The first level involves primarily observation as part of courses in education numbered at the 200 level and/or exploratory experiences during interim.

The second level is found in the methods courses within a major. These field experiences involve working with children and youth in a specified area such as reading, mathematics, social studies, science, etc.

The third and most in-depth experience is student teaching, a series of internships in two or more different schools on a full-time basis. Student teaching is the best means of measuring if a student has synthesized all coursework.

Elementary / Collaborative Education (Bachelor of Science)—Professors Kirkpatrick, McCorquodale, Moore, and Williams, advisors

I. General Studies

The student must meet the general education requirements of the College. Additional courses in mathematics and science are also required to meet state certification requirements.

II. Professional Studies

ED 201 Introduction to Education
 ED 210 Curriculum Design and Early Childhood
 EPy 223 Human Growth and Development
 EPy 260 Survey of Exceptional Children
 ED 199 or 299 Exploring Teaching
 EPy 320 Educational Psychology

III. Major Studies

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 Reading III: Children’s Literature
 ED 320 Teaching Mathematics
 ED 324 Teaching Science and Health
 ED 360 Materials and Methods for Teaching Studies with Special Needs
 ED 410 Internship II

- ED 411 Internship III
- ED 470 Seminar in Teaching Technology
- ED 471 Education Seminar
- ED 499 Internship I

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

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

The Secondary Education program leads to State of Alabama Class B certification for grades 6 through 12 with endorsements in grades 4-8 available in two comprehensive teaching fields. 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.

I. General Studies

Students must complete the general education requirements of the College.

II. Professional Studies

- ED 201 Introduction to Education
- ED 199 Exploring Teaching: Secondary
- EPy 223 Human Growth and Development or PY 214 Developmental Psychology
- EPy 260 Survey of Exceptional Children
- EPy 320 Educational Psychology
- ED 319 Teaching Reading IV
- ED 323 Teaching in High School
- ED 470 Seminar in Teaching Technology
- ED 471 Education Seminar
- ___ 499 Senior Project in the Major or Capstone Experience
- ED 412 Internship IV
- ED 413 Internship V

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

- B. Comprehensive certification—A student may seek a comprehensive certification in English Language Arts or General Social Science. Middle Level Specialist Endorsement (grades 4-8) and Secondary Certification (grades 6-12) are offered in both areas. One of the following options should be selected.

Option I: General Social Sciences (grades 6-12)—Alabama State Department of Education checklists for this program are available in the office for the Division of Education. Middle Level Specialist Endorsement (grades 4-8) is also available. This certification includes courses in history, geography, government, political science, sociology, and economics. Students can major in history or history-political science.

Option II: English Language Arts (grades 6-12)—Alabama State Department of Education checklists for this program are available in the office for the Division of Education. Middle Level Specialist Endorsement (grades 4-8) is also available. This certification includes courses in English, speech, and theatre. Students should major in English-theatre arts.

The All-Grades Programs in Art, Dance, and Music

All of the all-grades 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.

*Art Education (Bachelor of Arts or Bachelor of Fine Arts, according to major)—
Professor Moore, advisor*

I. General Studies

Students must complete the general education requirements for the B.A degree (or B.F.A. degree with additional units).

II. Professional Studies

ED 201 Introduction to Education

ED 219 Creative Arts in Teaching

EPy 223 Human Growth and Development or PY 214 Developmental Psychology

EPy 260 Survey of Exceptional Children

EPy 320 Educational Psychology

ED 310 Teaching Art

ED 414 Internship VI (1½ units)

ED 415 Internship VII (1½ units)

ED 319 Teaching Reading IV

ED 470 Seminar in Teaching Technology

ED 471 Education Seminar

III. Major Studies

AR 111, 112, 114, 150, 216, 250, 350, 415 or 416, 499, two additional units in Art History, and three units in the area of concentration; the Bachelor of Fine Arts requires an additional two units in two of the three other areas.

Dance Education (Bachelor of Arts)—Professor Henry, advisor

Candidates for the Preschool-12 Teaching Certificate in Dance Education must complete the general education requirements for the College, coursework for the dance major, and the professional studies requirements of the Division of Education. The Division of Education office has a list of required courses.

Music Education (Bachelor of Music Education)—Professor 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

Students who wish to acquire a major in education without a teacher's certificate must take 14 units according to the following curriculum:

ED 201 Introduction to Education

ED 210 Curriculum Design and Early Childhood

EPy 223 Human Growth and Development

EPy 260 Survey of the Exceptional Child

EPy 320 Educational Psychology

ED 499 Senior Project in Educational Services

Three units of education methods courses:

one unit from ED 209, 210, or 316 (these courses focus on the young child)

one unit from ED 317, 320, 314, or 324 (these courses focus on the upper elementary age child)

one unit from ED 319 or 323 (these courses focus on the secondary school age child)

Students will select a support area in the discipline of their choosing (other than education) made up of five courses that must be approved by their academic advisor in the designated area and the Division of Education faculty.

Physical Activity Courses

Physical activities course are housed in the Division of Education. They 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 1/2 unit of ED 298, 398, or 498.

ED 111 Golf I (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 (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 or permission of the instructor. Spring.

ED 121 Strength Training (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 (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 (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 or permission of the instructor. Spring.

ED 128 Racquetball (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.

*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 experience required. Fall, Spring.

ED 210 Curriculum Design and Early Childhood (1)

Surveys early childhood/elementary education programs and methods of teaching, including history and philosophy of early childhood education, developmentally appropriate practices, evaluation, and other issues distinctive to age birth to eight. Introduces the principles of curriculum design and development, including theory, process, determinants, and organization of curricula as found in public and private schools. This course includes working with children with special needs. 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 experience required. Prerequisite: MU 136. Fall.

ED 310 Teaching Art (1)

Provides the pre-service art teacher with the basic attitudes, theories, and methods necessary for teaching art in middle and high school grades. Laboratory experience required. Prerequisite: Teacher Education Program or consent. Fall.

ED 314 Methods and Materials for Upper Elementary (1)

Theories, methods, programs, and materials necessary to teach language arts, math, and sciences in grades 4-8. Laboratory experience required. Prerequisite: Teacher Education Program or consent. Fall.

ED 315 Reading I: Developmental Reading (1)

Introduces theory, principles and practices that serve as the foundation for teaching reading, process writing and other language arts in an interactive, holistic manner for grades K-6. This course is based on Standards of the International Reading Association, and INTASC. Field experience includes tutoring at a local elementary school and developing a reading unit. This course includes working with children with special needs. Lab experience required. Prerequisites: ED 210 and admission to the Teacher Education Program or consent. Fall.

ED 316 Reading II: Reading Practicum (1)

Expands upon theory, principles and practices introduced in ED 315 and extends reading, writing and other language arts to include content reading, study skills, technology and other relevant areas for grades K-6. This course is intended for third-year teacher candidates and will meet in an elementary school in the Birmingham area. Teacher candidates will tutor children and identify a research project. The action research may be a case study of the child being tutored. This course includes working with children with special needs. Lab experience required. Prerequisites: ED 315 and admission to the Teacher Education Program or consent. Spring.

ED 317 Teaching Social Studies (1)

Provides pre-service teachers 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. Prerequisite: Teacher Education Program or consent. Fall.

ED 318 Reading III: Children's Literature (1)

Continues theory, principles, and practice introduced in previous reading courses with an emphasis on the productive use of children's books for expanding reading knowledge through literature-based thematic teaching in grades K-6. This course includes working with children with special needs. Lab experience required. Prerequisite: admission to the Teacher Education Program or consent. Fall.

ED 319 Teaching High School Subjects I: Content 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, especially in relation to middle and secondary school students. Laboratory experience required. Prerequisite: Teacher Education Program or consent. 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 experience required. Prerequisite: Teacher Education Program or consent. Spring.

ED 323 Teaching High School Subjects II (1)

Designed for teacher education students 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. Pre-service teachers are required to make decisions about their teaching fields in relation to planning, presenting, and assessing subject matter. Laboratory experience required. Prerequisite: Teacher Education Program or consent. Fall.

ED 324 Teaching Science and Health (1)

Provides pre-service teachers 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 experience required. Prerequisite: Teacher Education Program or consent. Spring.

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 experience required. Prerequisite: Elementary/collaborative majors or consent. Fall, Spring.

ED 410 Internship II (1½)

Full-time student teaching in grade K, 1, 2, or 3 for six weeks under supervision of a certified teacher and a college supervisor. Student must also enroll in ED 411 and ED 471. Prerequisites: Teacher Education Program and faculty approval. Fall, Spring.

ED 411 Internship III (1½)

Full-time student teaching in grade 4, 5 or 6 for six weeks under the supervision of a certified teacher and a college supervisor. Student must also enroll in ED 410 and ED 471. Prerequisites: Teacher Education Program and faculty approval. Fall, Spring.

ED 412 Internship IV (1½)

Full-time student teaching 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: Teacher Education Program and faculty approval. Fall, Spring.

ED 413 Internship V (1½)

Full-time student teaching in grade 10, 11 or 12 for six weeks under the supervision of a certified teacher and a college supervisor. Student must also enroll in ED 412 and ED 471. Prerequisites: Teacher Education Program and faculty approval. Fall, Spring.

ED 414 Internship VI (1½)

Full-time student teaching in art or dance in grades K-6 for six weeks under the supervision of a certified teacher and a college supervisor. Student must also enroll in ED 415 and ED 471. Prerequisites: Teacher Education Program and faculty approval. Fall, Spring.

ED 415 Internship VII (1½)

Full-time student teaching in art or dance in grades 7 through 12 for six weeks under the supervision of a certified teacher and a college supervisor. Student must also enroll in ED 414 and ED 471. Prerequisites: Teacher Education Program and faculty approval. Spring.

ED 470 Seminar in Teaching Technology (1)

Designed to help students to apply technology, media, audio/visuals, and a variety of community resources to instruction in the classroom. Laboratory experience required. Prerequisite: Teacher Education Program or faculty approval. Fall, Spring.

ED 471 Education Seminar (1)

Designed to increase the competencies and knowledge base of the student teacher 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 student teaching. Prerequisites: senior standing and approval for student teaching internship. Fall, Spring.

ED 499 Internship I (1)

A capstone experience in teaching 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: senior standing 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: junior or senior 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. 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 experience 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. Prerequisite: Teacher Education Program or faculty consent. Fall, Spring.

English (EH)

Bachelor of Arts

Division of Humanities

Kent Andersen, Jane Archer, Frederick Ashe, William Tynes Cowan, Peter Donahue, Susan K. Hagen, Michael L. McInturff, Samuel J. Pezzillo, 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 general education requirement in literature; however, students are encouraged to satisfy that requirement by choosing from courses numbered 200-295. The sequential numbering of 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)

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 (category 4)

one unit emphasizing literary theory (category 5)

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, or 381. 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.

Category 1: EH 349, EH 355, EH 375, EH 381, EH 389, EH 390

Category 2: EH 310, EH 330, EH 360, EH 380

Category 3: EH 350, EH 351, EH 361, EH 384, EH 385

Category 4: EH 392, EH 394, EH 395

Category 5: EH 400, EH 410, EH 420, EH 459

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.

Literature (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)

Creative Writing (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.

Journalism (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. 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 (1/2)

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. 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 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 (such as African-American literature, war in literature, literature and the environment, or androgyny in literature), 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, or consent. Spring.

EH 249 Literature and the Visual Arts (1)

A survey of various approaches to the relationships between verbal and visual arts from the Middle Ages to the present. Study includes works in one medium inspired by those in another, works in both art forms from the same period, and artists of both art 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 or consent.

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 or consent.

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 or consent.

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 or consent.

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 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. 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. 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. 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. Prerequisite: any 200-level literature course. (Category 2)

EH 361 Renaissance Poetry (1)

Non-dramatic poetry of the Tudor and Stuart periods, 1485-1660. 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. 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. 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 389 Contextual Studies in American Literature (1)

A critical examination of selected American writing within its cultural contexts. At present, the focus of the course is African-American autobiography, from slave narratives to the present (an IC designated course). 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 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: any 300-level literature course. (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: any 300-level literature course. (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: any 300-level literature course. (Category 5)

EH 459 Methods of Literary Interpretation (1)

Study and application of major methods of literary analysis. Prerequisite: any 300-level literature course. (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 or consent.

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

Division of 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.

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. Prerequisite: FR 102, 201, or 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. Prerequisite: FR 220 or 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 or consent. Spring.

FR 300 French Phonetics and Conversation (1)

A study of French phonetics with extensive conversational training. Prerequisite: FR 270 or consent. Fall 2004.

FR 315 Advanced Grammar and Composition (1)

A detailed analysis of grammar and intensive practice in composition. Prerequisite: FR 270, 280, or consent. Fall 2005.

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, 280, or consent. Spring 2005.

FR 333 French Across the Curriculum (1/4)

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 or equivalent, 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, 280, or consent. Spring 2007.

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 or consent. Fall 2005.

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 or consent. Spring 2005.

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 or consent. Spring 2006.

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 or consent.

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 or consent.

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 or consent.

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. Prerequisite: FR 280. Fall 2004.

FR 493 Independent Study (1)

Directed work for advanced students. Prerequisite: consent.

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: junior standing. Interim.

German (GN)

Division of Humanities

Bachelor of Arts

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.

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 or equivalent. 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 or consent. 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 or consent.

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 or consent.

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 or consent.

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 or consent.

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 or consent.

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. Prerequisite: GN 270 or 280 or consent.

GN 315 Advanced Grammar and Composition (1)

A detailed analysis of grammar combined with intensive practice in composition.
Prerequisite: GN 270 or 280 or consent.

GN 333 German Across the Curriculum (1/4)

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 or equivalent 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 or consent.

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 or consent.

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 or consent.

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 or consent.

GN 460 Die deutsche Romantik (1)

Studies of German Romantic Literature. Prerequisite: GN 280 or consent.

GN 493 Independent Study (1)

Directed work for advanced students. Prerequisite: consent.

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: junior standing. Interim.

Greek (GK)

Division of Humanities

*Samuel J. Pezzillo**Major Requirements*

No major or minor is offered in Greek.

*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. Prerequisite: GK 101.

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.) Prerequisite: GK 102 or equivalent.

GK 333 Greek Across the Curriculum (1/4)

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: GK 245 or equivalent and consent.

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.) Prerequisite: GK 245 or equivalent.

History (HI)

Division of 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 151

HI 152

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 courses taken at Birmingham-Southern College.
- (3) Attain a 3.50 or better grade point average in all history courses taken at Birmingham-Southern College.
- (4) Departmental designation of student's HI 470 Senior Research Symposium paper as "with honors."

Courses in History

(Course numbers in previous catalogs are indicated in brackets.)

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. This course fulfills the Disciplinary Foundations requirement in history, the Intercultural Foundations requirement, and one of the requirements for a major in history or a joint major in history and political science.

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 181 East Asian Civilization I: Introduction to Chinese Civilization (1)

A comprehensive introduction to the history of Chinese civilization from its beginnings to the 17th 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 17th 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 [305] 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 [306] 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 [351] 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 [352] 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 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-visuals 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-visuials 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 Russia in the first millennium common era through the breakup of the Soviet Union (an IC designated course).

HI 248 Modern Germany, 1870 to the Present (1)

The political development of Germany since 1870: national unification, Germany's role in the two world wars, the Nazi period, West and East Germany after 1945, unified Germany since 1990. Prerequisite: at least sophomore standing.

HI 260 [360] 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 sophomore standing.

HI 261 [361] 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 sophomore standing.

HI 265 [381] 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: sophomore or junior standing or consent.

HI 282 [382] 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 sophomore standing.

HI 283 [383] 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 [384] 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 [387] 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 sophomore standing.

HI 288 [388] 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 [389] 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 sophomore standing.

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 sophomore standing.

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 sophomore standing.

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 sophomore standing.

HI 304 Minorities in America (1)

An analysis of the impact of immigration and minority groups upon the growth of the American character. Emphasis is placed on the African-American experience (an IC designated course). Prerequisite: at least sophomore standing.

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 sophomore standing.

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 sophomore standing.

HI 325 Constitutional History of the United States I (1)

The origins and development of the *Constitution of the United States* to Reconstruction. Emphasis is placed on the interaction between constitutional principles and political, economic, and social conditions as seen in the rise of our popular democracy, the control of interstate commerce, the extension of executive authority, and in federal-state relationships. Prerequisite: at least sophomore standing.

HI 326 Constitutional History of the United States II (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 sophomore standing.

HI 330 Religion in America (1)

An analysis of the impact of religious thought upon the development of American society. The course is taught cooperatively by the faculties of religion and history (an IC designated course). (Also listed as RE 330.) Prerequisite: at least sophomore standing.

HI 341 [313] The Renaissance and Reformation (1)

A study of the history of Europe from the end of the Middle Ages through the Renaissance to the Reformation and Counter-Reformation. Special emphasis is placed on the rise of humanism and the relationship between religious ideas and social, political, and cultural change (an IC designated course). Prerequisite: at least sophomore standing.

HI 342 [315] 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 sophomore standing.

HI 343 [316] Europe in the Nineteenth Century (1)

Diplomatic and domestic political development in the major European countries from 1815 to 1914. Special emphasis is placed on the problems of nationalism and of political reform and revolution. Prerequisite: at least sophomore standing.

HI 344 [317] 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 sophomore standing.

HI 345 [318] Europe After 1945 (1)

Divided Europe in the contemporary era: political and social developments within the major states; movement toward Western European unity; the “people’s democracies” in Eastern Europe; the Cold War and detente. Prerequisite: at least sophomore standing.

HI 346 Russia in the Twentieth Century (1)

A study of Russia and its transition in the 20th 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. Prerequisite: at least sophomore standing.

HI 347 [311] 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 sophomore standing.

HI 349 The Cold War (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. Prerequisite: at least sophomore standing.

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 sophomore standing.

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 sophomore standing.

HI 393 Independent Study (1/2 or 1)

Directed readings and inquiry into selected historical problems and areas. (Upon demand and at convenience of the instructor.) Prerequisite: at least sophomore standing.

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 approval by the history faculty. Students will present their research in a senior conference, fulfilling the Scholarship Foundations graduation requirement. Prerequisite: approval of research topic by history faculty.

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)

Division of Humanities

Samuel J. Pezzillo

Major Requirements

No major or minor is offered in Latin.

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.) Prerequisite: LA 102 or equivalent.

LA 333 Latin Across the Curriculum (1/4)

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: LA 245 or equivalent and consent.

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.) Prerequisite: LA 245 or equivalent.

Mathematics (MA)

Bachelor of Science

Division of Science and Mathematics

*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, 317, 421, 422, 451, 452, 454, 455,
458, 461, 462, PH 121, or 122, at least two of which must be in MA

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 Thinking (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. Prerequisite: MA 115 or placement. Fall, Spring.

MA 207 General Statistics (1)

Statistical techniques with an emphasis on statistical inference; hypothesis testing, parameter estimation, analysis of variance, regression, correlation. Emphasis is placed on business problems. 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, or consent of the instructor. 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: MA231, high school calculus, or consent. Spring.

MA 298, 398, 498 Teaching Experience in Mathematics (1/2 or 1)

Prerequisite: consent of the Chair of the Division of Science and Mathematics.

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 or consent. Fall.

MA 317 Linear Algebra (1)

Systems of equations, matrices, determinants, eigenvalues, matrix factorizations, vector spaces, linear transformations, and applications. Prerequisite: MA 232 or consent. Spring.

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. Spring.

MA 393, 493 Independent Study (1/2 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. Fall.

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 or consent.

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, or consent.

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, or consent. Spring 2005.

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, or consent. Fall 2004.

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, or consent. Fall 2004.

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)

Division of Fine and Performing Arts

Bachelor of Arts, Bachelor of Music,

Bachelor of Music Education

Mildred Allen, James H. Cook, William L. DeVan, Thomas J. Gibbs, Dorothy Hindman, Ronald D. Hooten, Jacqueline Leary-Warsaw, Charles N. Mason, 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 major and minor in music to candidates for the Bachelor of Arts degree.

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. This interview allows the faculty to learn of the student's intentions and affords the student the opportunity to ask any questions he or she may have. 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, and pass an audition in the specified area.

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: MU 123, 151, 152, 153, 154, 155, 156, 159, 160, 161, 162, 251, 252, 321, and 322
- (2) Participate in music organizations (MU 112, 142, 211, 215, 217, 242, 341, and/or 343) for at least four terms
- (3) Complete either of the following:

Option 1: four units of credit in a principal instrument, which must be studied at least six regular terms at the 300-400 level, and achieve proficiency level four; one unit gained from 300- or 400-level courses in conducting, music history, literature, composition, or theory; the senior interim project (MU 499) in music history, literature, or theory.

Option 2: six units of credit in the principal instrument, gained by studying at least six regular terms at the 300-400 level and the senior interim project (MU 499), and achieve proficiency level six; at least one-half of a public 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 requirements for the degrees 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 201, 319
- (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 300-400 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 (instrumental certification must include MEd 341, 343, 345, 347 and credit in piano or organ and achieve proficiency level two; vocal/choral certification must include MEd 349, 437, 341, 343, 345, 347, credit in piano and achieve proficiency level two, and credit in voice and achieve proficiency level one)
- (6) Seven credited terms of a major ensemble (instrumental 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 on his or her 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 Division of Education: a description of the program in teacher education may be found in the Curriculum section of this catalog under Education)
- (9) Receive a passing grade of 70% or higher on the comprehensive examination covering theory, history, and teaching given in the last term of study

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 fields: 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 five units in the principal instrument (voice or organ recommended) at the 300-400 level and achieve proficiency level seven
- (3) Earn a minimum of three units in the secondary instrument (voice or organ recommended—organists take MU 344 as $\frac{1}{2}$ unit of this requirement)
- (4) Complete the senior interim project (MU 499) in church music
- (5) Fulfill the general education requirement in religion and philosophy by taking one unit in Biblical studies (RE 205 or 215)
- (6) Perform a satisfactory full public recital on the student's major instrument in the senior year

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 300-400 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)
- (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 (this requirement is met in part by the general education requirement in foreign language and culture)
- (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)
- (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)
- (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)
- (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 that are recognized as appropriate for graduate study, such as ensembles. 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 550
- (2) Complete MU 501, Materials and Methods for Graduate Research

- (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:

- (a) Complete 3 units in Music History, Literature, and/or Theory
- (b) Complete 1 unit in either applied music or ensemble

Organ Performance:

- (a) Complete 2 units in Music History, Literature, and/or Theory
- (b) Complete 1 unit in an ensemble, gained by participating for four semesters

Piano Performance:

- (a) Complete 2 units in Music History, Literature, and/or Theory
- (b) Complete 1 unit of MU 341

Vocal Performance:

- (a) Complete 2 units in Music History, Literature, and/or Theory
- (b) Complete 1 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 (MS)

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. In order to satisfy one unit of Skills Foundations requirement in the fine arts by private lessons, the student must earn the one unit credit in a single instrument or in voice and must achieve proficiency level one.

MS 110 Piano (1/4)

MS 120 Voice (1/4)

MS 130 Organ (1/4)

MS 140 Strings (1/4)**MS 150 Woodwind, Brass, or Percussion (1/4)****MS 160 Classical Guitar (1/4)**

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 may be required to attend performance and repertoire classes. Additional fee. Prerequisite: consent.

MS 310 Piano (1/2)**MS 320 Voice (1/2)****MS 330 Organ (1/2)****MS 340 Strings (1/2)****MS 350 Woodwind, Brass, or Percussion (1/2)****MS 360 Classical Guitar (1/2)**

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 may be required to attend performance and repertoire classes. Additional fee. Prerequisite: consent.

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 may be required to attend performance and repertoire classes. Additional fee. Prerequisite: concurrent enrollment in one of the major programs in music. MS 420 also has a prerequisite of four terms of MS 320.

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 classes. Additional fee. Prerequisite: graduate standing.

*Courses in Performance (MU)***MU 112 Southern Choral (1/4)**

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 (1/4)

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 Electro-Acoustic Ensemble (1/4)

The performance of music exclusively with electronic instruments. Prerequisite: consent. Fall, Spring.

MU 211 Concert Choir (1/4)

Composed of men and women, gives at least one performance of a major choral work each term, and tours extensively. May be repeated for credit. Prerequisite: consent. Fall, Spring.

MU 215 Wind Ensemble (1/4)

Large instrumental ensemble for the performance of music for wind ensemble and similar groups. May be repeated for credit. Prerequisite: consent. Fall, Spring.

MU 217 Jazz Band (1/4)

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. Prerequisite: consent. Fall, Spring.

MU 242 Opera Workshop (1/4)

The study and performance of operas and excerpts from operatic literature. Lighting, staging, and acting, as well as singing, are included. May be repeated for credit. Prerequisite: consent. Fall, Spring.

MU 341 Ensemble (1/4)

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. Prerequisite: consent. Fall, Spring.

MU 343 Accompanying (1/4)

A course in accompanying vocal or instrumental performers at the piano. This course is required of all piano majors. Prerequisite: consent. Fall, Spring.

MU 344 Service Playing (1/2)

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 5 in organ.

MU 371 Conducting (1/2)

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. Prerequisite: MU 251. Fall.

MU 431, 432 Practicum in Church Music (1/4)

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 and consent.

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)***MU 136 Basic Music Skills and Concepts (1)**

A course in basic applied music skills and fundamental music concepts designed for the non-major. 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. 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 classes 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. Fall.

MU 151 Elementary Theory I (1/2)

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. To be taken concurrently with MU 153 and 159. Prerequisite: MU 150 or consent. Fall.

MU 152 Elementary Theory II (1/2)

A continuation of Elementary Theory I. To be taken concurrently with MU 154 and 160. Prerequisite: MU 151. Spring.

MU 153 Ear Training I (1/4)

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: consent.

MU 154 Ear Training II (1/4)

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. To be taken concurrently with MU 152. Prerequisite: MU 153.

MU 155 Ear Training III (1/4)

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. To be taken concurrently with MU 251. Prerequisite: MU 154.

MU 156 Ear Training IV (1/4)

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. To be taken concurrently with MU 252. Prerequisite: MU 155.

MU 158 Music Technology (1)

An introduction to electro-acoustic music, which covers analog and digital synthesis, beginning sequencing, and electro-acoustic music literature. Fall.

MU 159 Keyboard Harmony I (1/4)

A course in basic applied skills in performing, transposing, and harmonizing simple melodies on the keyboard. To be taken concurrently with MU 151. Prerequisite: consent.

MU 160 Keyboard Harmony II (1/4)

A course in basic applied skills in performing, transposing, and harmonizing diatonic melodies on the keyboard. To be taken concurrently with MU 152. Prerequisite: MU 159.

MU 161 Keyboard Harmony III (1/4)

A course in basic applied skills in performing, transposing, and harmonizing melodies which contain secondary dominant chords and modulation on the keyboard. To be taken concurrently with MU 251. Prerequisite: MU 160.

MU 162 Keyboard Harmony IV (1/4)

A course in basic applied skills in performing, transposing, and harmonizing melodies containing chromatic harmonies on the keyboard. To be taken concurrently with MU 252. Prerequisite: MU 161.

MU 251 Advanced Theory I (1/2)

The use of secondary seventh chords and chromatically altered chords; analysis of style and texture in nineteenth-century literature; elementary composition. To be taken concurrently with MU 155 and 161. Prerequisite: MU 152. Fall.

MU 252 Advanced Theory II (1/2)

A continuation of Advanced Theory I, with emphasis on twentieth-century compositional techniques. To be taken concurrently with MU 156 and 162. Prerequisite: MU 251. Spring.

MU 351 Counterpoint (1/2)

A study of the art of writing counterpoint. Prerequisite: MU 252. Fall.

MU 352 Theory of Twentieth-Century Music (1/2)

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 (1/2)

Elementary principles of composition with an emphasis on small forms and logical organization of musical ideas. Prerequisite: consent or concurrent enrollment in MU 151. Fall, Spring.

MU 358 Advanced Electro-Acoustic Music (1/2)

The study of electro-acoustic music with emphasis given to composition involving computers and synthesizers. Prerequisite: MU 158. Spring.

MU 450 Orchestration (1/2)

A study of orchestral instruments and the textural elements of orchestral music. Prerequisite: MU 252. Spring.

MU 452/552 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 of life experiences. Prerequisite: for MU 452: MU 252; for MU 552: graduate standing.

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 in music, or completion of MU 352 and permission of instructor.

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)***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 repertoire of western art music. Development of listening skills is emphasized. 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.

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. Prerequisite: concurrent enrollment in MU 151 or 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 classes.

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).

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.

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. (Also listed as RE 241.) Prerequisite: sophomore standing.

MU 243 Diction for Singers (1/2)

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 general education requirements in fine and performing arts. Prerequisite: consent. 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, MU 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, MU 152, and EH 102.

MU 327 History of Organ Design (1/2)

A study of the historical developments in the mechanical design, tonal disposition, and case design of organs from the ancient Greeks to the present. To be taken concurrently with MU 423.

MU 330 Theory and Practice of Church Music (1/2)

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 (1/2); MU 521 (1) Piano Literature

Music for the piano with emphasis on the standard recital repertoire. Graduate standing required for admission to MU 521. Graduate standing carries additional requirements to those for MU 421. Spring.

MU 422 Orchestral Literature (1/2)

A survey of compositions for orchestra (symphonies, overtures, tone poems, and concerti) from the eighteenth, nineteenth and twentieth centuries. Prerequisite: MU 152 or consent. Spring.

MU 423 (1/2); MU 523 (1) Organ Literature

An historical survey of music for the organ from the seventeenth century through the present day. Graduate standing required for admission to MU 523. Graduate standing carries additional requirements to those for MU 423. As special topics for graduate students vary each term, this course may be repeated for credit. Spring.

MU 425 (1/2); MU 525 (1) Vocal Literature

A study of a selected vocal repertoire such as art song or opera. Graduate standing required for admission to MU 525. Graduate standing carries additional requirements to those for MU 425. Fall.

MU 427 Choral Literature (1/2)

A survey of choral literature from 1450 to the present, with emphasis on the anthem, cantata, oratorio, mass, motet, and passion since 1600. Prerequisite: MU 152 or consent. Fall.

MU 435 Hymnology (1/2)

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. 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.

*Courses in Music Education and Pedagogy (MEd)***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 (1/2)

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. Prerequisite: consent.

MEd 341 Teaching Strings (1/4)**MEd 343 Teaching Woodwinds (1/4)****MEd 345 Teaching Brass Instruments (1/4)****MEd 347 Teaching Percussion Instruments (1/4)****MEd 349 Teaching Fretted Instruments (1/4)**

Elementary class instruction on techniques and teaching methods for each group of instruments. Emphasis is given to performance on a single instrument in the group. Prerequisites: MU 152 and consent. MEd 341, Fall; MEd 343, Fall; MEd 345, Spring; MEd 347, Spring; MEd 349, Spring.

MEd 414 Teaching Internship VI (1 1/4)

A minimum of 150 clock hours in observation and practice teaching in public school music classes. Prerequisite: acceptance into the Teacher Education Program. Fall, Spring.

MEd 415 Teaching Internship VII (1 1/4)

A continuation of MEd 414 to include at least an additional 150 clock hours of observation and practice teaching. Prerequisite: acceptance into the Teacher Education Program. Fall, Spring.

MEd 435 Piano Pedagogy I (1/4)

Materials and methods of teaching the piano. Prerequisite: consent. Fall.

MEd 436 Piano Pedagogy II (1/4)

A continuation of MEd 435. Prerequisite: consent. Spring.

MEd 437 Vocal Pedagogy (1/4)

Various methods of teaching singing, vocal anatomy, problems in terminology, and phonetics. Prerequisite: consent. 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)
Division of Humanities

Bachelor of Arts

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 200 or 255

PL 241 (PL 350 may substitute, with consent)

PL 250

PL 251

PL 252

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. Spring.

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. Spring.

PL 205 Community: Civil Society Today (1)

An interdisciplinary examination of the recent renewal of interest in the importance of community in the modern world understood as the sphere of a civil society distinct from the market and the state. After a brief look at the historical context of contemporary concerns with community we will take up a number of different questions dealing with the vitality (or lack of vitality) of our communal life today, touching on, among other things, issues relating to family life, the nature of civility, the relation of civil society to the state and the market, the role of public work in the life of a community, and the importance of community in developing the moral character of individuals. This course also includes a service-learning component. Also listed as HON 205, this course may be counted by Honors Program students toward fulfillment of their course requirements. Spring.

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.

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 255 Contemporary Political Philosophy (1)

An examination of some of the major schools and positions in contemporary political philosophy. Central to the course are questions of the nature of justice, the claims of community, and the conditions of democracy in the public life of its citizens. Spring.

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) or consent.

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) or consent.

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) or consent.

PL 305 Philosophy of Law (1)

An examination of some of the major concepts of law, natural law, positivism, legal realism, and analytical jurisprudence. This course also raises issues within the law concerning the relation of law and morals. Prerequisite: one previous course in PL (except PL 241) or consent.

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) or consent. Fall.

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) or consent.

PL 350 Symbolic Logic (1)

Fundamentals of symbolic logic, including both sentential and quantificational logic. Prerequisite: PL 241 or consent.

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) or consent.

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) or consent.

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, senior standing, or consent.

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

Division of Science and Mathematics

Rodney Dunning, Duane Pontius

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
a reading knowledge of French or German
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. This course satisfies one of the natural science degree requirements for non-science majors. It may not be substituted for PH 121 in the physics major program. Three lecture periods and one laboratory period each week. Prerequisite: MA 115 or equivalent.

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. This course satisfies one of the natural science degree requirements for non-science majors. Three lecture periods and one laboratory period each week. Prerequisite: MA 115 or equivalent. 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. Three lecture periods and one laboratory period each week. Corequisite: 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. Three lecture periods and one laboratory period each week. Prerequisite: PH 121. Spring.

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 lecture periods and one laboratory period each 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. Three lecture periods and one laboratory period each week. 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 lecture periods and one laboratory period each 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. Three lecture periods each week. 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. Corequisite: 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. Corequisite: 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. Prerequisite: PH 402. Corequisite MA 311.

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

Division of Behavior and Social Sciences

*Natalie M. Davis, Vincent T. Gawronski, Edward S. LaMonte, H. Irvin Penfield,
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.

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) To apply, a student must have attained a minimum 3.00 grade point average in courses taken at the College and a minimum 3.30 average for courses in political science, and must have completed three or more units in political science, two of which are PS 101, 204, or 238.
- (2) Enroll in either PS 398 or 498, or complete an internship.
- (3) Submit 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 political science and successfully defended before a faculty committee of three, two of whom must be political scientists; the thesis must be submitted by April 15 of the senior year.
- (4) Complete a total of twelve regular term units in political science plus a senior interim project; PS 398 or 498 plus one unit of thesis credit (PS 393 or 493) may be used to satisfy major requirements, which remain in effect.

*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 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. Laboratory once a week. (Also listed as SO 204, this course may be counted for credit in either political science or sociology.) 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.) Prerequisite: PS 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. Prerequisite: junior standing or 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.

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 or consent.

PS 331 Modern Political Theory (1)

A contrast between Locke and the Scottish enlightenment as a backdrop for the isolation of three periods in the development of political thought: the late eighteenth century in America and England; utilitarian thought in the nineteenth century; and crises in theories and politics in the twentieth century. Prerequisite: sophomore standing.

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 sophomore standing, or consent.

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 or consent.

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 or consent.

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 or consent.

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 or consent.

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 or consent.

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 PS 240 or consent.

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, PS 240, and junior standing; or consent.

PS 393, 493 Independent Study (1/2, 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, PS 238, and junior standing; or consent.

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 or consent.

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 or consent.

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.

PS 499 Senior Project in Political Science (1)

A substantial research project in a specified area of political science. The project may be executed in the context of a currently offered political science interim class, in conjunction with an internship experience, or as a result of independent research. Prerequisite: senior standing or consent. Interim.

Psychology (PY)

Bachelor of Science

Division of Behavioral and Social Sciences

Terry S. Goodrick, J. Richard McCallum, 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. Fall.

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. 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. Students are given the chance to reflect on their own creative process as well as that of specific scientists and artists in the area. Topics include creative problem solving, cognitive and behavioral traits of creative individuals, the development of creativity in childhood, innovation and creativity in the workplace, and social 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 or SO 101.

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. Prerequisite: PY 101, PY 204 the previous semester, or consent. 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. Prerequisites: PY 101 and sophomore standing, or consent. Additional prerequisites may apply depending on topic.

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 or consent.

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: BI 105, BI 115, and PY 101, or consent. Fall.

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 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. This course has a laboratory component. Prerequisites: PY 101 and junior or senior standing, or consent.

PY 408 Psychology of Learning (1)

A survey of the theories, components, and applications of Pavlovian and Operant learning in humans and animals. This course has a laboratory component in which students will demonstrate and apply principles learned in class, resulting in first-hand experience with psychological experimentation. Prerequisites: PY 101 and junior or senior standing, or consent.

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. Prerequisite: senior psychology major standing, Spring.

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, 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, PY 204, PY 304, senior standing psychology or biology-psychology major, and consent.

PY 393, 493 Independent Study (1)

Directed readings and inquiry into selected areas in psychology. Prerequisite: PY 101 or 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. Prerequisites: PY 101, PY 204, PY 304, senior standing in psychology or biology-psychology major, and consent. Permission of the instructor and an off-campus supervisor is required.

PY 398, 498 Teaching Experience in Psychology (1/2 or 1)

Religion (RE)

Division of Humanities

Bachelor of Arts

J. Lawrence Brasher, Roy D. Wells

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.

The structure of the religion major and minor is under reconsideration. In the period of transition, the major and minor will be individualized under the direction of Dr. Wells or Dr. Brasher. The requirements listed below offer a model for a major or minor with diversity, and with some advanced work.

Major Requirements

The following courses are required (9 units):

- RE 201
- RE 231, 241 or 292
- two units from RE 205, 215, and 340
- two units from RE 311, 315, and 401
- RE 405 or 415
- one elective unit in RE
- RE 499

Minor Requirements

The following courses are required (5 units):

- RE 201 or 220
- RE 205 or 215
- RE 221, 231, or 292
- one unit (regularly scheduled course) in RE at the 300 level
- one unit (regularly scheduled course) 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.

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: sophomore standing.

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. Spring.

RE 311 Christian Ethics (1)

An examination of the implications of Christian faith for contemporary ethical problems. Prerequisite: RE 201, 220, or consent.

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. Prerequisite: RE 201, 220, or consent.

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: sophomore standing.

RE 330 Religion in America (1)

An analysis of the impact of religious thought upon the development of American society. This course is taught by members of the faculties of religion and of history (an IC designated course). (Also listed as HI 330.)

RE 340 The Pauline Writings (1)

A critical and theological study of the New Testament letters ascribed to Paul. 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 or consent.

RE 401 Seminar in Theological Studies (1)

Topic: Recent theological developments: 1963 to present. Prerequisite: RE 201.

RE 405 Seminar in Old Testament (1)

Topic: Prophets. Prerequisite: RE 205.

RE 415 Seminar in New Testament (1)

Topic: Synoptic Gospels. Prerequisite: RE 215.

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

Division of Behavioral and Social Sciences

Guy C. Dalto

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, placement, or consent. 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. Laboratory once a week. (Also listed as PS 204, this course may be counted for credit in either sociology or political science.) Prerequisites: SO 101 or PS 101 and MA 125, equivalent, or consent. 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, SO 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: PY 101, SO 101, or SO 102.

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.) Prerequisite: SO 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 SO 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 SO 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. Prerequisite: SO 101 or SO 102. Graded "S"/"U."

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 SO 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 SO 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 SO 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 SO 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 SO 102. Fall.

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 SO 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 SO 102. Fall.

SO 393, 493 Independent Study (1/2, 1)

Directed reading and inquiry into selected areas of sociology. Prerequisite: SO 101 or SO 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. Prerequisite: SO 101 or SO 102. Graded "S"/"U."

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 or consent.

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)

Bachelor of Arts

Division of Humanities

Judy Collier, Barbara Domcekova, Kim Lewis, 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.

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 or consent. 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: placement. 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, 201 or consent. 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 or consent. 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 general education requirement in literature.) Prerequisite: SN 220 or consent; SN 270 highly recommended. Spring.

SN 300 Advanced Conversation (1)

Intensive audio-lingual practice in the classroom and language laboratory, phonetics, oral reports, discussion groups. Prerequisite: SN 270, 280, or consent. Fall.

SN 315 Advanced Grammar and Composition (1)

A detailed analysis of grammar and intensive practice in composition. Prerequisite: SN 270, 280, or consent.

SN 333 Spanish Across the Curriculum (1/4)

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 or equivalent 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, 280, or consent.

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, 280, or consent.

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, 280, or consent.

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, 280, or consent.

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, 280, or consent.

SN 398 Teaching Experience in Spanish (1)

Prerequisite: consent. Offered upon request.

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 or consent. Spring.

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.

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.

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 or above.

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)

Division of 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)

Bachelor of Arts

Division of Fine and Performing 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 major in musical theatre 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

one unit from 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. Prerequisite: consent of instructor or audition. May be repeated for credit. 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. Spring.

ThA 111 Make-up (½)

Basic techniques in application of stage make-up for theatre, dance, and opera. 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 310 Set Design (1)

The art of stage design from concept to construction. Prerequisite: ThA 110 or consent. 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 or consent. 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 (1/2, 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 performance, accompanied by a substantial paper evaluating the experience. Required for the 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 105

BI 115

BI 125

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).

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):

HI 102 and (103 or HI 110); HI 151 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 and 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 between 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 216 Survey of Art History II: Renaissance to Present

AR 220 International Film I

AR 221 International Film II

AR 315 Renaissance and Baroque Art

AR 415 Nineteenth-Century Art

AR 416 Twentieth-Century Art

EC 410 International Trade

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; consult French faculty; topics vary)

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 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, 1870 to the Present

HI 289 Remembering World War II: The War in Europe and the Holocaust

HI 341 The Renaissance and Reformation

HI 342 French Revolution and Napoleon

HI 343 Europe in the Nineteenth Century

HI 344 Europe, 1914-1945
 HI 345 Europe After 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

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

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 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 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 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 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 255

one additional unit in PL at the 300 level or above

PS 250

PS 331

PS 306 or 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 Birmingham-Southern 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-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, PS 499, 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

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

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 fulfill environmental studies minor requirements may count towards major requirements in BI, EC, PL, PS, and PY.

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):
 - History 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 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
 - 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)

A list of additional electives may be obtained from the program coordinator.

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)

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. The course is a required course in the environmental studies minor. (Satisfies Disciplinary Foundations requirement in lab 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 101 For the Love of Books: The History and Significance of Books and Reading (1)

A shared exploration of the history and future of the book, and of what it means to be literate. In addition to reading about the role of the book in society, the class selects and reads several books of different genres; each student chooses one book to study in greater depth. Students also participate in a service-learning project related to literacy. Spring.

IDS 100 Infomania: Creating, Managing, and Seeking Information in the Twenty-first Century (1)

A study of the information life cycle (creation, dissemination, organization, and use of information) and the impact of current information technologies on the cycle and its participants. Provides a forum for discussing the effects of technological change on society, as well as a practical introduction to various tools and strategies for creating, locating, and using information. Students will be expected to develop an annotated bibliography on an appropriate topic, and to apply their technological skills to an information-related project in the community.

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: sophomore standing and EH 102. 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.

INDIVIDUALIZED STUDY THROUGH THE CENTER FOR INTERIM AND CONTRACT LEARNING

Douglas J. Welle, 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 (1/2, 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 division in which the course is offered. Should the faculty sponsor be a division chairperson, the course should also be approved by another member of the division or by the Provost. To elect "S"/"U" credit, a student must have at least 16 units of college credit, 8 of which must have been earned at the College; otherwise, the courses receive letter grades. A maximum of two credits may be earned for independent study and special topics courses.

(3) 297, 397, 497 EXPERIENTIAL LEARNING ($\frac{1}{2}$, 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 credits 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 division. 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 division. The project may be repeated once.

(4) 298, 398, 498 TEACHING EXPERIENCE ($\frac{1}{2}$, 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 credits 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 Vice President of the College and other key campus administrative officers. The program is supervised by the President and the Assistant to the President of the College. 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.

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 Plan for General Education requirements.

Approximately 25 students are admitted to the program each year. Students may apply after being admitted to Birmingham-Southern College in the spring of their senior year of high school or during the fall as a first-year student at the College. Interested students should contact the Director of the Honors Program.

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 of the Program.

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 205 Community: Civil Society Today (1)

An interdisciplinary examination of the recent renewal of interest in the importance of community in the modern world understood as the sphere of a civil society distinct from the market and the state. After a brief look at the historical context of contemporary concerns with community we will take up a number of different questions dealing with the vitality (or lack of vitality) of our communal life today, touching on, among other things, issues relating to family life, the nature of civility, the relation of civil society to the state and the market, the role of public work in the life of a community, and the importance of community in developing the moral character of individuals. This course also includes a service-learning component. (Satisfies Disciplinary Foundations requirement in Philosophy/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 social 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 social 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 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. Students are given the chance to reflect on their own creative process as well as that of specific scientists and artists in the area. Topics include creative problem solving, cognitive and behavioral traits of creative individuals, the development of creativity in childhood, innovation and creativity in the workplace, and social and physical contexts conducive to creativity. (Satisfies Disciplinary Foundations requirement in social science.)

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 theory of music or in a non-lab 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 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-lab science.)
Prerequisite: sophomore standing or consent.

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 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 social science.)

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 social science; an IC designated course.)

HON 493 Honors Project (1/2)

An independent study in general education in preparation or completion of the Honors Project. All Honors Projects require approval by the Honors Committee. Typically taken fall and spring of the senior year, HON 493 may be repeated.

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 549028
Birmingham, Alabama 35254
(205) 226-7837

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 their 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/special/oip/index.htm>.

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 goals: (a) to address conceptions of leadership critically and ethically; (b) to expand conceptions of leadership beyond the context of position and power; (c) to increase the historical and cultural understanding of leadership; (d) to explore leadership in relation to individuality, community, cooperation, and collaborative inquiry; (e) to develop a personal understanding of the processes, practices, and purposes of leadership; and (f) to demonstrate leadership through community service.

Leadership Studies Program Requirements

After contacting the Hess Center for Leadership and Service and meeting with the Director of Leadership Studies to express interest in participating in the Distinction in Leadership Studies program, a student must meet the following requirements:

- (1) Complete LS 200 Leadership Studies: Theory and Practice.
- (2) Complete two other courses in different academic disciplines that have been designated as Leadership Studies courses and earn a 3.00 or higher grade point in each.
- (3) Participate in a community service project for one term (see specific requirements below).
- (4) Participate in the Mentor Program for one semester.
- (5) Complete LS 400 Capstone Senior Leadership Seminar.

The Director of the Leadership Studies Program determines if the student has met the criteria for Distinction in Leadership Studies. The student must have a grade point average of 2.50 or higher to complete the program.

Community Service Project Requirements

- (1) The student must submit a community service proposal and have it approved by the Director of Service-Learning.
- (2) The student must work at the agency at least once a week for one semester, attend a staff meeting and a board meeting, interview a client or recipient of the service, and identify key political and financial issues of the agency.
- (3) The student must attend three seminars on service-learning during the term that the student is involved in service.
- (4) The student must make a presentation on the community service project to the Director of Service-Learning at the end of the term analyzing the leadership strengths and weaknesses of the agency.

*Courses with the Leadership Studies (LS) Designation***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: sophomore standing. Fall, Spring.

LS 400 Capstone Senior Leadership Seminar (1/2)

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 a student's accumulated knowledge and skills in leadership studies. Students lead discussion on required journal articles and texts. The seminar is a requirement for the Distinction in Leadership Studies certificate. Prerequisites: Distinction in Leadership Studies student and senior standing or consent. Fall, Spring.

LS 498 Teaching Experience in Leadership Studies (1)

Experience in the teaching of 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. A list of these courses appears below:

BA 400 Organizational Theory and Behavior in Business
 BA 445 Leadership and Decision Making
 HI 208 Diplomatic History of the United States since 1941
 HI 347 Britain in the Twentieth Century
 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
ThA 303 Directing and Stage Management

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

Tara Sudderth, Dean

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 Dean of the Division of Business and Graduate Programs 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

Roy D. Wells, 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.

SERVICE-LEARNING

Kristin Harper, Coordinator of Service-Learning, Hess Center for Leadership and Service

The Office of Service-Learning is a part of the Hess Center for Leadership and Service and is located on the second floor of the Norton Campus Center. Service-Learning is one of the distinctive features of Birmingham-Southern College. Coordinated through the Office of Service-Learning, students and faculty have developed an extensive program of service benefitting both the College and community. Students coordinate several local projects such as delivering Meals on Wheels, tutoring elementary school students, and staffing homeless shelters. During spring break, students have the opportunity to travel to new cultures, build community and be of service. Interim projects in service-learning provide opportunities for intensive, course-based service in local, national and international communities. During the fall and spring terms, selected courses offer service-learning components. Using the gift of education and service to others has long been a part of the College's mission and students are encouraged to become involved.

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.

COOPERATIVE PROGRAMS

ASIAN STUDIES

Bachelor of Arts

*Matthew Levey (BSC), Director**Brian Hesse (UAB), D. Gregory Jeane (Samford), Digambar Mishra (Miles), Co-Directors*

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 (12 units):

AN 101

two courses in Asian language

eight elective courses:

at least five at 300/400 level; at least five in one geographic area (East Asia or South-Southeast Asia), and at least one outside the area of concentration; from three to five courses in humanities and in social sciences, and no more than two in applied sciences (which are otherwise optional); no more than two courses in any one discipline will count toward the requirements for the major

AN 499 (in geographic area of concentration)

Minor Requirements:

The following courses are required (6 units):

AN 101

five elective courses:

at least two at the 300/400 level; two or three in social sciences and in humanities, and no more than one in applied sciences (which is otherwise optional)

The following chart shows the courses arranged by geographic track and discipline, and indicates courses that overlap; it can be used to aid in choosing the courses for one's Asian Studies curriculum:

EAST ASIA	SOUTHEAST ASIA	INTERNATIONAL
Humanities		
ARH 106 (UAB)	ARH 206 (UAB)	EH 395 (BSC)
ARH 206 (UAB)	Hist 311 (S) or	HY 470 (UAB)
ARH 370 (UAB)	HY 412 (UAB)	MU 126 (BSC)
ARH 474 (UAB)	Hist 395 (S)	
ARH 475 (UAB)	Hist 396 (S)	
ARH 476 (UAB)	RE 221 (BSC) or	
ARH 577 (UAB)	Relg 301 (S) or	
HI 181 (BSC)	PHL 239 (UAB)	
HI 182 (BSC)		
HI 283 (BSC)		
HI 284 (BSC) or		
Hist 435 (UM)		
HI 287 (BSC)		
HI 288 (BSC)		
HI 385 (BSC)		
HI 386 (BSC) or		
Hist 435 (UM)		
Hist 396 (S)		
Hist 430 (S)		
Hist 435 (UM) or		
HI 386 (BSC)		
RE 340 (M)		
RE 221 (BSC) or		
Relg 301(S) or		
PHL 239 (UAB)		
Social Sciences		
Anth 123 (UAB)	Anth 123 (UAB)	EC 410 (BSC)
Anth 205 (UAB)	Anth 205 (UAB)	EC 430 (BSC)
Anth 242 (UAB)	Anth 243 (UAB)	PS 342 (BSC) or
Geog 396 (S)	Geog 395 (S)	Pols 363 (S)
PSC 209 (UAB)	Geog 396 (S)	
PS 361 (BSC)	PS 202 (M)	
Pols 396 (S)	Pols 311(S)	
	Pols 395 (S)	
	Pols 396 (S)	
	SO 301 (M)	
Applied Sciences		
EC 305 (BSC)		

Descriptions of courses appearing on the chart above, if they are 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 101 Introduction to Asia (1)

A broad-based, multi-disciplinary introduction to the civilizations of India, China, and Japan. The course attempts to capture—through readings, films, activities, lectures, and discussions—the national styles, past and present, of the three countries and the role of the past in their historical evolution.

AN 499 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. Interim.

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 Office of Records and Research 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 five-week field training. The additional week 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 five-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 contact their high school counselor, a local Air Force recruiter or the nearest AFROTC program for application booklets. Applications are due by December 1 of their 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 \$150 monthly tax-free stipend. Unlike most academic scholarships, family income has no bearing on qualifications.

All qualified students enrolled in the Professional Officer Course not on scholarship will receive \$3,450 per year to apply to tuition and books. These qualified cadets also receive a tax-free \$150 monthly stipend. Veterans receive this allowance in addition to their normal veteran benefits. Uniforms and textbooks for all Aerospace Studies courses are provided at no charge.

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, Criminal Justice and Math Building, University of Alabama at Birmingham, Birmingham, AL 35294. Telephone (205) 934-7215/7216.

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 numerous special cooperative programs of unusual significance to students and faculty. Four 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.

Central Europe Semester

The Central Europe Semester includes trips to Budapest, Vienna, Prague, Krakow, and other locations as part of a study of Central Europe's changing political system, economic development, art, music, environment, and ecology. Non-traditional locations, such as museums, government buildings, and factories, offer settings for many classes.

Costa Rica Science Semester

The Costa Rica Science Semester takes place in the Talamanca Mountains of Costa Rica. Students engage in independent research, collecting, analyzing, and presenting data on the mammalian species in their natural environment. Participants also study Spanish as part of the project.

Oak Ridge Science Semester

The Oak Ridge Science Semester provides students an opportunity to study at the Oak Ridge National Laboratory, Oak Ridge, Tennessee. The program takes place during interim and spring terms. Oak Ridge is one of the world's most outstanding research facilities. This program allows students to associate with scientists whose research frequently takes them to the very cutting edge of human knowledge. Students majoring in biology, chemistry, physics, mathematics, computer science, political science, sociology, and economics participate in this program.

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 our Office of Records and Research, Phillips Administration Building. 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 Office of Records and Research.

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 Office of Records and Research 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 8 to 10 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 8 to 10 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 the Chairperson, Division of Science and Mathematics, or the Director of Interim and Contract Learning.

DUAL DEGREE IN ENGINEERING

David Schedler, Advisor

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 105 Population and Ecosystem Biology

BI 115 Organismal Biology

BI 125 Cell and Molecular Biology

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 121-122 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 121-122 General Chemistry I, II

CH 211-212 Organic Chemistry I, II

CH 304 Quantitative Analysis

CH 404 Advanced Analytical Chemistry

CH 408 Biochemistry

CH 401-402 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 degree program major in either biology/pre-nursing or biology-psychology/pre-nursing, the requirements of which are listed below.

Biology/Pre-Nursing

BI 105

BI 115

BI 125

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 105

BI 115

BI 125

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.

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 \$1,640 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.

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.

GRADUATE PROGRAM

Tara Sudderth, Dean

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, GRE, or MAT.
- (4) Application fee of \$25.00.
- (5) Two letters of recommendation.
- (6) One essay.
- (7) An interview with faculty and the Dean of Graduate Programs.

Graduate Certificate in Public and Private Management for International Students

The Graduate Certificate in Public and Private Management for International Students at Birmingham-Southern College consists of a one-year program for professionals with foreign degrees to learn the necessary skills to become more successful in the global marketplace.

Students take two academic courses during each term and complete a three-term internship. No more than two and one-third courses may be carried in any one term. The program of study involves eight courses that may be completed in one year.

The curriculum is organized around core courses, an internship and elective courses. The internship is a twenty-hour per week opportunity to be integrated into the American business community. The electives and internships include options in managerial, legal, health care, and civil/human rights issues.

This graduate certificate program is designed for students whose undergraduate degrees have been earned at foreign colleges and universities. Admission to the program requires a completed application package which includes all official transcripts; score from either the GMAT, GRE, MAT, MCAT, or LSAT; two letters of recommendation from individuals qualified to comment on the applicant's academic preparation and competencies; a \$25 application fee; and evidence of English proficiency, in the form of the TOEFL (paper-based total 550 minimum score/computer-based total 213 minimum score) or comparable proof of oral and written ability in English.

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) 226-4803
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, and pass an audition in the specified area.

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/admission. 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), an essay, 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 essay 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 Vice President for Admission 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 \$25 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/admission 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 an original essay to the College. The form for this essay 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 \$25 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/admission.

(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.

(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 essay to the College. The form for this essay 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, 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 \$25, 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. See also Dual Enrollment, under Special Programs in the Courses of Study section of this catalog.

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.

Early Action for Admission

Early applicants whose files are completed prior to December 1 are notified of the action taken on their application for admission on or by December 15. After December 15, applicants are notified on the action taken on a rolling basis until March 1. After March 1, applications will be considered only if openings exist, and notification will be made on an individual basis.

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 (2004-2005)

Tuition

The tuition charge for students is \$9,725 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 more than one unit in any interim term are charged an additional tuition fee of \$1,640 per unit (\$1,640 per unit in the Graduate Program). Students who enroll in fewer than three units in any regular term are charged at a rate of \$3,242 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 2004 summer session was \$815 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.

Deposits

A tuition confirmation deposit of \$200 and a housing deposit of \$100 are requested from each new student within thirty days of notification of acceptance to the College. These deposits are refundable after a student graduates. Students who withdraw from the College or transfer to another institution should request a refund in writing within sixty days of the date of their withdrawal or transfer. Students who cancel their application to the College after May 1 forfeit their deposits.

Billing

Tuition is due on or before registration: August 15 in the fall; January 15 in 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 Office of Records and Research. No diploma or certificate of credit is given to a student who is in default of any payment due to the College. Dormitory, meals, laboratory, and other fees are billed with the first monthly statement following registration.

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 July 31st and ends April 30th.

Special Fees

Application (payable only with application for admission— not refundable)	\$ 25.00
Applied Music (per course, per term)	260.00 - 490.00
Audit Fee	320.00
Change of Course	20.00
Information Technology Fee (per term)	150.00
Graduation	100.00
Listener's Fee	210.00
Parking Decal (for each academic year)	25.00
Portfolio Assessment	1,640.00
Replacement ID Card and/or Meal Ticket	25.00
Lost Dorm Key	55.00
Returned Check	20.00
Student Activity Fee (per term)	150.00
Student Insurance (estimated)	475.00

Laboratory Fees

AR 100	\$110.00
AR 104, 112, 150, 250, 301, 302, 303, 306, 307, 308, 350	62.00
AR 103, 311, 312, 313, 321, 322, 323	72.00
AS 101	72.00
BI 101, 206, 208, 232, 314, 332, 350, 411	80.00
BI 103, 105, 115, 149, 315	84.00
BI 125, 301, 304, 402, 405, 425, 442	90.00
BI 408	97.00
CH 101	90.00
CH 121, 122, 149, 211, 212, 304, 311, 312, 404, 406, 408	97.00
ES 150	84.00
PH 101, 102, 121, 122, 301, 302, 303, 451, 452	66.00
PS 204	61.00
PS 304	90.00
PY 204, 408	61.00
PY 304	90.00
SO 204	61.00
SO 304	90.00
All Foreign Language Labs	36.00

Housing

Residence Hall and Student Apartment Deposit	.....	\$100.00
Residence Hall (per term, two students)	.....	1,966.00 - 2,490.00
(per term, private room)	.....	5,898 - 7470
Apartment (per term, one bedroom, two students)	.....	2,195.00
(per term, two bedroom, four students)	.....	1,983.00
Fraternity (per term, two students)	.....	2,490.00
(per term, private room)	.....	3,735.50
Sorority (per term, two students)	.....	2,380.00
(per term, private room)	.....	3,570.50

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 \$925 per term for the light option, \$1,200 per term for the medium option, and \$1,400 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 in 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 \$925. 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 Comptroller's Office immediately to stop any unauthorized use of the card. If the Comptroller's 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 Comptroller's Office.

Cost Summary (Estimated, Academic Year 2004–2005)

Tuition	\$19,450.00
Residence Hall	3,932.00 - 4,980.00
Books and Supplies (approximate)	1,000.00
Meals	2,080.00 - 3,100.00
Student Activity Fee	300.00
Automobile Registration	25.00
Student Health Insurance	475.00
Information Technology Fee	300.00

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.

(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 McWane Honors Scholarship, 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 and mail to the FAFSA processor in the envelope provided as soon as possible after January 1. The FAFSA may be obtained from high school guidance counselors, from Birmingham-Southern or from the Department of Education's website at www.fafsa.ed.gov. Returning students who completed and mailed an original FAFSA for the prior academic year should receive a Renewal FAFSA at home in November or December from the Department of Education. It is imperative that the Birmingham-Southern College Title IV code, 001012, be placed in the appropriate space indicated on the FAFSA so that Birmingham-Southern will receive your processed information in a timely fashion. If you do not place Birmingham-Southern's Title IV code on the FAFSA, you will need to submit your Student Aid Report (SAR) to our office. The SAR is a document you will receive after mailing your FAFSA to the processor. Please note that you need to submit the original or renewal FAFSA early enough for the College to receive your processed information by our priority date, March 1. It takes three to four weeks

for the FAFSA to be processed, so plan accordingly. Please note also that you and your parents should complete your income tax returns before completing the FAFSA, and remember to make a copy of your completed FAFSA for your records.

(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 will 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. You cannot be awarded until your file is accurate and verified.

(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 (\$500-\$2,000, 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. New students who have confirmed that they will be members of the first-year class by June will be mailed an application in their financial aid packets (mailed upon acceptance to the College). Returning students will be mailed an application in January for the next academic year.

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 Research, and Vice President for Admission and Financial Aid Services prior to the student enrolling at the College. Although summer terms may be used to assist students in consistent SAP according to the policies outlined below, summer terms will not be considered a regular term in calculating percentages of a completed program. 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
- 1.80 cumulative GPA after eighteen units of completed work
- 2.00 cumulative GPA after twenty-seven 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 or certificate. 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.

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, Comptroller, 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 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 \$2,625, sophomores up to \$3,500, 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 twice each month (except in September when students receive only one paycheck). 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.

State Programs

Alabama Student Assistance Program (ASAP). This grant is awarded to Alabama residents and is based on the student’s EFC. Eligibility is determined by the Financial Aid Office using the results from the FAFSA, and the amount awarded is based on the student’s demonstrated need and the availability of funds.

Alabama Student Grant. This non-need-based grant is available to students who meet the following criteria: are Alabama residents attending a private college, are not religion majors and/or are not preparing for full-time religious vocation, and have not received a baccalaureate degree. Students must prove residency of the State of Alabama for the last twelve months. The evidence required to prove residency is listed on the Alabama Student Grant application form.

Institutional Loans

Birmingham-Southern College has loan funds for eligible students who need assistance in meeting their expenses. Applicants must have a “C” average or better in their coursework to be eligible for a loan. Application for all loans should be made to the financial aid office.

The Daisy S. and James Herren Adair Loan Fund. This fund was established as a memorial to her parents through a bequest from Margaret Adair McGraw of Birmingham. Funds are to be used for a loan fund for deserving students with no interest to be charged on loans from the fund. The payment is to be made on such terms and conditions as determined by Birmingham-Southern.

The Brewster-Byrd Loan Fund. This fund was established in 1979 at First Methodist Church of Birmingham by Robert L. Byrd, Sr., and his wife, Alice Brewster Byrd. Other contributors have included Mobile residents Judge Robert L. Byrd, Jr., and his wife, Mary W. Byrd. The fund was transferred to Birmingham-Southern College in 1990. The purpose of the fund is to provide financial assistance for direct educational expenses of students who are deserving and of good character. The fund provides a maximum loan of \$3,000, a minimum of five percent (5%) interest, and a period of up to ten years for repayment. Complete details may be obtained from the Office of Financial Aid.

The Dr. A.M. Freeman Loan Fund. This loan fund is for African-American students and is provided by a gift from Dr. A.M. Freeman.

The Pickett and Hatcher Education Loan Fund. This loan is available to men and women whose interest is primarily in the liberal arts.

The Rueben Fletcher Monette and John Caller James Memorial Fund. This fund was established in memory of Rueben Fletcher Monette, M.D., and John Caller James, D.D. Income from this endowment fund is available for awards to students preparing for the pastoral ministry of the United Methodist Church only. Awards shall be based upon need as determined by the College, and no loan in any year shall exceed actual need or \$1,000, whichever sum is smaller. Awards will be made as interest free loans secured by a promissory note. After the recipient has served twenty years as an active pastor in the United Methodist Church, the total loan will be forgiven. If at any time the recipient withdraws from the pastoral ministry of the United Methodist Church or leaves the United Methodist Ministry to become a minister of any other denomination or religious sect, the total amount of the loan shall become due and payable at once and shall bear interest at the rate of five percent (5%) per annum.

The Lucille Ryals Thompson Loan Endowment. This endowment was created in 1991 by the Hall W. Thompson Family of Shoal Creek. In honoring Mrs. Thompson it pays tribute to her role as partner of more than fifty years in the success of Mr. Thompson, one of Birmingham's and Alabama's most successful businessmen and influential citizens. Very much her own person, Lucy Thompson's greatest sense of fulfillment has been found in family as wife, mother, and grandmother. That nurturing role and interest in young people finds expression in this loan fund to assist students in covering the cost of their college education. Details about qualifications for a loan, as well as repayment requirements, are on file in the Office of Financial Aid.

The United Methodist Student Loan Fund. Loans are available to Methodist students at four percent (4%) interest.

The Leland G. Waldrop Endowed Loan Fund. This fund is available each year for helping some student continue an education. This loan, without interest, is to be repaid by the student as soon as possible after graduation, within a limit of five years.

The Laura C. Webb Student Loan Fund was created in her memory in 2001 from a bequest by Earline L. Goodwin. The purpose of this fund is to provide non-discriminatory financial assistance up to \$5,000 to those students who have completed one year of college work at Birmingham-Southern College, are making satisfactory academic progress toward a degree, and who demonstrate a reasonable financial need. Information about other conditions which apply to this fund are available from the Office of Financial Aid.

Zonta Club Loan Fund. In honor of Minnie McNeill Carr, the Zonta Club of Birmingham sponsors a revolving loan fund for music students.

Competitive Scholarships

Note: students may not combine academic, fine arts, and/or honors scholarships unless specified in writing from the College. Except with the McWane, 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 as well as any National Merit/Achievement awards from the College or other entity.

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, 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 Arthur M. Freeman Health Careers Scholarships are renewable awards of various amounts for entering first-year students who plan to pursue a career in a health-related field.

The Elizabeth Rose Hayes Scholarships are renewable awards of various amounts for entering first-year students who plan to pursue a career in a health-related field.

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." Finalists are selected and interviewed by a committee consisting of business persons and a business faculty member. 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.

Presidential Honors Scholarships are renewable awards of various amounts.

Trustee Awards are renewable awards of various amounts.

Computer Programming Competition

The Ronne and Donald Hess Scholarship in Computer Science is a renewable \$5,000 award. This scholarship is awarded to the winner of the Computer Programming Competition for High School Students sponsored by the Division of Science and Mathematics at Birmingham-Southern. Students interested in participating should contact the Office of Admission at 1-800-523-5793, extension 4696, or (205) 226-4696 locally. 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 members in the Division of 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 15, and will be notified of their selection to compete by January 30. Students invited to participate in this competition typically have scored between 29 and 36 on the ACT or between 1300 and 1600 on the SAT, 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 valued at over \$60,000 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 Tinsley Randolph Harrison Scholarships are in memory of Dr. Tinsley Randolph Harrison, one of the outstanding physicians and medical educators in Alabama as well as in the nation. Birmingham-Southern College awards scholarships to entering first-year students who plan to pursue a career in medicine. Scholarship recipients are selected by the Health Professions Advisory Committee of the College.

The Jimmie and Emil Hess Scholarship in the Fine and Performing Arts, honoring Mr. and Mrs. Hess and their many civic contributions, was established by family, friends, and business associates at Parisian, Inc. The competitive scholarship is awarded to students who demonstrate exceptional achievement and promise in the fine and performing arts.

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.

The Claude S. Lawson Memorial Scholarship was established as a memorial to the late Mr. Lawson, who was a prominent United Methodist and known for his support of medical training. Birmingham-Southern, through funds provided by the Methodist Hospital Board of Alabama, Inc., awards scholarships each year to entering first-year students who plan to pursue a career in a health-related profession. Scholarship recipients are selected by the Health Professions Advisory Committee of the College.

The McWane Honors Award, sponsored by the McWane Corporation of Birmingham, Alabama, is one of the most prestigious and inclusive undergraduate scholarships available at any college or university in the United States. The McWane Honors Award supports diverse experiences such as summer travel, special periods of study at American or foreign universities, internships, and varied special projects. The McWane Honors Award is a full-tuition scholarship plus a \$11,000 per year stipend and is valued at approximately \$120,000 for four years. Candidates are selected to compete for this award during the annual Honors Scholarship Competition.

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 3.4 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 Admission Office 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; renewable \$2,500 for top-ten finalists other than Alabama's Junior Miss; two renewable \$2,500 awards to two participants in the talent competition as selected by a Birmingham-Southern College representative.

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.

Junior College Transfer Scholarships are \$3,000 and \$6,000 awards renewable for the senior year awarded to junior 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 Junior College Scholarship is March 1. Interested students should submit a letter to the Admission Office stating that they wish to be considered for a Junior 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; and renewable \$1,500 awards per year for each contestant other than a top-ten finalist or Miss Alabama. Scholarships are awarded to contestants who are eligible for admission to Birmingham-Southern College.

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 ten finalists in the National Merit or National Achievement Competitions. Applicants must list Birmingham-Southern as their first college choice.

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 has available, through the generosity of individuals, corporations, and foundations, a number of endowed scholarships which 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, and no other application forms are necessary. Only scholarships endowed in the amount of \$10,000 or more are listed below.

The Judy and Harold Abroms Scholarship was established through the generosity of Mr. and Mrs. Abroms and is awarded with preference given to outstanding students in the liberal arts. Mrs. Abroms is a native of Massachusetts, was educated at Wheaton College, and is the owner of ETC., a high fashion, women's accessories boutique associated with Village Sportswear in Mountain Brook. Mr. Abroms is a native of Arkansas, was educated at Massachusetts Institute of Technology, and for many years was an executive officer of Parisian, Inc. The Abroms are benefactors of many worthwhile causes in Birmingham and have been very active in the Jewish community over the years.

The ACIPCO Pre-Engineering Scholarship was created in 2002 through a gift from American Cast Iron Pipe Company of Birmingham. This scholarship is to be awarded to a student pursuing the dual-degree in engineering with preference given to students of a racial minority and/or to females. In awarding the scholarship, special consideration should be given to children of ACIPCO employees assuming the students meet the necessary academic requirements.

The William P. Acker Scholarship was established in his memory by his family in 1992. Mr. Acker was a prominent business leader in Anniston, Alabama, and an active member of the First United Methodist Church. The Scholarship is awarded to any worthy and deserving student.

The Ralph W. Adams Scholarship was established by Dr. Adams, who was a member of the Class of 1937 and a Distinguished Alumnus of Birmingham-Southern and who served as President of Troy State University. Under his leadership, Troy State has experienced an unprecedented era of growth and progress. This scholarship is awarded on the basis of financial need and academic achievement.

The Adult Student Scholarship Honoring Judith Hand is funded through charitable donations of alumni and friends of the College and the Alpha Sigma Lambda Adult Studies Honorary Society. The scholarship honors Judith Hand, the Assistant Dean for Adult Studies from 1978 until her retirement in 2002. Historically awarded to students in the former Adult Studies Program, currently the scholarship is awarded to an adult learner, 24 years or older, enrolled at the College.

The Bess Shepard Ager Scholarship was established in 1991 in her memory by her family. Bess Bouchelle Shepard Ager (1928-1990), a graduate in the Class of 1950, always treasured the friendships she made at Birmingham-Southern. She brought that same joyful enthusiasm to her life after graduation as the wife of Dr. Law Lamar Ager and the mother of seven children. Born and educated in Birmingham, she was active in numerous church and civic affairs. The scholarship is awarded to any worthy and deserving student.

The Alabama Power Company Foundation Scholarship was created in 1989 through a grant from the Alabama Power Company Foundation, Inc., in recognition of the importance of making higher education accessible to worthy and deserving young people. The scholarship is awarded with preference given to students who are residents of Alabama and who are concentrating their studies in accounting, business administration, economics, or a related area.

The Alabama Power Foundation Pre-Engineering Scholarship was established in 2002 to promote the education of deserving full-time, undergraduate students participating in the dual degree program in engineering or majoring in physics at Birmingham-Southern College. Recipients shall be, at the time of the award, a legal resident of Alabama. Preference is given but not limited to, minority students. Recipients are encouraged, but not required, to contribute to the scholarship when circumstances permit after receiving their degree or leaving the College.

The George I. Alden Trust Scholarship was established by the Alden Trust, a charitable foundation created in 1912 by Mr. George I. Alden. Mr. Alden was President and Chairman of the Board of Norton Company, an industrial tools and chemicals and construction products manufacturing concern. Matching funds for this scholarship endowment were provided by Birmingham-Southern. The scholarship is awarded to worthy and deserving undergraduate students.

The H.L. Aldridge Memorial–M.L. Smith Scholarship was established by Howard C. Aldridge, a 1947 graduate of the College, in memory of his father, H.L. Aldridge, and in memory of his father-in-law, M.L. Smith. Proceeds from this fund provide scholarships to deserving students.

The Bibb Allen Scholarship was created in 2001 by fellow attorneys throughout Alabama, family members, and other friends. Mr. Allen attended Birmingham-Southern College for two years in the early 1940s, withdrew to enlist in the U.S. Air Force where he served with distinction as a WWII fighter pilot. It was at the College that he met Louise Irving, who later became his wife. He finished college at Auburn University and went on to receive a law degree from the University of Alabama in 1950. As a trial lawyer, much of his 50-year legal career has been spent representing insurance companies. He is one of the most respected members of the Alabama State Bar and the Birmingham Bar and served as president of both. This scholarship is to be awarded to an outstanding student having financial need and who is preparing for a career in law.

The Lona C. Almond Scholarship was established by Mrs. Almond who graduated from Birmingham-Southern College in 1929. During her 44 years as a teacher she was given the distinction of “Teacher of the Month,” “Teacher of the Year,” and “Star Teacher.” She was a member of Delta Kappa Gamma honorary for education professionals. While living in Vienna, Austria, in 1947, Mrs. Almond was given the honor of “Woman of the Year” for her work with the AmHimmel Orphanage. Mrs. Almond also lived in Germany and Japan. This scholarship is given to any worthy and deserving student.

The Altrusa International Scholarship was established in 2001 in honor and in memory of all members of the Altrusa International, Inc., of Birmingham Club. The Birmingham Altrusa Club is a women’s service club organized in 1931, which sought to improve the quality of life for the community at large. Preference for this scholarship is given to a mature female student, with financial need, who is re-entering school with career-oriented goals. The student should maintain at least a “C” average.

The Alumni Scholarship Fund was created in 1988 as one of the giving opportunities for the Alumni Campaign. Hundreds of alumni contributed an initial \$80,000 and continued to support this perpetual fund to assist future generations of students in furthering their college education at Birmingham-Southern. The scholarship is awarded on the basis of financial need and academic achievement.

The Mr. and Mrs. Frank Y. Anderson, III, Scholarship was created through their generosity in 1998. Mr. Anderson attended Birmingham-Southern College for a brief period during the late 1930s and he and Mrs. Anderson have appreciated the College’s commitment to liberal arts education. This scholarship is available to any worthy and deserving student.

The Raymond F. Anderson Scholarship was established upon his death in 1985 through memorial gifts from many former students and other admirers. Professor Anderson was a member of the music faculty at Birmingham-Southern from 1938 until his retirement in 1971, and he influenced many of the choral music programs in the schools and churches of Birmingham. As director of college choirs for thirty years, he presented concerts throughout the South and East on nationwide network broadcasts. He served as choir director for Independent Presbyterian Church and McCoy United Methodist Church, where he started the annual Christmas Carol Service concerts that have become a tradition of the holiday season in Birmingham. This scholarship is awarded to students concentrating their studies in music.

The Charlotte F. Andress Scholarship was created in 1995 through a bequest from Ms. Andress, a member of the Class of 1932 who had a distinguished career as social service administrator with the Girl Scouts, YWCA, and most notably as Executive Director of Inwood House (1959-82), a New York City facility dedicated to the service of women. Ms. Andress received the College's Distinguished Alumnus Award in 1981. This scholarship is awarded to students majoring in chemistry.

The Douglas Arant Scholarship was established in his memory in 1987 by the law firm of Bradley, Arant, Rose & White, of which he was a senior partner, and Mr. Arant's family and friends. Mr. Arant received his bachelor's degree from the University of Virginia and graduated from Yale University Law School where he was editor of the *Yale Law Journal*. A practicing attorney until his death at 90 years of age, Mr. Arant was a nationally respected lawyer and was considered "the dean of Alabama attorneys." Preference in awarding this scholarship is given to students preparing for a career in law.

The Troy G. Arnold, Jr., Scholarship was given by Troy G. Arnold, Sr., in honor of his son. The scholarship is to be used for Methodist ministerial students. Recipients may be named by the donor or the minister of the First United Methodist Church of Birmingham.

The Artists, Inc., Scholarship was created in 2000 by William N. Reynolds, Class of 1948, who was an accountant, and accomplished watercolor artist associated with the ART-A-TAC group of painters in Birmingham. This scholarship is given in recognition of The Artists Inc., a local artists-run gallery. Recipients will be selected on the basis of financial need, desire to work hard to get a good education, and demonstrated talent in art.

The Sheila D. Atchison Scholarship was endowed in her honor by her husband, W. Michael Atchison, '65, and her son, W. Michael Atchison, Jr. Mrs. Atchison is owner and director of the Atchison Gallery and president of Village Framers, Inc., of Birmingham. This scholarship is awarded to students majoring in art and upon the recommendation of the art faculty.

The W. Michael Atchison Athletic Scholarship was created in 2002 by Mr. Atchison, a 1965 graduate of the College and former member of the varsity basketball team. Mr. Atchison serves as the chairman of the Birmingham-Southern College Board of Trustees. This scholarship is awarded to any student-athlete who qualifies as a member of a varsity athletic team.

The C. Louise Atkinson Scholarship was established in her memory in 1998 by friends and family members. Miss Atkinson was a highly respected educator who spent her entire professional career as a teacher and supervisor in Charleston (South Carolina) County School District. She was instrumental in establishing the first system-wide kindergarten program and frequently worked at local colleges as an adjunct professor in teacher training programs. The income from this endowment is to be awarded to any worthy and deserving student.

The Awtry/McKay Athletic Scholarship was established in 2000 by Al Awtry and Matt McKay. Al Awtry, who is the owner of Awtry Companies, has been a long-time real estate developer in the Birmingham area. Matt McKay is CEO of All-Star Automotive Group in Baton Rouge, LA. His company owns several car dealerships in Louisiana. This scholarship is to be awarded to a student-athlete.

The Raymon J. Baker Scholarship was created in 1992 through the generosity of Mr. Baker whose enrollment at the College in the early 1940s was interrupted by WWII. Mr. Baker has been a successful business leader and venture capitalist as well as a civic leader in Decatur, Alabama. Preference in awarding this scholarship is given to students from Decatur or Morgan County.

The Reverend Robert Lee Baker Scholarship was established in 1977 by his daughters and Birmingham-Southern College alumna, Miss Ola Grace Baker '31 and Mrs. Ruth Baker Truss '33, in memory of their father. Preference is given to students preparing for full-time Christian service and to applicants recommended by the Baker Family.

The Jean and Carl F. Bailey Scholarship was created in 1993 through their generosity and the recognition of the importance of Methodist-related higher education. Mr. Bailey is the former President of South Central Bell and has served as a member of the Birmingham-Southern College Board of Trustees since 1985 and its Chairman from 1988 to 1991. In 1990 Mr. Bailey received an honorary Doctor of Laws Degree from the College. This scholarship is available to any deserving student.

The Dr. Paul C. Bailey Scholarship was established by former students, colleagues, and friends of Dr. Bailey upon his retirement in 1986 from full-time teaching as a Professor of Biology. Dr. Bailey joined the Birmingham-Southern faculty in 1963 and later served as Dean of the College during the 1970s. Dr. Bailey is highly regarded as a teacher, research scientist, and author of one of the basic textbooks in biology.

The Mildred Mims Bainbridge Scholarship was created in 1996 by Mrs. Bainbridge who received a bachelor's degree in English from Birmingham-Southern College in 1925. Mrs. Bainbridge has been active in many community organizations including AAUW, Linly Heflin Scholarship Program, Arlington, and Canterbury United Methodist Church. She was married to the late Frank Bainbridge, prominent attorney with the firm of Bainbridge & Mims, and they were the parents of two children. This scholarship is awarded to female students who are smart, ambitious, and seriously interested in bettering themselves through a good education.

The Bankhead Foundation Scholarship was established in 1990 by the Bankhead Foundation and its Chairman, John T. Oliver, Jr., of Jasper, Alabama, in response to Birmingham-Southern's Twenty-first Century Campaign. This scholarship is restricted to worthy and deserving students from Walker County, Alabama.

The T.C. Banks Scholarship, given by Mrs. Jessie B. Holloway in 1953, is for the benefit of Methodist ministerial students, but may be awarded to other students if there is no ministerial student with financial need.

The Reverend Hugh and Edith Barber Scholarship was established in 1995 to benefit students planning to enter the ordained ministry or to benefit children of ministers. Reverend Barber graduated from Birmingham-Southern College in 1942 and Candler School of Theology in 1944. He and Edith Otts, a graduate of LaGrange College, married in 1943 and together they served pastorates in the North Alabama Conference UMC for more than 40 years. Upon their retirement Mrs. Barber wrote a book, *More Than Wonderful*, revealing the spirit and commitment of life in church and parsonage. All three of their children are graduates of the College: Linda B. Grigsby, '67; Thomas N. Barber, '72; and Mary B. Haynes, '75.

The William H. Barclift, Jr., Scholarship was established by his mother and stepfather, Mr. and Mrs. William M. Silsbee, Sr., in 1995. William Barclift was a member of the Class of 1967 and majored in English. Mr. Barclift had a great appreciation for literature and worked in the field of journalism. Preference in awarding this scholarship is given to students majoring in English or those who are considering a career in guidance counseling for students.

The Lois Brown Battle Scholarship was created in her memory in 2003 through an estate gift from her brother A. S. "Sonny" Brown, Jr. Ms. Battle attended Birmingham-Southern College from 1934-36. Other family members have also attended. This scholarship is to be awarded to students majoring in education.

The Dr. William H. Baxter, Jr., Scholarship was established in 1998 through memorial gifts from many former students, faculty and staff colleagues, other friends, and family. Professor Baxter was a 1942 graduate of the College, received his Ph.D. from the University of Rochester, and for 35 years was a valued member of the Birmingham-Southern music faculty and campus community. In addition to music, Dr. Baxter's intellectual interests included French and Chinese languages and physics. As a teacher and advisor, he derived special satisfaction from fostering and observing students, often from rural backgrounds, developing their intellectual, cultural, and social skills while at the College. The purpose of this scholarship is to assist any student with financial need and who has desires to take full advantage of the opportunities at Birmingham-Southern.

The Edward Early and Alma Kirby Beason Scholarship was established by the friends and family of Alma Kirby Beason, Class of 1932, in recognition of her life and devotion to Birmingham-Southern College. Preference in awarding this scholarship is for female students majoring in drama or music.

The James A. Bedenbaugh Scholarship was created in 1997 through the generosity of Mr. Bedenbaugh of Birmingham. Recipients must have a record of high academic achievement in high school, and, while in college, maintain a minimum grade point average of 3.0 out of 4. Recipients are expected to have demonstrated leadership skills in high school and college through involvement in campus and community activities.

The Bell/French Scholarship was created in 1995 in response to the Church Scholarship Campaign by members of St. Mark United Methodist Church in Tuscaloosa. This scholarship honors two former pastors of that Church: Reverend Charles W. Bell and Reverend C. Cooper French. Preference in awarding this scholarship is given to students from St. Mark United Methodist Church, or other Methodist students from Northport or Tuscaloosa area.

The Dr. William R. Bennett Scholarship was established in 2000 by Dr. Bennett, member of the Birmingham-Southern College Class of 1939, who received a Ph.D. from the University of Illinois, and had a distinguished career as a member of the University of Alabama business faculty. This scholarship also honors one of his former students, Dr. E. Byron Chew, who is Monaghan Professor of Management. This scholarship is to be given to outstanding students with a financial aid need who are concentrating their studies in business administration or economics or other business related areas of study.

The Edward H. and Wenonah M. Berte Scholarship was created in 1997 by memorial gifts from friends and family. Mr. and Mrs. Berte are the parents of Birmingham-Southern President Neal R. Berte and both worked in the business area in Cincinnati, Ohio, until they retired and moved to Florida. This scholarship is awarded to any student with a financial aid need and good academic record.

The Elise Berthon Scholarship was established by Ms. Berthon, an alumna from the Class of 1952. Preference in awarding the scholarship goes to employees or descendants of employees of American Cast Iron Pipe Company or to members or descendants of members of Gamma Phi Beta Sorority or to any other student with a financial need and with a good academic record.

The Maurice F. Bishop Scholarship was established in his memory by a gift to the College from his wife, Minnie. Earnings from the endowment are used to assist students planning to enter the ministry or who are planning careers in full-time Christian service. Recipients are selected on the basis of merit and financial need. Mr. Bishop was a 1934 graduate of Birmingham-Southern and received a law degree from the University of Alabama. He was a nationally known attorney specializing in utility rate-making and land condemnation cases. He was a noted legal scholar having authored numerous articles for law journals. Among his colleagues, Maurice Bishop will long be remembered for his dedication to the practice of law.

The Thomas Jefferson Bissell Scholarship, given by C.S. Bissell in honor of his father, is used for ministerial students, but may be awarded to other students if there is no ministerial student with need.

The Virginia and Elmer Bissel Honor Scholarship was established by the Bissel family. Mrs. Bissel served as a member of Birmingham-Southern's Board of Trustees. Preference is given to an outstanding student who demonstrates financial need.

The Rutherford Ray Black Scholarship honors the memory of Dr. Black, who was a 1930 graduate of Birmingham-Southern and for many years was a Professor of Education at the College. Preference in awarding this scholarship is given to students majoring in education.

The John C. Blackwell Scholarship, made possible through Mr. Blackwell's estate in 1961, is for the benefit of ministerial students. Mr. Blackwell was a long-time supporter of the College.

The Charles Scofield Blair Scholarship was given by Mrs. Marion B. Blair in memory of her late husband. Scholarships are to be awarded to academically outstanding students majoring in geology, mineralogy, or physical sciences. Preference is given to students who choose to major in geology or mineralogy.

The Claudia Barton Blair, M.D., Scholarship was established by Claudia Barton Blair, who attended Birmingham-Southern from 1936-1940. Her goal was to be a pediatrician. She graduated, Phi Beta Kappa with a degree in chemistry, in 1940. She enrolled at the University of Alabama, a two-year medical school, and in 1943, transferred to Johns Hopkins (one of only five four-year medical schools open to women). She graduated in 1944. In June, 1943, Claudia married Joseph Reese Blair, who served in the army for 31 years as a medical researcher. As the mother of five and a military wife, Claudia still pursued pediatrics, taking a full-time position in an army health clinic in Maryland in 1973 where she worked 16 years, ten of them as chief of the pediatric clinic. Throughout her study, Claudia had to depend upon loans and work-study grants; now she is establishing a scholarship for young Alabama women interested in medicine or medical science.

The Carolyn C. and Thomas F. Bland Scholarship was established by Mrs. Bland in 1996. Alice Carolyn Copeland graduated from Birmingham-Southern College with a sense of adventure in 1938, moved to Washington, D.C., and took a position with the Office of Strategic Services (OSS), the intelligence agency for the U.S. in WWII, which later became the Central Intelligence Agency. She served in Egypt and Italy during the war years. She married OSS colleague Thomas Bland and they had a long career with the CIA, serving in Japan, France, Germany, and Italy. They retired to Southern Pines, North Carolina. This scholarship is established with no restrictions, but with the expectation its recipients will take full advantage of the variety of educational opportunities inherent in a liberal arts curriculum.

The A.A. Bonds Scholarship was established in 1990 in honor and appreciation of Mr. Bonds by D. Bruce Irwin, M.D., Class of 1972. Mr. Bonds was a long-time furniture retailer in downtown Birmingham and a prominent resident in the eastern section of the city. He did many philanthropic deeds for the children in the Center Point area including donating land for Bonds Field in support of the Little League Baseball program. Preference in awarding this scholarship is given to worthy and deserving students from Center Point and the eastern section of Birmingham.

The Reverend and Mrs. William H. Bostick, Jr., Scholarship was created in 1995 to honor this clergy family in the North Alabama Conference of the United Methodist Church by members of First United Methodist Church, Huntsville. Reverend and Mrs. Bostick are both Birmingham-Southern College graduates, 1963 and 1964, respectively. Reverend Bostick received an honorary Doctor of Divinity Degree from the College in 1996 and serves as a member of its Board of Trustees. This scholarship is available to any deserving student.

The Johnnie and Bill Bowden Scholarship was established in their memory in 1987 through East Lake United Methodist Church by Mrs. Clarke W. Griffin and Mr. and Mrs. Frank W. Cooney of Birmingham. Johnnie Bowden was a sister of Mrs. Griffin and Mrs. Cooney. This scholarship is intended for students preparing for the ministry or other full-time Christian service.

The Bowen Family Scholarship was established by Mr. Buford L. Bowen, a graduate of Birmingham-Southern College, Class of 1930, to honor his family. Mr. Bowen, a native of Tallassee, Alabama, has had a distinguished career in the investment business. He retired as manager of the Merrill Lynch office in Jacksonville, Florida. Mr. Bowen is a lay leader in the Episcopal Church serving as a trustee for Kanuga Conference Center, North Carolina, and as Senior Warden of St. Marks Episcopal Church. He has served as Treasurer of the Duval Hospital Authority for 13 years and has been a member of Civitan International for 60 years. He and his wife, Sally, take an active interest in the student recipients of the Bowen Family scholarships. When a student at Birmingham-Southern, Mr. Bowen was Photography Editor of "La Revue" yearbook, a member of Eta Alpha Tau honorary, and a member of SAE fraternity.

The Charlotte Cordray Brabston Memorial Scholarship was established with a bequest from the estate of Ms. Brabston. Preference in awarding the scholarship is given to students majoring in or concentrating their studies in art history. Ms. Brabston first attended Birmingham-Southern in the 1930s and returned to the Hilltop, completed her coursework, and received her diploma in 1966. Ms. Brabston's generosity to the College also included her collection of books on art and art history.

The Mary Jane and Donald C. Brabston Scholarship was established by Donald C. Brabston, a prominent certified public accountant and an alumnus of the College. A scholarship of \$1,000 is available each year to a student who demonstrates financial need and has a "B" average. The scholarship is subject to renewal if the student maintains a "B" average.

The Mary Johnson and Thomas E. Bradford Scholarship was created by Mr. and Mrs. Bradford, members of the Class of 1932. Mr. Bradford, a food broker, has been one of Birmingham's outstanding community leaders as head of the Chamber of Commerce, United Way, Eye Foundation Hospital, Park and Recreation Board, and Director of SouthTrust Bank. He received the College's Distinguished Alumnus Award in 1966. Mrs. Bradford, who died in 1998, was involved in many civic endeavors including the Birmingham Beautification Board. Preference in awarding this scholarship is given to students from Dallas, Marengo, Wilcox Counties or other rural areas of Alabama.

The Kenneth W. Bramlett, M.D., Scholarship was created in 1992 by Dr. Bramlett, Class of 1977. The Scholarship is awarded to a varsity athlete pursuing a pre-medical career with preference given, but not restricted, to members of the baseball team. Recipients must maintain an overall grade point average of 3.00 or better. As an undergraduate Dr. Bramlett was a scholar-athlete who went on to receive his M.D. degree in 1981 from the University of Alabama Medical School. Dr. Bramlett is an orthopaedic surgeon in practice with the Alabama Sports Medicine and Orthopaedic Center and HealthSouth Medical Center of Birmingham.

The William C. and Mary Fulton Brannon Scholarship was created in 1996 by Mr. and Mrs. Brannon in response to the Church Scholarship Campaign. Mr. Brannon is a retired officer of Protective Life Corporation and lay leader in the United Methodist Church; Mrs. Brannon is a member of the Class of 1942. This scholarship is awarded to students who have distinguished themselves academically, who have a demonstrated financial need, and who are members of the United Methodist Church.

The Dr. Louise H. Branscomb Scholarship was established in 1999 through a bequest from Dr. Branscomb and is awarded to students who are majoring in education or who are planning for a career in education. Receiving a medical degree from Johns Hopkins in 1928, Dr. Branscomb was a pioneer female physician in Alabama, WWII Major in the U.S. Army, United Methodist lay leader, social prophet and reformer, devoted family member, world traveler and citizen, and philanthropist. Her home of many years was on Greensboro Road of the Birmingham-Southern campus.

The Minnie McGehee Branscomb and Lewis Branscomb Scholarship memorializes the wife and son of the late Dr. L.C. Branscomb, a beloved United Methodist minister. Lewis died while a student at Birmingham-Southern College. The award is made available to students who demonstrate financial need.

The Valera McKown and Charles W. Brasfield Scholarship was created in 1995 by Mrs. Brasfield of Bessemer, Alabama, who worked as a nurse at Tennessee Coal and Iron Hospital (Lloyd Noland) where she met Mr. Brasfield and they married in 1939. Mr. Brasfield attended Birmingham-Southern College only one-half year due to a lack of funds. He was a genius with mechanics, an inventor who secured several federal patents, an aviator, a photographer, and a lover of nature. This scholarship is awarded to students taking a foreign language and who commit to becoming proficient in speaking and writing a foreign language.

The Marion and John Breyer Scholarship was created in 1997 through a gift from Mr. and Mrs. Breyer. Mr. Breyer served as president of Loveman's Department Stores and he and Mrs. Breyer have been active in many civic causes. The Breyers have no direct ties to the College, but they appreciate the College's contributions to the quality of life in Birmingham. This scholarship is to be awarded to students majoring in business or a related field.

The Betty and Houston A. Brice, Jr., Scholarship was established in 1995 through the generosity of Mr. and Mrs. Brice, who give of their resources and time in support of many worthwhile causes in the Birmingham community including the Boy Scouts, Junior Achievement, the Linly-Heflin Unit, Junior League, Lakeshore Foundation, and Greater Birmingham Foundation. Mr. Brice is the son of the founder of Brice Building Company, Inc., a major southeastern contractor, which he headed for many years. The Brice Family has close ties to Birmingham-Southern and make this scholarship available to worthy and deserving students with preference given to Alabama residents.

The Mr. and Mrs. A. S. Brown, Sr., Scholarship was created in 2002 to memorialize A. S. "Doc" Brown, Sr., and his wife Letha Nalley Brown through an estate gift from their son A.S. "Sonny" Brown, Jr. This scholarship is awarded to students majoring in economics or pursuing the pre-engineering curriculum.

The A. S. "Sonny" Brown, Jr., Scholarship pays tribute to Archibald Sparks Brown, Jr., and a major trust to benefit Birmingham-Southern College, which he created in 1997 with the encouragement of his business associate and friend William N. Reynolds, Class of 1948. Mr. Brown was the principal owner of Electrical Repair Services Co. in Birmingham and a very successful businessman. This scholarship is to be awarded to students demonstrating solid academic achievement who are pursuing a pre-medical curriculum.

The Dr. Dorothy L. Brown Scholarship was initiated by Dr. Spencer Thomas of Gadsden through gifts from the United Methodist Church to honor Dr. Brown, a physician living in Nashville, Tennessee. Income from the fund is awarded to a student who demonstrates financial need, preferably a United Methodist.

The Emmie Anderson Brownlie Scholarship was established in 1980 by a bequest of Mrs. Brownlie and other gifts in her memory. The late Mrs. Brownlie, widely known for her support of the liberal arts, donated the George Currie Memorial Scholarship. Preference is given to students from Bullock County.

The Anthony and Marianne Bruno Scholarship was created in 1989 with a gift from Mr. and Mrs. Bruno in response to the Twenty-first Century Campaign. Marianne Timbrello and Anthony Joseph Bruno were born in Birmingham and educated at Phillips High School. They are members of the founding family of Bruno's, Inc., and Big "B" Drugs, which Mr. Bruno headed for many years. Mr. and Mrs. Bruno are generous supporters of Birmingham-Southern and other causes on behalf of education, health care, religion, and the needy. This scholarship is available to students who have distinguished themselves academically and who for financial reasons might not otherwise be able to attend college.

The Joseph S. Bruno Scholarship was established in 1986 to honor Mr. Bruno, who was Chairman of the Board Emeritus of Bruno's, Inc., and Chairman of Big "B" Drugs. Joe Bruno was one of Birmingham's and Alabama's most successful business leaders and a benefactor of many causes in behalf of education, health care, and charity to those in need. This scholarship was created through the generosity of Mr. Benny M. LaRussa, Jr., grandson of Mr. Bruno. Benny LaRussa is a 1986 graduate of the master of arts in Public and Private Management program at the College and is a member of the College's Board of Trustees. Consideration in awarding this scholarship is given to the needs of students enrolled in the MPPM Program as well as students at the undergraduate level who maintain at least a "B" average.

The Joseph S. Bruno Scholarships in the Arts and Education were created in his memory in 1996 through a gift from his daughter, Theresa B. Sprain, a 1957 graduate, and in recognition of the importance of encouraging outstanding students to pursue careers in these two areas of vital importance. Mr. Bruno (1912-1996) was one of Birmingham's most successful business leaders who, with his brother, founded Bruno's grocery chain and Big "B" Drugs. He was also one of the City's greatest philanthropists benefitting education, religious activities, health care, and social service agencies. Mr. Bruno was a long-time member of the College's Board of Trustees and a great benefactor of the College.

The Nancy Marino and Lee Joseph Bruno Scholarship was established in 1988 through the generosity of Mr. and Mrs. Bruno, natives of Birmingham and graduates of Phillips High School. Mr. Bruno, who died in 1991, began working in 1932 at the age of twelve in the family grocery business. Through his work and that of his brothers, Bruno's, Inc., grew to be one of the largest grocery chains in the Southeast. Lee Bruno served as Senior Vice President of the Company. Recipients are selected on the basis of need, academic achievement, and character. In awarding this scholarship, preference is given, but not restricted, to children of employees of Bruno's, Inc. Recipients are expected to maintain a 3.00 grade point average or better. The donors hope that recipients of the scholarship will be mindful of the need in the future to assist other students in furthering their college education and that the recipients will respond in their own way as circumstances permit.

The Theresa R. and Joseph S. Bruno Scholarship was established through the generosity of Mr. and Mrs. Bruno and is awarded to students who have a financial aid need and who demonstrate academic achievement, outstanding character, potential for leadership and a concern for others. Mr. Bruno, who died in 1996, was the founder of Bruno's, Inc., supermarket chain and Big "B" drug store chain. He was active on behalf of numerous civic and charitable causes including the United Way, Community Food Bank, the Salvation Army, Catholic Charities of Birmingham, and St. Vincent's Hospital. Mr. Bruno was a member of the Board of Trustees of Birmingham-Southern College, and a professorship of retailing in the free enterprise system has been established in his honor.

The Eliza Stokes Brunson Scholarship was established in 2003 by Mrs. Brunson, a 1928 Birmingham-Southern College graduate, in appreciation for the nurturing care she experienced as a student. She received a master's degree from Vanderbilt University in 1937 and for many years was a teacher at Murphy High School in Mobile. Mrs. Brunson was married to Paul W. Brunson who was a District Judge in Alabama. They had two children, Paul W. Brunson, Jr., and Harriet B. Steptoe. This scholarship is awarded to any student the College deems worthy of assistance.

The Hazel D. and Fred H. Bryant Scholarship was established through the estate of Fred H. Bryant. The Bryants were faithful members of the United Methodist Church and proponents of education in church-related environments.

The Pauline B. Buck Scholarship was created through a trust established at her death in 1990 of which the College is a co-beneficiary. Income from the trust is to provide scholarships to students who are residents of Jefferson County and who are selected on the basis of good character, past accomplishments in school and community, proven scholastic ability to take full advantage of the College's educational program, with special consideration given to students who, without financial assistance, might otherwise be unable to attend college. Recipients are expected to be ranked academically in the upper sixty percent of their class. Recipients are under no legal obligation to repay benefits received, but the trustee is authorized to accept voluntary contributions from recipients or others.

The Derry Brice and Peter Douglas Bunting, M.D., Scholarship was endowed in 1989. Dr. Bunting graduated from Birmingham-Southern in 1966 and Mrs. Bunting in 1969. He received his M.D. degree from the University of Alabama School of Medicine and did further training at Massachusetts General Hospital. In 1978 Dr. Bunting founded in Birmingham what is now the Bunting Plastic Surgery Clinic. This scholarship is awarded to a pre-medical student who maintains a grade point average of 3.00 or better and who is from a single-parent home.

The Louise Wilkinson Burke Scholarship was established in her honor in 1989 by her son, Jim Burke, Jr., and grandson, Scott M. Bryant, Class of 1986. Mrs. Burke is a native of Rochester, New York, and has been a long-time resident of Birmingham. She is the wife of the late Mr. Jim Burke, who founded Birmingham's Jim Burke Buick dealership. Mrs. Burke has two children and three grandchildren, she is an active member of Shades Mountain Baptist Church, and a worldwide traveler. This scholarship is awarded without restrictions to a worthy and deserving student as long as he or she maintains a "B" average or better.

The Ida Callier and David Joseph Burns Scholarship was established in 1987 through her generosity. Mrs. Burns, a 1944 graduate of Birmingham-Southern College, served as a teacher for many years with the Birmingham School System. Preference in awarding this scholarship is given to students majoring in biology and related areas who have a career interest in botany and horticulture.

The Dr. and Mrs. J.D. Bush Scholarship was created through a bequest from Mamie Lowe Walker Bush in 1995. Dr. Bush, a prominent physician in Gadsden, Alabama, was a 1930 graduate of the College, and Mrs. Bush graduated in 1932. Preference in awarding this scholarship is given to good students academically who have a demonstrated financial aid need and who reside in Gadsden or Etowah County.

The H.R. Butts Classical Scholarship was established by a bequest of Dr. Butts and gifts from others in his memory. Dr. Butts served Birmingham-Southern as Professor and Chairman of the Classics Department. Income from this fund is used for scholarships to academically outstanding students in the area of humanities. Preference is given to those students including classical languages in their study.

The Byrd Family Foundation Scholarship is made possible through the generosity of the descendants of W.O. Byrd, who established Byrd & Son Bottling Company, bottlers of Pepsi Cola, 7-Up, Dr. Pepper, and Sunkist products in the Panama City, Florida, area. His son, Isaac W. Byrd, managed the company from 1939 until it was sold in 1986. His granddaughter, Olivia Byrd Cooley, is a 1971 Birmingham-Southern College graduate. Preference in awarding the scholarship is given to worthy and deserving students from the Panama City area.

The Mr. and Mrs. Edwin O. Calhoun and Mr. and Mrs. Charles M. Beal Scholarship was established in memory of Mr. and Mrs. Edwin Orlando Calhoun, Mr. Charles Marion Beal, and in honor of Mrs. Lucy Nichols Beal of Satsuma, Alabama. Funds from this scholarship are available to worthy students with preference given to those who are being trained in a church-related vocation.

The Eivor and Alston Callahan Scholarship was established to honor the parents of Patrick A. Callahan '66, Michael A. Callahan, M.D. '67, and Timothy A.R. Callahan '70. Mrs. Eivor H. Callahan served in many leadership roles promoting the fine arts in Birmingham including chair of the Festival of Arts. She was born in Hofors, Sweden in 1913, emigrated with her family to America as a young child, and died in Birmingham in 2002. Dr. Alston Callahan is a world renowned ophthalmologist who founded the Eye Foundation Hospital in 1963. After the hospital was acquired by the University of Alabama at Birmingham, it was renamed in his honor. In 1997, he founded the International Retinal Research Foundation, Incorporated in Birmingham to fund research directed at finding cures to eye diseases. Preference in awarding the scholarship is given to worthy and deserving students majoring in either fine arts or pre-medical education.

The Virginia C. and Robert B. Callahan Scholarship was created in 1996 by Mr. and Mrs. Callahan of Fairhope, Alabama. Mr. Callahan is a 1950 graduate and he and Mrs. Callahan are officers of Callahan & Associates, Inc., a management consulting firm specializing in telecommunications, located in Fairhope, Alabama. Through the selection process recipients will have demonstrated that they represent our "best and brightest" young people and that without scholarship aid they would be unable to attend Birmingham-Southern College. Recipients must maintain a 3.00 or higher grade point average.

The Frances and John Camp Scholarship was established through their generosity, and is awarded to any worthy and deserving student. Mr. Camp is a member of the Class of 1944 and is senior partner with the law firm of Camp, Barsh, Bates and Tate in Washington, D.C.

The Mildred Tillman Camp Scholarship is named in honor of a highly respected United Methodist and an alumna of Birmingham-Southern College. Through the establishment of this fund, Mrs. Camp has enabled the College to assist worthy and needy students in obtaining a college education.

The Earnest S. and Ann M. Campbell Scholarship was established in 1990 by Dr. and Mrs. Campbell of Birmingham. The Scholarship is awarded to students in the master's program in Public and Private Management.

The Canterbury United Methodist Church Scholarship was established by the Mountain Brook Church. The income from the fund is to be used for worthy students, and the Church reserves the right to recommend the recipients.

The David L. and Patricia L. Carder Scholarship was created through his generosity in 1999 for the purpose of assisting worthy and qualified foreign students in attending Birmingham-Southern. Mr. Carder is the former president of Vulcan Lands, Inc., a subsidiary of Vulcan Materials Company, and he served as chairman of the College's Edward L. Norton Board of Advisors for Management and Professional Education. During his distinguished business career, Mr. and Mrs. Carder lived in and traveled to many parts of the world, and this scholarship reflects their personal and professional interest in fostering relations between the United States and other countries.

The A.B. Carlton Family Scholarship was established by the Carlton family in memory of Reverend Arthur Bennett Carlton and his wife, Myra Stewart Carlton. Throughout their forty-year ministry to the United Methodist Church of the Alabama-West Florida Conference, both were ardent supporters of the College. In addition to Reverend Carlton's attendance at Southern University, seven of the Carlton children and grandchildren have attended Birmingham-Southern College. Income from this fund provides an annual scholarship that may be awarded to any worthy or deserving student maintaining a 2.50 or better overall grade point average.

The Daniel M. and Ruby K. Carmichael Scholarship was established in 1993 through the generosity of Josiah C. Carmichael and his wife, Gerda L. Carmichael. The scholarship honors the memory of Daniel and Ruby Carmichael, the parents of three children who attended Birmingham-Southern College: Mary Carmichael Pickel, a public schoolteacher; Katherine Kennedy Carmichael, Ph.D. '32, Dean of Women and Associate Dean for Supportive Services at the University of North Carolina, Chapel Hill; Josiah C. Carmichael, M.D., '35, a physician. This scholarship is awarded to any worthy and deserving student who evidences superior scholastic ability and good character.

The Allen Carr Scholarship in Drama was established by the outstanding Hollywood film producer as a result of his participation in the 1980 GALA which honored women of outstanding achievement and benefitted the Fine and Performing Arts at Birmingham-Southern College. Scholarships are awarded annually during the Fine and Performing Arts Competitive Scholarship Day and are not renewable.

The Ben M. Carraway, M.D., Scholarship was created in 1984 through his generosity and with memorial gifts from family and friends upon his death in 1996. "Dr. Ben," Class of 1932, and member of one of Birmingham's most prominent medical families, pioneered innovations in surgical procedures and patient care and served many years as Chairman of the Board of Carraway Methodist Medical Center. This scholarship is awarded to any deserving student.

The Thomas C. Casaday, D.D., Scholarship was established through a gift made by Mrs. Olive Elmore Casaday and Thomas C. Casaday, Jr. This scholarship memorializes Dr. Casaday, a leader among United Methodist clergy for many years. The income from this endowment is used to aid worthy and needy students.

The Andrea L. Casey Scholarship was created in 1993 through memorial gifts from relatives and friends of the Reverend Kenneth R. Casey Family and classmates. Andrea was a student at Southern when she was killed in an automobile accident. Preference in awarding this scholarship is given, but not limited, to deserving students graduating from Southside High School in Etowah County.

The Margaret Tobian Catherman Scholarship was created in 1989 through a bequest from Mr. Woodrow M. Catherman of Cosby, Tennessee, as a memorial to his wife, Class of 1932.

The Cavaleri Family Scholarship was established in May 1988 by the children of the Reverend E. E. Cavaleri and Maggie Fairbanks Cavaleri in commemoration of five decades of service to Methodism by their parents in Georgia, Alabama, Tennessee, and Virginia. Upon retirement, they returned to Birmingham, where the Reverend Cavaleri served several years as Associate Pastor of McCoy United Methodist, the “College church.” This scholarship is to be awarded as a ministerial scholarship. Reverend Cavaleri’s son, E. E. “Dick” Cavaleri, Jr., graduated from the College in 1928 and his grandson, E. E. “Jack” Cavaleri, III, graduated in 1952.

The Frank H. Chappelle, Sr., Scholarship was established in his memory by members of the Chappelle Family in 1986. Mr. Chappelle was a 1914 graduate of Southern University, a parent institution of Birmingham-Southern. In 1951 he founded Frank H. Chappelle & Company, a mutual funds investment firm located in Birmingham. Preference in awarding this scholarship is given to a worthy and deserving student preparing for a career in business.

The Alan Breck Cheney Scholarship was created in memory of Mr. Cheney (1920-1995) by his wife, Billie Gunter Cheney, and their eight children—five of whom graduated from Birmingham-Southern College. He attended Vanderbilt University, Georgia Tech, and the University of Alabama. A decorated veteran of WWII, he served as President of Cheney Lime and Cement Company located in Allgood, Alabama, from 1946-1992. By example, Mr. Cheney provided his children with an appreciation for life-long education and a sense of enjoyment of the arts. Recipients should show proof of financial need, but, of more importance, recipients should perform better than average academically and demonstrate achievement in some educational or intellectual endeavor through a literary award, science award, foreign language award, etc.

The Lydia Carter Cheney Scholarship was created in her honor in 2000 by James D. Sokol of Birmingham. Ms. Cheney is a Birmingham-Southern graduate (1972) as are other family members. Her interests in art, travel, and dance reflect her belief in the value of a liberal arts education. She received a master’s degree in education from UAB and serves on the UAB Comprehensive Cancer Center staff. Preference in awarding this scholarship is given to worthy and deserving students who are native Alabamians. Recipients are expected to maintain a grade point average of 2.75 or better.

The James Saxon Childers Scholarship was created by friends in memory of the former Professor of English and author of note. Income from the fund benefits worthy students.

The John Henry Chitwood Scholarship was established in his memory by friends and family. He graduated from the College in 1929 and was awarded the honorary Doctor of Divinity Degree from the College in 1941. He served as a member of the Board of Trustees of the College (1941-1963) and as Chairman of the Board (1963-1966). He was a minister in the North Alabama Conference of the Methodist Church for forty-five years (1921-1966), including ten years (1939-1949) at McCoy Memorial Methodist adjacent to the College. He was elected as a delegate to the Southeastern Jurisdictional Conference and the General Conference of the Methodist Church for six consecutive terms (1944-1964) and served as a member of the Judicial Council of the Methodist Church (1965-1966).

The L.A. Christian Scholarship, given by Mrs. L.A. Christian in memory of her husband, is for the benefit of ministerial students.

The Marjorie Craig Churchill Scholarship was established in 1992 by a bequest from the late Mrs. Churchill. A 1924 graduate of Birmingham-Southern College, “Bitsy” Churchill had been a most popular and involved student serving on the yearbook staff, French Club, Drama Club, Women’s Panhellenic as a class officer and member of the Honor Roll and Zeta Tau Alpha Sorority. Preference in awarding this scholarship is to a young woman of outstanding character and personality who has demonstrated a desire to become involved in campus and community activities as well as to achieve high grades.

The Circle “S” Scholarship was endowed by Larry D. Striplin, Jr., Class of 1952 and trustee of the College. Preference in awarding the scholarship goes to children of employees of Nel-Bran Glass Company or Clearview Properties. Other possible recipients are students with financial need who are from Selma/Dallas County, Alabama, or a varsity athlete.

The Ann Margaret Clark Scholarship was established in her memory by her parents, Dr. and Mrs. J. Allen Clark of Gadsden, Alabama. In November 1985, during her senior year at Birmingham-Southern, Meg died of lymphoma. She was a young lady of great courage and was a source of inspiration to her family and many friends. A book of Meg’s poetry written during her illness has been published. Funds from this scholarship are available to any students with financial aid need. The donors desire that the recipients will feel a special need to help others when they are in a position to do so. Meg Clark was a third generation member of her family to attend Birmingham-Southern College: her grandfather, James Allen Clark, graduated in 1924; her parents attended during the early 1950s; and her sister, Catherine Christie Clark, graduated in 1985.

The Class of 2000 Scholarship was created by the Senior Gift Campaign through gifts and pledges from students who graduated spring 2000. This scholarship can be awarded to any worthy and deserving student.

The Class of 2002 Scholarship was created by the Senior Gift Campaign through gifts and pledges from students who graduated spring 2002. This scholarship can be awarded to any worthy and deserving student.

The Judge U.W. Clemon Scholarship was established in 2001 by members of the legal profession and in recognition of Judge U.W. Clemon’s exemplary service. Judge Clemon has dedicated his life to working for the people of Alabama—first, and always, as a lawyer, but also as a member of the state legislature and a United States District Judge, where he currently sits as Chief Judge of the Northern District of Alabama. Students at Birmingham-Southern have benefited over the years by Judge Clemon serving as a guest lecturer, and the College is privileged to have his name associated with this endowed scholarship. This scholarship is used to aid deserving minority students in the pre-law field.

The George Clotfelter Scholarship was established by his children, the Henry Golson Family, and the Emory Clotfelter Family. Mr. Clotfelter was a member of the Class of 1931. Preference in awarding this scholarship is given to a worthy and deserving student who demonstrates financial need and could not otherwise obtain a college degree.

The James Hodson Clotfelter Scholarship was established in his memory by his wife and friends following his death in 1986. Mr. Clotfelter graduated from Birmingham-Southern in 1938 having worked at U.S. Steel, in the blast furnaces, to pay for his education. He was associated with Vulcan Materials Company for forty-four years. His wife, the former Caroline Postelle, is a 1940 graduate of the College. The scholarship is intended to defray tuition costs for a student who holds a part-time job to meet college expenses and who is concentrating his or her studies in the social sciences, natural sciences, or humanities.

The Margaret and George Cochran Scholarship was established by the Cochran family. Mr. George Cochran graduated from Birmingham-Southern College in 1945. Preference in awarding this scholarship is given to a pre-medical student from south Alabama.

The Dr. Sam Cohn Scholarship was established in 1987 by his son Dr. Jeffery H. Cohn, friends, and family members to honor Dr. Cohn, a 1936 graduate of Birmingham-Southern College who serves as a member of its Board of Trustees. Dr. Cohn received his M.D. degree from Tulane Medical School and, until his retirement, was a highly regarded urologist associated with St. Vincent’s Hospital. Preference in awarding this scholarship is given to a student who demonstrates financial need.

The C. Clark and Phyllis K. Collier Scholarship was established in their honor in 1995 by Mrs. Harriett Owens Livingston of Roanoke, Alabama, a friend and client of many years. Mr. Collier is a partner in the law firm of Dominick, Fletcher, Yeilding, Wood & Lloyd, P.A. He received his bachelor's degree in 1969 from Birmingham-Southern College and his J.D. from the University of Alabama School of Law in 1972. Mrs. Collier received her bachelor of arts in 1970 from Birmingham-Southern College and is a teacher in the Vestavia Hills school system. The Colliers served as co-chairs of the Parents Council in 1994-1995. They have three children, one of whom, Lauren, attended the College.

The Patsy and Charles A. Collat, Sr., Scholarship was created in 2000 through the generosity of Mr. and Mrs. Collat in the desire to enable some of the best and brightest young people to benefit from the liberal arts education at Birmingham-Southern College. Mr. and Mrs. Collat are owners of Mayer Electric Supply Company of Birmingham and have been involved in, and supportive of, many endeavors benefiting the business community, education at all levels, the arts, and health care among others. Mr. Collat has served at the College as a member of the Norton Board of Advisors for Education in Business. This scholarship is available to any worthy and deserving student.

The Eva Comer Memorial Fund was transferred to Birmingham-Southern College in 1978. The late Governor of Alabama, B.B. Comer, established a trust fund for women to benefit the Eva Comer Home in downtown Birmingham. The home was sold in 1978 and the funds transferred to Birmingham-Southern College to establish the Eva Comer Memorial Fund, which provides dorm remission scholarships to women residents at Birmingham-Southern.

The John C. Evins-Compass Bank Scholarship was created in 1996 in tribute to Mr. Evins and his service as a founder and long-time member of the Board of Directors of Compass Bank. He is a successful business, community, and Methodist lay leader. Mr. Evins is a 1933 graduate of Birmingham-Southern College and member and former chairman of its Board of Trustees. In 1977 he received an honorary doctorate from his alma mater. Preference in awarding this scholarship is given to employees and children of employees of Compass Bancshares, Inc.

The Minnie Wilson Constantine Memorial Fund was established by Dr. K.W. Constantine in memory of his mother. Income from the fund aids worthy and needy students.

The Mattie D. and Claude J. Cook Scholarship was established through the generosity of Mr. and Mrs. Cook. Preference in awarding the scholarship fund is given to worthy and deserving students preparing for the ministry or other full-time Christian service; worthy and deserving students from the Crossville area and/or DeKalb County. Mr. and Mrs. Cook both grew up on farms in DeKalb County and have been longtime members of the United Methodist Church. She was a public schoolteacher for many years, and his business interests have included a mercantile firm, a wholesale nursery, and the DeKalb Bank where he served as President. Mr. and Mrs. Cook have had an abiding interest in seeing that young persons receive college educations, having personally assisted nineteen students prior to the establishment of a scholarship.

The Coleman Cooper Fine Arts Scholarship was established through the generosity of Mr. Cooper, who attended Birmingham-Southern during the 1930s. Mr. Cooper has had an abiding interest in the fine and performing arts and is the founder and director of the famed Apollo Boys' Choir. Mr. Cooper's philanthropy has benefited a number of museums, colleges, and churches. He has been included in the Gallery of Honor recognizing students and faculty of Birmingham-Southern who have made major contributions to the field of music. This scholarship is awarded to students judged by members of the faculty to show great talent and promise in the fine and performing arts.

The Willie C. Cork Memorial Scholarship was established in 1988 through a bequest from her nephew, Mr. Linn Cork, in appreciation for his aunt's support and care of him while a young man. Mr. Cork attended Simpson Preparatory School associated with Birmingham-Southern and later received an engineering degree from Georgia Tech. Mr. Cork was an employee of Alabama Power Company and a member of First United Methodist Church of Birmingham. Mr. Cork's will states that income from the fund shall be used for scholarships for male students studying for the ministry, and male and female students preparing for a career in Christian education.

The Douglas P. Corretti Scholarship was established in 1999 by Mr. Douglas P. Corretti of the law firm of Corretti, Newsom & Hawkins in Birmingham. Preference in awarding this scholarship is given to a student pursuing a pre-law curriculum.

The G.A. Costanzo Scholarship was established in honor of Dr. Costanzo, who graduated from the College in 1937, received a doctorate degree in economics from the University of Virginia, and had a distinguished career in banking, retiring in 1982 as Vice Chairman of Citicorp. Dr. Costanzo serves as a member of the College's Board of Trustees. The scholarship is awarded to students majoring in economics or other business-related disciplines.

The Lillie G. Costanzo Scholarship was established in memory of Lillie Costanzo by her many friends throughout the world, by corporate contributions, and by her husband, G.A. Costanzo, the former Vice Chairman of Citibank, N.A. Mrs. Costanzo made many contributions to her husband's career in international banking, traveling in all parts of the world under many difficult situations and in politically unstable environments. Although a citizen of the world and a longtime resident of Connecticut, Mrs. Costanzo maintained strong ties to Alabama and to her childhood town of Edgewater. The scholarship is awarded to any worthy and deserving students, with preference given to students who are children of coal miners.

The Elizabeth Branscomb Cothran Scholarship is provided from the income of a substantial gift by Dr. Robert M. Cothran in honor of his wife, Elizabeth Branscomb Cothran, a former Dean of Women at the College. The scholarship assists needy and worthy students.

The Jerry H. and Patricia B. Cotney Scholarship was created in 1997 in response to the Church Scholarship Campaign on behalf of Mr. and Mrs. Cotney and Roanoke (Alabama) First United Methodist Church. It is given out of their high regard for the quality of education provided at Birmingham-Southern College. The scholarship is awarded based on financial need with preference given to (1) student from Roanoke FUMC, (2) any student from Roanoke area, or (3) any Methodist student.

The Frances Cotten Scholarship was established in her memory by her sister, Margaret L. Cotten. In 1945, Miss Frances Cotten received her bachelor's degree in education from Birmingham-Southern College, and in 1949 received a master's degree in speech therapy/pathology from the State University of Iowa. Miss Cotten was one of the first certified/registered speech pathologists in Alabama, receiving her Basic Clinical Certificate in Speech from the American Speech & Hearing Association in 1950, and was active in the organization of the Alabama Chapter of ASHA. She began her career as Speech Pathologist at Charlanne School, a private school for the cerebral palsied in Birmingham which was established, and for many years operated, by a well-known pediatrician in Birmingham, Dr. John Simpson. She later moved into the Birmingham Public School System when Charlanne School became a division of that system, from which she retired in June 1973. This scholarship is awarded to worthy and deserving students in their junior or senior years majoring in education with preference given to students planning to pursue further preparation leading to careers in speech pathology with emphasis on teaching the cerebral palsied, or gifted education.

The Courington Family Scholarship was created in 1994 by Mr. Pat M. Courington, Jr., 1963 graduate of the College, in response to the Church Scholarship Campaign and on behalf of Albertville First United Methodist Church. The Courington Family has long been involved in the newspaper, printing, and broadcast businesses in the Albertville/Marshall County/Sand Mountain area. Preference in awarding the scholarship is given to students from this area.

The Dr. Howard H. Creed Scholarship was created in his memory by family members, former students and colleagues, and other friends. Dr. Creed, who received his doctorate from Vanderbilt University, was a member of the Birmingham-Southern College English faculty from 1946 until 1976. He and his wife Elizabeth, who taught at the Altamont School, were long-time residents of Greensboro Road. This scholarship is intended for students planning to major in English.

The William B. Curl Scholarship was established by the friends of the Reverend Curl in recognition of his years of service to Canterbury United Methodist Church. He is a 1948 Birmingham-Southern College graduate and received an honorary Doctor of Divinity Degree in 1981. The scholarship is awarded to any United Methodist student of the College, with a "B" average, who demonstrates financial need and promise in his or her chosen field.

The George Currie Memorial Scholarship was established by Mrs. Emmie Anderson Brownlie in memory of Professor George Currie, teacher of classical language at the College. This fund provides scholarships to students from Bullock County. In order to qualify, the student should have a 3.0 average on a 4.0 scale at the last educational institution attended. The recipient is given priority for renewal of the scholarship as long as he or she remains a student in good standing and earns no less than a 2.5 average on a 4.0 scale during his or her first year and a 3.0 average during the following years.

The Cypress Family Scholarship was created in 1986 through the generosity of the late Conrad S. Cypress and his wife, Frances Goldstein Cypress, a former Birmingham-Southern College student. It also honors the father of Conrad Cypress, Joseph Karl Cypress, who was a founder of Dixie Store Fixtures & Sales Company of Birmingham, which continues as a family owned and operated business and is a major supplier of food service equipment. The Cypress Family support many civic, social and fraternal organizations. This scholarship is awarded to students born in Jefferson County, Alabama, who are preparing for a career in business. Special consideration is given to students whose natural parents are deceased or to students affected by Crohn's disease.

The Cullen Coleman Daniel Scholarship was provided through a bequest by the late Margaret Elliott Daniel in memory of her husband, the Reverend Cullen Coleman Daniel, who served as the first President (1918-1921) of Birmingham-Southern College. Reverend and Mrs. Daniel have a men's and women's residence hall named for them on the Birmingham-Southern College campus. Their son, Kenneth R. Daniel, former President of American Cast Iron Pipe Company (ACIPCO), has been a generous donor to this scholarship.

The F. Bozeman Daniel Memorial Scholarship was established by his niece, Miss Charlotte Andress, and his nephews, Mr. Freeman Andress and Mr. Thomas M. Andress. Mr. Daniel was a 1910 graduate of Birmingham-Southern and was a most loyal and active alumnus until his death in 1979. Mr. Daniel received a master's degree from Vanderbilt University and a law degree from the University of Alabama. For several years he served as an Associate Professor of Economics at Birmingham-Southern.

The Martha Stone Daniel Business Scholarship was established by the Daniel family in honor of Mrs. Martha Stone Daniel to support the private enterprise philosophy which has been integral in the development of the quality of life we enjoy in America. This fund provides an opportunity for students to take advantage of the business curriculum at Birmingham-Southern College. The fund provides several scholarships to qualified business majors.

The Martha Stone Daniel Health-Related Scholarship was established by the Daniel family in honor of Mrs. Martha Stone Daniel as a tribute to an outstanding woman and prominent civic leader who supports the mission of Birmingham-Southern College to graduate men and women of outstanding quality. Proceeds from this fund provide several scholarships to eligible students whose majors will qualify them for a health-related career.

The Edward A. Dannelly, II, Scholarship was established in his memory by his sons Edward A. Dannelly, III, and William D. Dannelly. Preference in awarding the scholarship is given to worthy and deserving students who are sons or daughters of United Methodist ministers and to students who are residents of Covington County, Alabama. Edward A. Dannelly was the son of a United Methodist minister. Following his graduation from Birmingham-Southern in 1933, he had a distinguished career as a newspaperman and editor. He served on the Alabama State Board of Education and was a member of the Birmingham-Southern College Board of Trustees. In 1970, he received the Distinguished Alumni Award from the College. Many students attended Birmingham-Southern as a result of the personal encouragement and assistance provided by Ed Dannelly. This endowed scholarship in his memory was established to perpetuate those efforts.

The Dannelly-Christenbery Scholarship was established through a bequest from the estate of Elizabeth Christenbery Dannelly, who graduated from Birmingham-Southern in 1920 and was a longtime resident of Birmingham. The scholarship is given in memory of Mrs. Dannelly's father, D.P. Christenbery, and her husband, John Milton Dannelly. The Christenbery and Dannelly Families have many historic ties to Southern University and Birmingham-Southern College. The Dannelly-Christenbery Scholarship is awarded to worthy and deserving students concentrating their studies in music.

The Marjorie Salma Lee Davenport Memorial Scholarship was established by a gift from the George Martin Davenport family. The recipient shall be a student of outstanding academic promise, regardless of financial need, who majors in philosophy or religion and who expresses adherence to the Nicene Creed. The scholarship may be renewed from year to year contingent upon the recipient of maintaining a "B" average. The Director of Financial Aid selects the recipient of the award.

The Elizabeth Davis Scholarship was established in her honor by her family and many friends in 1988. Miss Davis's life has been one of service to Birmingham-Southern where she taught physical education from 1944 until 1972, to First Presbyterian Church of Birmingham where she has been a devoted member, and to the Red Cross where she has served as a volunteer. Since her retirement, Miss Davis has continued to be a special friend to students at the College. The scholarship is awarded to any worthy and deserving student.

The Ella R. and Charles D. Davis Scholarship was established in 1988 through the generosity of Mrs. Davis and in tribute to her late husband. Mr. and Mrs. Davis have been prominent in the business and civic affairs of Tuscaloosa. The scholarship is awarded to any worthy and deserving student without regard to course of study or career choice.

The Hartwell Davis, Jr., Honors Scholarship was established in 2000 by Mr. and Mrs. Hartwell Davis, Jr. Mr. Davis is a Trustee of Birmingham-Southern College. He is President of Metalplate Galvanizing, Inc., located in Birmingham. This scholarship is to be awarded on the basis of superior academic achievement, outstanding character, and proven leadership ability. It is intended to enable some of our "best and brightest" young people to benefit from the broadly-based educational experiences at the College.

The Hiram Glass Davis Scholarship was established by descendants and kin who have roots in Gordo, Alabama. Dr. Davis was a minister-educator from Gordo. He served in Alabama, Louisiana and Florida; as the president of Athens College; as a member of the committee to establish Birmingham-Southern College; and as a trustee in the College's initial years. He graduated from Southern University in Greensboro. Preference in awarding the scholarship is given to students preparing for the ministry or a church-related vocation who come from the Gordo-Tuscaloosa area.

The John Benton Davis Pre-Medical Scholarship was established in memory of Dr. John Benton Davis by his medical colleagues, patients, and many other friends. Dr. Davis earned his bachelor's degree from Birmingham-Southern College in 1974; he received his medical degree, graduating *cum laude* from the University of Alabama at Birmingham in 1978. Dr. Davis had a widely respected practice in internal medicine in Talladega, Alabama. He was active in the Methodist church and the Rotary Club, and he was a lover of literature and music as well as an accomplished pianist. Preference in awarding this scholarship is given to pre-medical students.

The Dr. William E. Doggett, Jr., and Mildred Clotfelter Doggett Scholarship was endowed by Mr. and Mrs. Davis Hunt Thompson in honor of Mrs. Thompson's brother and sister-in-law. The annual award is granted to a pre-medical student who has a "B" average or better and who demonstrates financial need.

The Sue McNamee and Frank M. Dominick Scholarship was established in 1980 by members of the law firm of Dominick, Fletcher, Yeilding, Acker, Wood, and Lloyd, P.A., in honor of Mr. and Mrs. Frank M. Dominick, alumni of the College. Mr. Dominick serves as a member of the Board of Trustees and is the recipient of the Distinguished Alumni Award. Both individuals are strong supporters of the College. Income from the endowment provides assistance to worthy students.

The Dr. Joe M. Donald, Jr., Scholarship was established in 1991 in recognition of his friendship and support of the College. Dr. Donald, who received his undergraduate degree from Harvard University and his M.D. from the University of Alabama School of Medicine, is a prominent Birmingham surgeon. Preference in awarding this scholarship is given, but not limited, to students preparing for a career in health care.

The Robert D. Dortch Memorial Scholarship for Interim Studies was established in 1996 by his children, Mr. and Mrs. Robert G. and Dana Dortch, and Stephen L. Dortch. Mr. Dortch loyally served the College for thirty-four years in the Admission Office. During that time he was an active member of the Ensley Rotary Club. Mr. Dortch took an interest in students who wanted to study abroad after graduation. He assisted dozens of students with their applications for Rotary International Scholarships. In this spirit, the Robert D. Dortch Memorial Scholarship is designed to assist students who want to study abroad during the interim term. Preference is given to juniors and seniors who maintain a 2.75 cumulative grade point average and demonstrate financial need. The family of Robert D. Dortch gratefully acknowledges the generous support of the many friends and alumni whose contributions make this scholarship possible.

The Mary Griffin Johns Doster Scholarship was created following her death in 1989 by her son, Charles S. Doster, of Anniston, Alabama. Mary Griffin Johns Doster was in her youth a student at the University of Alabama. She dropped out in 1925 to marry Charles S. Doster, an entrepreneur in Birmingham. After rearing two sons Mrs. Doster returned to college at Birmingham-Southern College in 1949. Adult education was at best a rarity at that time. "Griff," as she was known to her friends, earned a degree in 1952 and remained as an instructor in biology at 'Southern for several years. This scholarship is available to any deserving student.

The Dove Foundation Scholarship was established in 1991 through the generosity of Mr. G. Mack Dove, President of AAA Cooper Transportation, a major trucking company and corporate citizen in Dothan, Alabama. Preference in awarding this scholarship is given, but not limited, to worthy and deserving students from Dothan and Houston county.

The Dulmadge Family Scholarship was created in 2004 through a bequest from Elizabeth Ann Dulmadge "E.A.," Class of 1944, and in tribute to her parents William Blake Dulmadge and Katherine Morell Dulmadge. E.A. majored in biology and was a member of the Concert Choir. She professionally served as a research biologist at Southern Research Institute. E.A. was an active alumni volunteer and a leader of the Alumni Choir. Preference is given to students pursuing a course of study in biology or music.

The Eula Sims Durbin Scholarship was established in her honor in 1994 by her son, Marshall Durbin, Jr., President of Marshall Durbin Company, the 10th-largest producer of poultry food products in the nation. Mrs. Durbin, who died in 1996 at the age of 98, played a crucial role working with her husband in the founding of the company during the dark years of the Great Depression. Preference in awarding this scholarship is given, but not restricted to, children of current full-time employees of Marshall Durbin who have been employed by the company for at least two consecutive years at the time application for admission is made to the College. The primary consideration in awarding the scholarship is academic achievement as evidenced through good high school grades and ACT/SAT scores.

The Frank F. Earle Scholarship was established by a bequest from the late Frank F. Earle. Income from the fund benefits residents of Baldwin County. Recipients must be residents of Baldwin County at the time they receive the grant and must continue to reside in Baldwin County during the entire period of the scholarship. The annual award may be one-fourth or one-half tuition and is contingent upon whether the student demonstrates financial need.

The EBSCO Scholarship was established by Elton B. Stephens, EBSCO Industries, Inc., and the Elton B. Stephens and Associates Foundation to substantially maintain one student or assist in maintaining two or more students on scholarships at the College. Preference is given to EBSCO employees and representatives on the basis of scholastic ability, extracurricular activities, motivation, and need.

The Louise Hall and Robert W. Echols Mathematics Scholarship is available to a sophomore, junior, or senior mathematics major, and selection is made on the basis of the student's potential in the field of mathematics. The scholarship is not renewable. Mrs. Echols was a member of the mathematics faculty for many years.

The Julia M. and William J. Edwards Scholarship was established in 1989 through a contribution from the William J. and Julia M. Edwards Foundation of Palm Beach, Florida. Mr. Edwards is an alumnus of Birmingham-Southern and has had a distinguished career in radio and television broadcasting. The scholarship is available to any worthy and deserving student.

The Annie Lou Ellis Scholarship in Piano is awarded to a student majoring in piano and planning to work professionally in the field of music. Mrs. Ellis was locally recognized as a pianist and organist and supporter of the arts.

The Edwin B. Ellis Memorial Scholarship was established in 1977 by his wife, Mrs. Annie Lou Ellis, a longtime supporter of music in this area. The income from the fund provides an annual scholarship (minimum of \$500) to a music major who demonstrates financial need. Preference is given to organ majors. The recipient is selected by the music faculty in consultation with Mrs. Ellis and the President of the College.

The V.J. Elmore Memorial Scholarship was given by Mrs. V.J. Elmore in memory of her husband, the Five and Dime executive. It is to be used for Methodist ministerial students, but may be awarded to other students if there is no ministerial student with need.

The Dr. Robert Estock Endowed Scholarship was established by Dr. Bruce Irwin in Dr. Estock's honor in order to express his appreciation for the significant impact that Dr. Estock had on his life. Dr. Estock graduated from Birmingham-Southern College in 1953 with a bachelor of science degree. Preference for this scholarship is given to a worthy and deserving student.

The Elizabeth Henry Evins Scholarship was established by John C. Evins, a trustee of the College, in honor of his wife. The income from the fund is used toward expenses of a worthy student or students.

The Patsy and Jim Fail Scholarship was created in 1997 through the generosity of Mr. and Mrs. James M. Fail of Birmingham and in their desire to assist any worthy and deserving student to avail himself or herself of the educational opportunities at Birmingham-Southern College. Mr. Fail has had a successful career in insurance and banking and he and Mrs. Fail have supported many worthwhile causes in Birmingham and Alabama.

The Claire H. and Albert L. Fairley Honors Scholarship in Business was established through the generosity of Mr. and Mrs. Fairley. Mr. Fairley, who died in 1996, was a 1934 graduate of Birmingham-Southern College and had a distinguished career in international mining and banking. This scholarship is awarded to an entering first-year student who has shown evidence of superior academic ability, leadership, and promise of achievement in a career in business.

The Claire H. and Albert L. Fairley Science Scholarship was established through the generosity of Mr. and Mrs. Fairley. Mr. Fairley, who died in 1996, was a 1934 graduate of Birmingham-Southern College and had a distinguished career in international mining and banking. He served as a member of the Birmingham-Southern College Board of Trustees. Preference in awarding this scholarship is given to a student who is majoring in biology, chemistry, or physics.

The Eleanor McWane and James Vardaman Fairley Scholarship was established in 1991 through the generosity of Mrs. Fairley and in tribute to her late husband. The Fairley and McWane Families are prominent in Birmingham and both have close ties to Birmingham-Southern College. Mr. Fairley had a distinguished record of military service in WWII in the Army Air Force receiving the Distinguished Flying Cross and two Purple Hearts. During his business career he was associated with Alabama-By-Products Company. Mr. Fairley was active in political affairs on the national, state, and local level. He served on the Mountain Brook City Council. This scholarship is available to any worthy and deserving student.

The Sheila Shirley Farley Scholarship was established in her memory by her husband Joseph M. Farley. Mrs. Farley, a native of England, graduated from the College in 1952 with a degree in biology. This scholarship is awarded to any worthy and deserving student. Mr. Farley is an alumnus and former trustee of the College, and for many years served as president of Alabama Power Company.

The Ben E. Feagin, Jr., Scholarship was established in his honor in 1988 by members of Church Street United Methodist Church in Selma, Alabama, family members, and other friends. "Mr. Ben" served as organist at Church Street for 62 years. He was a member of the Class of 1910 at Southern University, predecessor to Birmingham-Southern College. Preference in awarding this scholarship is given to deserving students from Selma and Dallas County.

The First United Methodist Church of Birmingham Scholarship was provided by a gift from the Church, and a representative of the Church may name the recipient. Preference is given to Methodist ministerial students.

The First United Methodist Church of Birmingham Voice and Piano Scholarship was created in 1992 through a gift by Kathryn J. Irwin and given in memory of her husband, J.C. Irwin; his parents, Mr. and Mrs. J.M. Irwin; and her parents, Dr. and Mrs. L.G. Jones.

The First United Methodist Church of Sylacauga Scholarship was established in 1983 by alumni and friends of Birmingham-Southern within the congregation in response to the United Methodist Church Scholarship Campaign. Preference in awarding the scholarship is given to pre-ministerial students from First United Methodist Church or students who are from the Sylacauga area.

The Fischer-Colbert Scholarship was created in 2001 by Mary Alice Fischer Williams, Class of 1963. It honors her father, Joseph Woodson Kirby Fischer; her mother, Alice Evelyn Colbert Fischer; and an uncle, Carlos Edwin Colbert, Sr. Her parents gave Ms. Williams the confidence to pursue whatever career path she chose for herself, but with an understanding of the importance of being happy in her work. Her uncle influenced her to become a computer programmer, which led to a career in which she has been both successful and happy. While a student, Ms. Williams was helped financially by Birmingham-Southern College and she desires to assist future students in a similar manner. This scholarship is awarded to any worthy and deserving student.

The Tina and William E. Flaherty Scholarship was created in 1991 through the generosity of Mrs. Flaherty, who was one of the "women of achievement" honored as part of GALA 10 sponsored by Birmingham-Southern College. Mrs. Flaherty is president and CEO of Image Marketing International in New York City and was the first woman named corporate vice president at Colgate-Palmolive and GET. Preference in awarding this scholarship is given to any worthy and deserving student.

The Sam Fleming Scholarship was established in 1980 upon the death of the Birmingham-Southern College trustee who was a prominent business leader in Panama City, Florida. The annual award is made to an outstanding student who has financial need.

The Sarah Mackenzie and Robert C. Flemister, Jr., Scholarship was established by Mr. and Mrs. Flemister. Mrs. Flemister was a graduate of Birmingham-Southern College, Class of 1926. This fund is to provide financial assistance to worthy and needy students with preference given to students majoring in biology, chemistry, or music. Recipients of this award are expected to feel an obligation to help build the scholarship fund by repaying to the fund the money they received.

The Fort Deposit Bank Scholarship Program was established in 1987 and provides three scholarships of \$5,000 each. One scholarship is available to a graduate of the Lowndes County Public School System. A second scholarship is available to a graduate of Lowndes Academy, and a third scholarship is available to a high school graduate who resides in Lowndes County but may attend a school elsewhere. Recipients are selected by a committee of officers and trustees of the Fort Deposit Bank on the basis of grades as well as leadership and service in the school and community.

The Jane McGinley Fox Scholarship honors the memory of the late Mrs. Fox, a long-time supporter of the arts and a member of the Writing Today Conference Executive Committee. This award is given annually to a Birmingham area high school senior with an interest in English and/or creative writing. The winner is chosen from among those entering a short story, essay, or selection of poems. Recipient must apply for admission, be accepted, and enroll at the College as a first-year student.

The Tom Franklin Scholarship was established in his honor by his parents Mr. and Mrs. John M. Franklin in 1999 and in recognition of his graduation from Birmingham-Southern College. As an outstanding student and a member of the varsity baseball team, Tom personified the student-athlete ideal. Following graduation he served as a Birmingham-Southern College admission counselor before pursuing theological studies. This scholarship is intended to benefit a member of the College baseball team.

The Hal G. Fredericks Scholarship was established in his memory by his wife, Blanche. Mr. Fredericks had a notable career in broadcasting, having been affiliated with both CBS and NBC. Mr. and Mrs. Fredericks were the owners and managers of radio stations WCRT-AM and WQEZ-FM in Birmingham and were active in the civic life of the community. Preference in awarding this scholarship is given to students preparing for a career in radio, television, or newspaper.

The Dr. Arthur M. Freeman, Jr., Scholarship is awarded to students preparing for a career in medicine and with preference given to students of a racial minority. This major scholarship fund established in 1991 was made possible through the generosity of Dr. Freeman, a 1937 graduate of Birmingham-Southern and of Vanderbilt University Medical School. Dr. Freeman was a prominent physician, researcher, author and lecturer in Gastroenterology, and a Clinical Professor of Medicine at the University of Alabama Medical School. During his distinguished career Dr. Freeman was closely identified with South Highlands Hospital (HealthSouth Medical Center) where he served as Director of Medicine, Chief of Staff, and President of the Board of Directors. Dr. Freeman was a member of the Birmingham-Southern College Board of Trustees and was a recipient of an honorary Doctor of Laws Degree from his alma mater in 1986.

The Katherine Lide Freeman Scholarship was established in her honor in 1989 by her husband, Arthur M. Freeman, Jr., M.D. Mrs. Freeman is a member of the Class of 1937 where she graduated *summa cum laude*, Phi Beta Kappa, with a major in French and English. While at 'Southern she was May Queen, a member of Alpha Lambda Delta, Mortar Board, and Kappa Delta Epsilon honoraries and Pi Beta Phi social sorority. This scholarship is awarded to students majoring in a foreign language, preferably French, and who demonstrate superior academic achievement, outstanding character, and financial need. Recipients are expected to maintain a grade point average of 3.00 or better.

The Belon O. Friday/Highlands United Methodist Church Scholarship was endowed by members of the church and other friends in honor of Dr. Friday. Dr. Friday graduated from Auburn University and received his bachelor of divinity from the Candler School of Theology at Emory University. He has served ministerial appointments across Alabama and was named Senior Minister at Highlands United Methodist in 1978. In 1985, Dr. Friday received an honorary Doctor of Divinity from Birmingham-Southern. Preference is given to students who seek a career in the ministry or other full-time Christian service.

The Hermione C. Friend Scholarship was established in 1984 by her son, Edward M. Friend, III, and her daughter, Ellen F. Elsas, both of Birmingham. Mrs. Friend and her late husband, General E.M. Friend, Jr., supported many civic, cultural and religious activities in Birmingham. This scholarship is available to any worthy and deserving student.

The Pat Fulmer Memorial Scholarship was established by friends of Patty Lillian Fulmer upon her death in 1986. She spent 25 years in dedicated service as a missionary to the United Methodist Church and the people of Zimbabwe. Because of the value she placed on education, she was instrumental in bringing several students from Zimbabwe to Birmingham-Southern. Preference in awarding this scholarship is given to a United Methodist student from Zimbabwe, another African country, or other foreign countries.

The Andrew G. Gainey Music Scholarship was established in 1988 in recognition of Professor Gainey's retirement from full-time teaching at the College where he served for thirty-three years. Andy Gainey was a "performing teacher" sharing with more than 1,000 voice students his experience singing with New York City Opera, on Broadway, radio, and television. In Birmingham Mr. Gainey appeared in many roles in Birmingham-Southern College music and theatre productions, Town and Gown Theatre, and Summerfest, and he was choral director at South Highlands Presbyterian Church. This scholarship is awarded to students demonstrating special talent in voice.

The Minnie and Dr. A.G. Gaston Scholarship was established in their honor by business associates and friends throughout Birmingham and Alabama. Dr. Gaston founded a number of business enterprises which include Citizens Federal Savings and Loan and Booker T. Washington Insurance Co. He and Mrs. Gaston were honored nationally and internationally for their many achievements in business and their commitment to a better understanding between people of all races, religions, and creeds. Preference in awarding the scholarship is given to worthy and deserving students of an ethnic minority.

The General Endowed Scholarship Fund was provided by an anonymous donor and is available to deserving students attending Birmingham-Southern.

The Carolyn June Gersten Scholarship was established through a bequest from her estate. She attended Birmingham-Southern from 1947-50 and obtained her MA/MFCC from other universities including California State, Sacramento. She was among the first psychologists to be licensed in California as a clinical psychotherapist and also as a clinical hypnotherapist. Preference in awarding this scholarship is given first to students majoring in psychology and second to students preparing for a profession that requires an understanding of the principles of human behavior. Income from the fund may also be used by the Division of Behavioral and Social Sciences to further the study of psychology.

The Glasscox-Hallman Memorial Scholarship was established by J. Stanton Glasscox, Class of 1987, in honor of Jack Glasscox and Sybil Hallman. Mr. Glasscox and Mr. Hallman were active leaders in the life and development of Blount County, Alabama, and Lee's Chapel United Methodist Church. Preference in awarding this scholarship is first for students who are from Blount County, Alabama, and second for students majoring in political science or economics.

The Nancy Jane Gibbs Scholarship was begun by McCoy United Methodist Church and Canterbury United Methodist Church with offerings from the annual Christmas Carol Services at the churches. The endowment is in memory of the daughter of Dr. Tom Gibbs and Jane Gibbs. The scholarship is awarded each year based upon merit and is not renewable. The Chair of the Division of Fine and Performing Arts organizes the selection process each year.

The Earl L. Glenn Scholarship was established by Mrs. Earl L. Glenn in memory of her husband, who was a 1924 graduate of Birmingham-Southern. Mr. Glenn had a successful business in real estate and insurance in Decatur, Alabama, and was a lay leader in the Central United Methodist Church. Preference in awarding of the scholarship is given to students from Decatur and Morgan County.

The Carl Ray Gober Scholarship was created in 1994 through the generosity of Mr. Gober, Class of 1953, in response to the Church Scholarship Program on behalf of Hueytown United Methodist Church. Preference is given to (1) students who are members of Hueytown UMC, (2) other Methodist students from West Jefferson County, (3) other Methodist students.

The Anne and Winfred Godwin Scholarship was created by Dr. and Mrs. Godwin who are respectively 1948 and 1947 graduates of the College. Dr. Godwin received his graduate degrees from the University of North Carolina and for 28 years served as President of the Southern Regional Educational Board headquartered in Atlanta promoting educational advancement in 15 states. Dr. Godwin received the College's Distinguished Alumnus Award in 1979. He died in 1997. Preference is given to students majoring in education or preparing to pursue a career in education at any level.

The Susan Gabriella Goodall Scholarship was established in her memory in 1986 by her granddaughter, Mrs. W. Bew White, Jr., of Birmingham, a 1944 graduate of Birmingham-Southern. Mrs. Goodall (1870-1953) was a woman whose life of 82 years was guided by her strong Christian faith. The Goodall family played a prominent role in the commercial life of Birmingham's early days through the Goodall-Brown Dry Goods Company. Preference in awarding this scholarship is given to students of outstanding character and achievement who are interested in a career of service to others through teaching, health care, and Christian service.

The Margaret Culverhouse Goodell Scholarship was established in 1991 by Hugh F. Culverhouse, attorney, banker, and owner of the Tampa Bay Buccaneers Football Team, in honor of his sister, who graduated from Birmingham-Southern College in 1935. This scholarship is awarded to students majoring in early childhood education or any other field of education.

The Henry C. Goodrich Scholarship was established by a grant from Sonat Foundation, Inc., honoring Mr. Goodrich and his tenure as Chairman of the Board and Chief Executive Officer of the corporation. Mr. Goodrich is a retired executive held in the highest esteem in many quarters of American business and finance, and he is a civic leader who has worked diligently for the betterment of the total Birmingham community. Mr. Goodrich serves on a number of civic and corporate boards including that of Time-Life, Inc. In 1985 he was the recipient of an honorary Doctor of Laws Degree from Birmingham-Southern. The scholarship awarded as part of the Honors Scholarship Day provides full tuition and is awarded to an entering first-year student selected on the basis of his or her academic achievement, outstanding character, and leadership ability. Recipients must demonstrate a need for scholarship assistance, and preference is given to students planning for a career in business or related fields.

The Earl F. Gossett, Sr., Scholarship was established by the Hill Realty Company in memory of Earl F. Gossett, Sr., a longtime friend and associate. His son, Dr. Earl F. Gossett, Jr., is a Birmingham-Southern College alumnus and Professor Emeritus of Religion at the College. This scholarship is awarded on the basis of demonstrated financial need.

The Richard E. Goza Scholarship was established in his memory by his wife. For many years Mr. Goza was associated with the International Business Machine Company in the Birmingham area. Preference in awarding of this scholarship is given to students majoring in computer science.

The Graduate Management Alumni Scholarship Fund was established in 1994 by the alumni of the College's graduate program. Scholarships are awarded each spring to deserving current graduate students based on both merit and financial need. The awards may be used either to provide a student with the opportunity to continue as graduate management student, or to provide funding for a special academic project or initiative. Recipients are selected in the spring by a four-person panel comprised of graduate alumni and/or the MPPM Board of Overseers, a member of the graduate faculty, and the Director of Graduate Programs.

The Henry V. Graham Scholarship was established in 2001 by family members to honor Mr. Graham, who attended Birmingham-Southern College in the late 1930s and who, as a real estate developer, was active in community service. As Adjutant General of the Alabama National Guard, General Graham played an important role as a peacemaker during the civil rights activism of the early 1960s. While in the midst of tumultuous change, his was a quiet voice of reason and restraint. Preference in awarding this scholarship is given to students who exhibit a commitment to scholarship and community service.

The Walter and Marjorie Graham Scholarship was established in 2003. Marjorie McLaughlin Graham graduated from Birmingham-Southern College in 1933. While at Birmingham-Southern College, Mrs. Graham majored in English with a minor in French. Walter Graham attended Massachusetts Institute of Technology. Mr. Graham was Vice President of *The New York News* and later worked in Dallas prior to his retirement in Austin, Texas. Mr. and Mrs. Graham had two children, and were deeply interested in the education of young people. Three institutions of higher learning benefitted from their trust, including Birmingham-Southern College and Walter Graham's alma mater. This scholarship is to be used for deserving students as determined by the Birmingham-Southern College Board of Trustees.

The William C. Gray, Sr., Scholarship was established in 2001 by William C. Gray, Jr., Ph.D., Class of 1965. It honors his father who was unable to attend college, but who instilled in his son the importance of higher education and who faithfully supported his son's athletic endeavors in high school and as a basketball player at Birmingham-Southern College. It is in the spirit of his father's selflessness that Dr. Gray makes possible this scholarship to assist in the education of a Birmingham-Southern College athlete.

The Anna Mae S. Greene Scholarship was given in 1950 by George O. Greene, Birmingham business executive, in memory of his wife. The award is restricted to Methodist ministerial students.

The Gresham, Smith & Partners Scholarship was established in 1984 and is available to any worthy and deserving students. Founded in 1967 by Batey M. Gresham, Jr., and Fleming W. Smith, Jr., Gresham, Smith & Partners is a nationally known, multi-disciplinary design firm providing architectural, engineering, interior design, landscape architecture, and graphics design services. With more than 225 employees, the firm maintains offices in Birmingham, Charleston, Dallas, Nashville, and Orlando. Gresham, Smith & Partners did the architectural design for the Franklin W. Olin Computer Science/Mathematics Center at the College.

The Essie Grimsley and E.M. Grimsley Scholarship was made possible in 1964 through the estate of the late Mr. Grimsley. The award is used toward the expenses of worthy students.

The Jessie Lucille Welch and W. Nelson Guthrie Scholarship was established in their memory in 1989 by their son W. Nelson Guthrie, Jr., Class of 1954. The son of a minister, Reverend Guthrie was a member of the Class of 1926. Reverend and Mrs. Guthrie served the North Alabama Conference of the United Methodist Church for 51 years. Reverend Guthrie helped lead the financial campaign for constructing the Fair Haven Home for the Aging and he served twenty years as Secretary for Retirement Homes for ministers and their widows. His efforts in that field were viewed as a model system for the entire United Methodist Church Conference. This scholarship is awarded to any academically qualified student but who for financial reasons would not otherwise be able to attend Birmingham-Southern.

The Hackney Family Scholarship honors four generations with ties to the College. This scholarship was originally endowed by Cecil F. Hackney, Class of 1927, to honor his father, John Thomas Hackney. Mrs. Cecil Hackney (Elizabeth Morris) is a 1929 Birmingham-Southern College graduate. Some of their children and grandchildren have attended Southern and the family ties continue with T. Morris Hackney as a member of the Board of Trustees. At the College there is also the Hackney Professorship in Physics and the Hackney Literary Awards.

The Charles A. Hamilton Eagle and Gold Scout Scholarship was established in 1980 through the generosity of the late Mr. Hamilton, a successful business leader in Anniston, Alabama. To be considered for the scholarship a young man must have attained the rank of Eagle Scout or a young woman must attain the rank of Gold Star.

The Herschel T. Hamner Memorial Scholarship was established by friends to memorialize the late Dr. Hamner, an alumnus of the College and former editor of the *Alabama Christian Advocate*. Annual awards are made to needy and worthy students with preference given to students preparing for church ministries.

The Ruth L. Hanson Pre-Medical Scholarship was established by Mrs. Ruth Lawson Hanson, a prominent civic leader, former Chair of the Board of the *Birmingham News*, and a member of the Board of Directors of the Diabetes Trust Fund, who was named to the Alabama Academy of Honor. The late Mrs. Hanson received an honorary Doctor of Laws Degree from Birmingham-Southern College and was a longtime member of the Board of Trustees. Awards up to \$2,500 per academic year are available to pre-medical and pre-dental students. These scholarships are based upon financial need and academic promise.

The Hardin Family Scholarship was created in 1992 through the generosity of Mrs. Mary G. Hardin and her daughters, Mary Lee Hardin and Elizabeth Hardin, of Gadsden, Alabama. Owners of Hardin & Company which manages a chain of Piggly Wiggly Food Stores in northeast Alabama, the Hardin Family support education at all levels, but particularly institutions with ties to the United Methodist Church. Preference in awarding this scholarship is given to students from Etowah, Jackson, and Marshall Counties.

The Reverend Edward L. Hardin, Sr., Scholarship was established in his memory in 1985 by his wife Katherine W. Hardin; his son, 1962 graduate Edward L. Hardin, Jr.; and contributions from many family friends. Funds were also provided from proceeds of the book *Brother Ed* about his life and ministry authored by Mrs. Hardin. From 1935 until retirement in 1979, Reverend Hardin served appointments in the Alabama-West Florida Conference of the United Methodist Church with great distinction, including Richards Memorial in Pensacola, Capitol Heights in Montgomery, Greenville, Opp, and Brewton, and the Marianna District. Brother Ed was known as “a builder of churches” and “a community pastor,” and through his ministry and dynamic personality touched the lives of many church members and friends. This scholarship is awarded to any worthy and deserving student with preference given, but not restricted, to those who are members of a Methodist Church in the Alabama-West Florida Conference.

The Raymond F. Hargrave Scholarship was established in memory of his son who was a member of the Class of 1950, by Raymond E. Hargrave. Raymond was a professional musician and teacher in New York City. Preference is given to students concentrating their studies and planning for a career in the field of music.

The Oscar E. Harmer and Dorothy L. Harmer Scholarship was established in 1987 through a major bequest from the estate of Ms. Harmer in recognition of her ties to Birmingham-Southern and in memory of her father. Ms. Harmer was a member of the Class of 1928 and received degrees in library science from Emory University and the University of Michigan. She served as a librarian at the University of North Carolina at Chapel Hill. The scholarship is available to any worthy and deserving student.

The William Claude Harmon, M.D., Memorial Scholarship was established under the provision of Dr. William Claude Harmon’s will and from donations given by his friends and associates. Funds from this scholarship are available each year to a student following a pre-medical course of study.

The Cliff Harper Scholarship for an Outstanding Athlete was established in 1980 in memory of the distinguished alumnus and three sports letterman of the College. At the time of his death, Mr. Harper was Chairman of the Athletic Steering Committee at Birmingham-Southern and Associate Commissioner Emeritus of the Southeastern Conference. An award of \$2,000 is granted annually to an academically outstanding student who is also a promising athlete. High school seniors must make application to the Athletic Director of Birmingham-Southern by March 15 and submit a letter of recommendation from their coaches and high school principals or counselors. At least a “B” average is required for an applicant to receive consideration for this award. The scholarship may be renewed if the recipient maintains a minimum 3.00 grade point average.

The John D. Harris Scholarship was created by a donation from the Virgil P. Warren Foundation in honor of Mr. Harris, a successful Georgia business leader and former President of the Birmingham-Southern College National Alumni Association. The scholarship is used for some worthy person who might not otherwise receive a college education.

The Donald C. Harrison, M.D., Scholarship was established through the generosity of Dr. Harrison in 1987. He is a 1954 Phi Beta Kappa graduate of Birmingham-Southern and received his M.D. degree from the University of Alabama School of Medicine in 1958. Dr. Harrison served as Chief of Cardiology at Stanford University School of Medicine from 1967-1986 when he was appointed Senior Vice President and Provost for Health Affairs at the University of Cincinnati. Dr. Harrison was named Distinguished Alumnus of the College in 1984. Preference in awarding this scholarship is given to students preparing for a career in medicine and who maintain a grade point average of 3.00 or better.

The Tinsley Randolph Harrison, M.D., Scholarship was established in memory of Dr. Tinsley Randolph Harrison (1900-1979) one of the outstanding physicians and medical educators in Alabama as well as in the nation. Dr. Harrison founded the Department of Internal Medicine at the University of Alabama School of Medicine and helped give that institution regional and national prominence. Birmingham-Southern awards two Tinsley Harrison Scholarships to entering first-year students who plan to pursue a career in medicine.

The Hart-Greer Scholarship was established by Hart-Greer, Inc., to be used to help meet the educational expenses of children of their employees.

The James F. Hatcher Scholarship was established in his honor by his friends and in recognition of his contributions to the cultural life of Birmingham and Alabama. The scholarship is awarded each year to the winner of the Miss BSC Pageant, an official, preliminary pageant for Miss Alabama. Hatcher, a 1950 graduate of the College, was founder and director of Town and Gown Theatre, director of Summerfest, and a former advisor to the Miss Alabama and Miss America Pageants.

The Elizabeth Rose Hayes Scholarship was established by Elizabeth Hayes (1904-1989), who was a member of the Class of 1925. She completed her coursework in three years and spent her senior year teaching English in Glencoe, Alabama. Miss Hayes later purchased the Powderly Drug Company, a retail drug store in Birmingham, which she owned and operated for approximately 35 years. She lived very modestly and at her death left an estate valued at more than one million dollars to her alma mater to create an endowed scholarship fund to assist academically outstanding students who have financial need in pursuing a career in health-related fields. Recipients are selected by the Office of Financial Aid in accordance with the policies determined by the Board of Trustees. Student recipients are expected to maintain a “B” average or better in their studies.

The Lena Haywood Scholarship was created in 1995 by First United Methodist Church of Heflin, Alabama, to honor “Miss Lena” on her 96th birthday and in recognition of her Christian values and faith of a mustard seed. She is much loved in her church and community. This scholarship is awarded to students in music with preference given, but not restricted, to students from FUMC Heflin or Cleburne County.

The William Randolph Hearst Scholarship was endowed by the Hearst Foundation, Inc. of New York. It is intended to assist African-American students in benefitting from the educational opportunities at Birmingham-Southern.

The Howell T. Heflin Pre-law Scholarship was established as a tribute to the Honorable Howell T. Heflin, an alumnus of Birmingham-Southern College, United States Senator, and former Chief Justice of the Alabama Supreme Court. Income from the fund is available for students who plan to enter the legal profession.

The Dr. Dorothy Height Scholarship was created under the leadership of Ms. Christina Gold, Executive Vice President of AVON Products, Inc., along with other GALA '97 honorees to recognize Dr. Height who as longtime President of the National Council of Negro Women has been in the forefront of providing opportunities for women. Preference in awarding this scholarship will be to an African-American female who has a strong academic record and financial aid need.

The Betsy and Phil Henle Scholarship was established in 1996. Mr. and Mrs. Henle of Birmingham have no direct ties to Birmingham-Southern College; however, through contact with students, faculty, and graduates they developed an appreciation for the College's commitment to quality education and pursuit of excellence in the arts. Recipients are to be selected as part of Fine Arts Scholarship Day and must demonstrate a high degree of talent and promise of continued achievement in the fine and performing arts.

The Henley-Henderson Scholarship was established by Dora Henley Going, Class of 1937, in memory of her parents, John Woodson Henley and Mary Harrison Henderson. The scholarship is awarded to a pre-medical student who demonstrates financial need and maintains a “B” average or better.

The Hercules, Incorporated, Scholarship was established in 1979 by the Bessemer Office. Income from the fund provides an annual scholarship to an academically outstanding student without regard to financial need.

The Highlands United Methodist Church of Birmingham Scholarship was provided by a gift from the Church and is used for worthy students. The Church recommends the recipients of this annual award.

The James Blaine Hill Scholarship was provided to memorialize a man who served on the Birmingham-Southern College Board of Trustees for 23 years and whose support of higher education was known regionally. This annual award is to aid worthy students.

The Ora Lee Hill and J. Ernest Hill Scholarship was established through Mrs. Hill's generosity in 1997. Mrs. Hill, a native of south Georgia, has been a resident of Birmingham for more than 50 years and active in many cultural organizations as well as Daughters of the American Revolution and United Daughters of the Confederacy. This scholarship was created because of her admiration for Birmingham-Southern, and preference is given to students in the fine and performing arts.

The Charles Hubert Hodges, Sr., Scholarship was established in memory of Mr. Hodges, a 1926 graduate of Birmingham-Southern and a prominent business and civic leader in Marianna, Florida. The endowment was provided by his son and daughter-in-law, Dr. and Mrs. William Hall Hodges of Dothan. Dr. Hodges is a 1963 graduate of the College. The scholarship is awarded to any students with financial aid need.

The Jane Ellis Hodges Scholarship was created in 2002 through her estate. Ms. Ellis was a 1957 graduate of Birmingham-Southern College and received a master's degree in elementary education from Peabody College for Teachers in 1962. She was a gifted first grade teacher in Scottsboro, Alabama, where she encouraged students to be their best and to experience the job of learning. Her numerous community endeavors included First United Methodist Church, Girl Scouts, Scottsboro Music Study Club and Scottsboro Public Library. This scholarship is to be awarded to deserving students from Scottsboro and Jackson County, Alabama.

The C. Fred Holle Scholarship was created by his son, Everett H. Holle, in 1994. Fred Holle (1905-1987) was born in Troup County, Georgia. During his 38-year career with the Ralston-Purina Company, he played a major role in creating the chicken and broiler industry in Alabama. Mr. Holle was a smart, hard-working business leader who always gave time to help others and who took seriously the responsibility of good stewardship of whatever wealth he accumulated. This scholarship is for students pursuing a career in business who demonstrate academic achievement, outstanding character, potential for leadership, and a concern for others. It is the hope of the donor that recipients of the Holle Scholarship will be mindful of the need in the future to assist other students in furthering their college education.

The Clifford Blake Hollis Scholarship was established in 2000 by Edna Earle and John H. Brewer of Birmingham and in memory of their grandson who died at the age of sixteen in an automobile accident. This scholarship is awarded to help finance the education of a worthy student who demonstrates financial need.

The James P. Holmquist Scholarship was established in 1990 by a bequest from the James P. Holmquist Estate and with memorial contributions from his many friends. He was a 1945 Phi Beta Kappa graduate of Birmingham-Southern and received a graduate fellowship to Cornell University where he obtained a master's degree in chemistry. Mr. Holmquist had a distinguished career of over 30 years as a chemist with Southern Research Institute. Income from the endowment provides scholarship assistance to worthy students who demonstrate a special interest in the study of chemistry.

The Ira H. Holt, M.D., Scholarship was created through the generosity of Dr. Holt, 1958 Birmingham-Southern College graduate, 1963 Tulane Medical School graduate and prominent cardiologist practicing in the Birmingham area. Preference is given to students pursuing a pre-medical curriculum or to non-pre-medical students majoring in chemistry or biology.

The Hooper Family Scholarship was established by Mr. and Mrs. Homer Hooper of Birmingham in honor of their daughters, Judy Hooper Blackwell, who graduated from Birmingham-Southern in 1962 with a bachelor of science degree in mathematics, and Janet Hooper Dodson, who graduated from the University of Alabama with a master's degree in music. The awarding of this scholarship is to be made on an alternating basis to worthy and deserving students concentrating their studies in mathematics or music.

The Jeffrey D. Hounshell Scholarship was established to honor the memory of Jeffrey D. Hounshell, who was killed in action in the Vietnam War. He was the son of Birmingham-Southern President, Dr. Charles D. Hounshell (1969-1971). Dr. Hounshell died in 1993.

The Reverend Charles H. Howard Memorial Scholarship was created in 1998 by family and friends across the North Alabama Conference of the United Methodist Church. Upon graduation from Birmingham-Southern in 1954, Charles Howard entered the seminary and began training for ordination in the United Methodist Church, which he served for 43 years. This scholarship is to be awarded to a student who has been involved in leadership and/or service roles in the United Methodist Church and who plans to enter the seminary upon graduating from Birmingham-Southern.

The Fontaine Maury Howard Scholarship was endowed in memory of Mr. Howard through a bequest from his estate and through gifts from his family, business associates, and other friends. Mr. Howard was one of several family members to attend Birmingham-Southern, graduating in 1929. He was a partner in the law firm of Capell, Howard, Knabe and Cobbs in Montgomery, Alabama. Mr. Howard was a strong supporter of the College and was a Life Member of its Board of Trustees. The scholarship is available to any worthy and deserving students.

The Virginia Evins Huckstep Scholarship was established in her memory in 1987 by family and friends. Mrs. Huckstep was a native of Birmingham, a 1942 graduate of Birmingham-Southern, and the wife of Robin C. Huckstep, Sr., Class of 1939. She was a lifetime member of the Real Estate Million Dollar Club and an active member of Trinity United Methodist Church. Preference in awarding the scholarship is given to students going into special education or other areas of early childhood or elementary education.

The Bertha and George Huddleston, Sr., Scholarship was established in their memory by their children. George Huddleston, Sr., was a U.S. Congressman from the Ninth District of Alabama from 1914 to 1937. Their children Mary, George Jr., John, Jane, and Nancy were graduates of Birmingham-Southern. This scholarship is awarded to any worthy and deserving student.

The Hudgins Scholarship was established in 1989 by Charles Hugh Hudgins, a 1962 *summa cum laude* graduate of Birmingham-Southern, who calls his college years among the happiest and most rewarding of his life. The scholarship is intended to help other students enjoy the opportunity Mr. Hudgins had for a quality education and personal growth at the College, and it is available to any worthy and deserving student.

The Amos Hudson Music Scholarship is awarded each year by the United Methodist women of Highlands United Methodist Church of Birmingham in honor of Mr. Hudson, who served as the church's director of music. Mr. Hudson was a 1947 graduate of Birmingham-Southern College and has been a strong supporter of the College and its programs in the fine and performing arts.

The Pearl P. Huffman Scholarship was established in memory of this former school teacher and member of the Class of 1929, by her daughter, Mary H. Thomaston, Class of 1976. Preference is for a deserving student from Winston County or any other deserving student who is a member of the United Methodist Church.

The Huffman United Methodist Church Scholarship was established by the Men's Club of that Church for the purpose of encouraging its youth to attend Birmingham-Southern. The scholarship of \$500 awarded to an entering first-year student and renewable for an additional year. Selection is made by the senior minister of the church and officers of the club.

The Grace Hughes Family Scholarship was created in 1997 by Grace Hughes Guin, M.D., who graduated from Birmingham-Southern College in 1938. She majored in biology and was a member of Phi Beta Kappa. It honors the memory of her parents, Grace Hawkins and Ernest Smith Hughes, and her brother Ernest Smith Hughes, Jr. For three generations in Birmingham, the Hughes Family was associated with the railroads in construction and coal. In 1944 Dr. Hughes graduated from Vanderbilt Medical School: the first woman to do so. She became a pediatric pathologist and later served as Assistant Chief of Pathology overseeing the laboratories at 95 VA Hospitals. In 1991 she was named a recipient of the Birmingham-Southern College Distinguished Alumni Award. This scholarship is intended to benefit students with a financial aid need who plan a career in the medical profession, possess a high intellectual ability, and a desire to help and heal others.

The Susan Mabry and William Hansell Hulsey Scholarship was established in 1988 through a gift from Mrs. Hulsey and in tribute to the late Mr. Hulsey, who was one of Birmingham's most successful business leaders, having served as President of Garber, Cook and Hulsey, Inc., a private holding company, and having been a director of SouthTrust Bank. Mr. Hulsey served as a member of the Birmingham-Southern Board of Trustees and received an Honorary Doctor of Laws Degree from the College in 1985. Mr. and Mrs. Hulsey have been generous benefactors of many good causes in the Birmingham community in support of the arts, health care, and higher education. Preference in awarding the scholarship is given to students concentrating their studies in English literature and the arts.

The William Hansell Hulsey Scholarship in Business was established in 1992 in memory of Mr. Hulsey by his wife, Susan Mabry Hulsey. The late Mr. Hulsey was one of Birmingham's most successful businessmen having served as president of Garber, Cook and Hulsey, Inc., a privately owned holding company, and having been a director of SouthTrust Bank. Mr. Hulsey was a member of the Birmingham-Southern College Board of Trustees and received an honorary Doctor of Laws Degree from the College in 1985. The scholarship is awarded to worthy and deserving students majoring in business or related field.

The Judy Brown Ingram Scholarship in Music was created in 2000 by her husband, Judge Kenneth Ingram, other family members, and friends in recognition of her 64th birthday. Blessed with natural musical talent, including perfect pitch, Judy, at age five, began studying music in her home town of Gadsden. By age seven she was playing her small accordion at churches, schools and civic clubs in the Gadsden area. In her early teen-age years she discovered the versatile Hammond organ. She quickly became a Hammond organ stylist as she entertained at many public functions throughout Alabama and the Southeast. Judy later performed with the Hammond organ and accordion several times on national television in New York City, and was featured on a national network radio program in Chattanooga for several weeks. During those years, Judy also gave performances at the famous Ryman Auditorium in Nashville. After her marriage to Kenneth Ingram of Ashland, Judy continued to accept invitations to perform at special functions in Alabama and surrounding states, including many trips to the Huntsville Space Center for banquets. Dr. Werner von Braun always requested that Judy furnish the musical entertainment because he was especially fond of her renditions of his native German polkas. For many years, Judy has served as the visiting organist at the Ashland, Alabama, First United Methodist Church, which houses a wonderful pipe organ installed in the 1920s. Although Judge and Judy have no direct ties to Birmingham-Southern College, they support its mission of being a Methodist-related liberal arts college of academic distinction, and are proud of the fact their son, Kenneth Ingram, Jr., is a 1983 graduate. This scholarship is awarded on a one-time basis to students effective their junior or senior year. Primary considerations for selection are talent and promise of achievement in music, preferably organ or piano, and financial aid need. Special consideration should be given, but not limited, to students who are members of the United Methodist Church and who are residents of Clay County, Alabama.

The Ireland-Baylor Scholarship was established in 1999 by the William R. Ireland Family of Birmingham. It is awarded to a graduating senior from the Baylor School in Chattanooga, Tennessee, on the basis of academic performance, leadership skills, including participation in athletics, and financial circumstances. The overall objective is to select a recipient who is well rounded and who values a broad-based liberal arts education as the best preparation for professional and personal success.

The Dorothy T. Ireland Scholarship was established in 1993 by Mrs. William Comer Ireland, a native of Alabama. She was a voice student of Carl Riley of the Birmingham-Southern Music Conservatory for four years. During that period she won the lyric soprano voice competition for the State of Alabama. The competition, held on the campus of Birmingham-Southern College, was judged by Martha Dick McClung, Andrew Gainey and other College music faculty. This scholarship is awarded to a student majoring in voice.

The Mallie and Glenn Ireland, II, Scholarship was created in 1981 to recognize the support and generosity which Mr. and Mrs. Ireland have shown for Birmingham-Southern. Mr. Ireland is a retired executive from Vulcan Materials Company, and he and Mrs. Ireland have been generous benefactors of many causes in support of education, health care, and the arts in Alabama. Mr. Ireland is a member of the College's Board of Trustees. This scholarship is awarded to worthy and deserving students with preference given to those majoring in business-related disciplines.

The William R. Ireland Scholarship was established by Mr. Ireland, a member of the Class of 1942 at Birmingham-Southern College. Mr. Ireland is a retired Manager of Community Relations for Vulcan Materials Company. He and his family have been major benefactors of many causes in Alabama in support of education, health care, the environment, and the arts. Preference for this scholarship is given to a worthy and deserving student who demonstrates financial need.

The Cora Boyle Irwin Memorial Scholarship was created in her honor in 1994 through a gift from her son, D. Bruce Irwin, M.D., Class of 1972. This scholarship is available to any deserving student.

The Sarah Griffith Israel Scholarship was created in her memory in 1996 by her husband, John R. Israel, of Birmingham. She was born in Gadsden, Alabama, in 1921 and died in 1989; active in many volunteer organizations, she was also a member of Canterbury United Methodist Church. Mother of four children and grandmother of thirteen, she is warmly remembered by her family and friends for having a "smile on her face and a twinkle in her eye." This scholarship is available to any student who has a demonstrated financial need.

The Fred M. Jackson Family Scholarship was established by his grandchildren in memory of Mr. Jackson and his three sons: Fred M. Jackson, Jr., Philip C. Jackson, and Ervin Jackson. Mr. Jackson served as a Trustee of Birmingham-Southern in its earliest years, and each of his three sons attended the College. Mr. Ervin Jackson, who was a 1923 graduate, later served as a Trustee. Currently, Mr. Philip C. Jackson, Jr., represents the third generation of the Jackson Family to serve as a member of the Board of Trustees. This scholarship is awarded on the basis of need and academic achievement.

The Jackson-Perkins Scholarship was created in 1993 by Andrew Curtis Jackson and Logene Perkins Jackson, Class of 1978. The scholarship honors his grandparents, Daniel Forrest Jackson and Eula Pearl Jackson, and her grandparents, Edward Snowden Perkins and Lucia Edmondson Perkins. This scholarship is intended for English majors with preference given to those planning to teach. Recipients are expected to maintain an overall "B" average or higher.

The Dr. Stewart A. Jackson Scholarship was established in 1998 by friends in order to honor Dr. Jackson's outstanding service to the College as Chaplain, as a counselor and friend to many students, and as a guiding spirit in many Service-Learning experiences. This scholarship is for any deserving student.

The Joan and Milton Jacobson Scholarship was created in 2003 by Mrs. Jacobson in memory of Mr. Jacobson, a prominent businessman and owner of Liberty Trouser Company, and in recognition of her ties as a part-time student at the College. Mr. and Mrs. Jacobson have generously supported many worthwhile causes in the community, with education being of special interest. This scholarship is awarded to students majoring in music, business or a related area.

The Virginia Elizabeth Jeely Scholarship was established in her memory following her death in 1998. She began her career with the College in 1972 holding various clerical positions with her longest tenure being Student Accounts Manager in the Finance Office. Mrs. Jeely and her husband, Johnny, served as Head Residents in the Student Apartments for many years where their interest in the students and their many kindnesses created a "home atmosphere" for the residents. Gifts to this scholarship were made by many former and current students and by faculty and staff colleagues. This scholarship is available to any worthy and deserving student.

The Johnny A. Johnson Scholarship was created in his memory in 2001 by his Birmingham-Southern College colleagues, friends and other associates following his untimely death. Mr. Johnson was associated with the College for 22 years in the area of financial affairs and served as Vice President for Business and Finance. He was a loyal and devoted employee of this institution. This scholarship is awarded to any worthy and deserving student.

The Louise and Henry P. Johnston Scholarship was given by Henry P. Johnston, Sr., in 1968. Mrs. Johnston was an alumna, and Mr. Johnston had strong family ties with the College. Income from the fund aids worthy students.

The Eunice and Ernest Victor Jones Scholarship was given by the late Dr. E.V. Jones, a former Professor of Chemistry at the College. The income from the fund provides scholarships for a student majoring in chemistry, and a student planning to enter full-time Christian service in a church-related vocation.

The Lena L. Jones Scholarship was established in 1951 in memory of Lena L. (Mrs. Robert A.) Jones to aid worthy students.

The Patricia Schreiber Jones Scholarship is in memory of Mrs. Jones, a 1979 graduate of Birmingham-Southern College and a school teacher in the Birmingham area. Preference in awarding this scholarship goes to students majoring in music education or education.

The Sara A. and J. Newton Jones, Jr., Scholarship was established in 1988 through the generosity of Mr. and Mrs. J. Newton Jones. Mr. Jones was reared in Birmingham and graduated from Birmingham-Southern College in 1960. He has been a successful businessman in Bristol, Tennessee, where he is President of Davis Pipe & Metal Fabricators and is a director of several businesses and institutions. Preference in awarding this scholarship is given to minority students.

The Jones-Steele Scholarship was established in 1986 through a bequest from the estate of Myrtle Jones Steele to benefit needy and deserving students in the study of piano and organ. Mrs. Steele was an accomplished musician, having served as organist at First Presbyterian Church of Birmingham for many years, and she was active in a number of organizations supporting the arts.

The Fred B. Joyner Scholarship was given by Mrs. Joyner in memory of her husband, a distinguished Professor of History and alumnus of the College. This award is to assist superior upperclass students in history.

The Kappa Alpha Order Scholarship was established in 1989 by alumni of Phi Chapter of Kappa Alpha Order, a social fraternity at the College. The scholarship is available to a Kappa Alpha member in good standing and in accordance with the criteria established by the donors.

The Naomi and Paul Kassouf Scholarship in Accounting was established in 1987 through their generosity. Mr. Kassouf is a 1942 graduate of Birmingham-Southern, a Certified Public Accountant, and founder of the Birmingham firm of L. Paul Kassouf & Company. Mr. Kassouf serves as a member of the Birmingham-Southern College Board of Trustees, and he and Mrs. Kassouf have been strong supporters of the College and have had children and grandchildren attending. This scholarship is awarded to students majoring in accounting and who maintain an overall grade point average of 3.00 or better.

The Hoyt M. Kaylor Scholarship was created in 1989 by colleagues, former students, family, and friends in recognition of Dr. Kaylor's retirement as Professor of Physics and Mathematics after 37 years as a member of the faculty. Dr. Kaylor is a 1943 graduate of Southern and received his doctorate in physics from the University of Tennessee. This scholarship is awarded to students pursuing a major or minor in physics.

The J. Ward Keener Scholarship was established in 1968 by the B. F. Goodrich Fund, Inc., through an initial endowment of \$15,000 in honor of a distinguished 1928 graduate of Birmingham-Southern who became Chairman of the Board of the B. F. Goodrich Company.

The Sam and Kelley Scholarship was established in 1998 by Mr. and Mrs. John P. Kelley of Calgary, Canada. This scholarship is to be awarded on the basis of superior academic achievement and to a much lesser, but important extent, extra-curricular activities. Financial need is not a criteria. With the belief that the game of golf teaches one the importance of dedication to continuous improvement, as well as providing opportunities for business and social interaction, recipients must demonstrate the ability to play the game of golf at or above the 90th percentile of amateur golfers in North America. This is presently demonstrated by maintaining a United States Golf Association (USGA) handicap of less than 10 for men or less than 20 for women. An equivalent handicap sanction by the Royal Canadian Golf Association of the Royal and Ancient Golf Society is acceptable. The awarding of this scholarship is to be divided as equally as practical between men and women applicants.

The Michael and Ada Sellers Kennedy Scholarship was funded in their memory in 1999 through a bequest from their daughter, Dr. Caroline H. Kennedy, a 1926 Birmingham-Southern College graduate and former Professor of French at Greensboro College (NC). This scholarship is awarded to worthy and deserving students majoring in English.

The Richard M. Kennedy, Sr., Memorial Scholarship was established by Mrs. Richard M. Kennedy and her sons, Carter S. Kennedy, Robert B. Kennedy, and Richard M. Kennedy, Jr. The fund provides scholarships in memory of the late Mr. Kennedy, one of Birmingham's outstanding business and civic leaders. They are awarded annually to students who demonstrate exceptional leadership skills, academic potential, and financial need.

The Key-Windham Scholarship was established in 1992 by Dr. J. Brien Key, a 1951 graduate of Birmingham-Southern, and a former Professor of History at Oglethorpe University. The scholarship honors the memory of his parents Flowers Windham and Judson H. Key whose resources and encouragement made it possible for the donor to attend Birmingham-Southern College. The scholarship is designed to help other young men and young women who are not so fortunate. Preference is given to students from Dale County, Alabama, but residence there is not a requirement. The scholarship is awarded to any worthy and deserving student without regard to race, gender, creed, or sexual orientation.

The Salem Khalaf Scholarship was created by family and friends in memory of this outstanding student who died in 1982. Recipients are selected on the basis of achievement and financial need with preference given, but not limited, to students who are members of East Lake United Methodist Church.

The Christine Cooper Killion Scholarship was established in her honor by her husband, Wayne W. Killion, President and Chief Executive Officer of Shook and Fletcher Insulation Company of Birmingham. Mr. and Mrs. Killion have two sons who graduated from Birmingham-Southern, Wayne W. Killion, Jr., M.D., and Christopher H. Killion. This scholarship is available to any worthy and deserving student.

The Wayne W. Killion, Jr., M.D., Scholarship was created in 2001 through the generosity of Mr. and Mrs. Wayne W. Killion, Sr., to honor their son, Wayne W. Killion, Jr., a 1972 Birmingham-Southern College graduate and member of the Board of Trustees. He received his M.D. degree from the University of Alabama School of Medicine in 1975 and for a number of years practiced internal medicine at St. Vincent's Hospital. In 1996 Dr. Killion received a master of arts in Public and Private Management degree from the College and subsequently he became CEO and President of his family-owned business, Shook and Fletcher Insulation Company. Demonstrating a belief in the value of a liberal arts education, this scholarship is to be awarded to a student meeting the following qualifications: a resident of Alabama; high school grade point average of 3.00 ("B") or better in academic subjects; a 29 or better ACT composite or a 1300 or better SAT combined score; demonstrated financial aid need; and pursuing a pre-medical curriculum. Recipients should maintain a 3.2 or better grade point average and should they cease being pre-med, the scholarship shall be awarded to another student.

The Sunny King Automobiles Scholarship is provided through the generosity of Mr. E.D. "Sunny" King, Jr., and the automobile dealership established by his family in Anniston in 1922. The family owns additional dealerships in Birmingham and Auburn. The King family has long been prominent in the business and civic life of Anniston and Calhoun County. Preference in awarding the scholarship is given to worthy and deserving students from the Anniston area.

The Ouida Blackerby Kinzey Scholarship Fund was established by the Reverend and Mrs. William S. Blackerby, Jr., and other members of her family and friends as a tribute to an outstanding educator, civic leader, and "Distinguished Alumna" of Birmingham-Southern College. Mrs. Kinzey was an Associate Professor of Mathematics at the College for many years. The Scholarship is awarded to students in their junior year who evidence academic achievement in the study of mathematics and who are meaningfully involved in campus and community activities.

The Barbara Fenn Kirby Scholarship was established in 1985 by her husband, Taylor H. Kirby, Jr., M.D. Mrs. Kirby graduated with honors from Howard College. Her husband and many other members of the Kirby family are graduates of Birmingham-Southern. Mrs. Kirby is an accomplished pianist and organist, and preference in awarding the scholarship is given to students majoring in music.

The Mr. and Mrs. Lasley Stewart Kirby Scholarship was established in their memory by gifts from their children. The scholarship assists worthy and needy students.

The Reverend Dr. and Mrs. Otis E. Kirby Scholarship was established in 1989 through a gift from Dr. and Mrs. Kirby and was later enhanced through a bequest from Dr. Kirby's Estate. Otis Kirby was a 1924 graduate of Birmingham-Southern who had a distinguished ministry in the North Alabama Conference. He was a loyal alumnus of his alma mater where he also served as an instructor and Director of Church Relations. He was a Life Member of the Board of Trustees and recipient of an Honorary Doctor of Divinity Degree in 1947. Dr. Kirby was an avid tennis player who enjoyed the game well into his 91 years of life. This scholarship is awarded to a student qualifying to play on the varsity tennis team.

The Mr. and Mrs. Taylor H. Kirby, Sr., Scholarship was established as a memorial by gifts from their children. This award is for deserving students.

The Robert Henry Kirkland Accounting Honors Scholarship was established by Kirkland and Company, Certified Public Accountants, in honor of the firm's founder and Birmingham-Southern alumnus, Robert Henry Kirkland. The scholarship is awarded annually to an accounting major based upon merit. The faculty members in the discipline of accounting and the College administration name the recipient.

The Samuel M. Kirkpatrick, Jr., M.D., Scholarship was established in his memory in 1998 by family members, citizens of Selma, Alabama, alumni of SAE Fraternity, and other friends. A Birmingham-Southern College graduate of 1973, he received his M.D. from the University of Alabama School of Medicine in 1979 and was engaged in the practice of ophthalmology in his hometown of Selma. His life reflected his commitments to being a physician, family man, church leader, civic leader, and avid sportsman. Preference in awarding this scholarship is given, but not limited to students of academic promise and demonstrated financial aid need who reside in Selma/Dallas County, Alabama.

The Lola Frances Kiser Scholarship was established by friends and former students of Dr. Kiser, who was a member of the mathematics faculty at Birmingham-Southern College for forty-one years. The scholarship is awarded each year to a sophomore or junior mathematics major who has shown significant improvement in mathematics since enrolling at the College. Preference is given to students preparing to teach mathematics.

The Evelyn Meadow LaBan Scholarship was created in 2002 to honor this 1932 Birmingham-Southern College alumna by her sister Katherine Meadow McTyeire, alumna and trustee, and her husband William W. McTyeire, Jr. During her days on the Hilltop Mrs. LaBan was an honor student majoring in English, member of Sigma Sigma Kappa education honorary, and Pi Beta Phi sorority. Married to Richard K. LaBan and a long-time resident of Englewood, New Jersey, Mrs. LaBan values her ties to Birmingham and Birmingham-Southern. This scholarship is to be awarded to students majoring in English.

The Edna R. and Henry E. Lamar Scholarship was established through the generosity of the late Mr. and Mrs. Lamar and in recognition of Birmingham-Southern being a Methodist-related college of academic distinction. Mr. and Mrs. Lamar were owners of Lamar's Furniture Company in Florence, Alabama, were long active in business and civic affairs, and were members of the Florence First United Methodist Church. Preference in awarding the scholarship is given to worthy and deserving students from Florence and the Quad Cities area.

The Robert J. Lantrip Baseball Scholarship was created in 1999 through a bequest from Bob Lantrip, Class of 1953, and a long-time supporter of the College's athletic program and its student-athletes.

The Ruby Sherrer Latta Scholarship was created in her honor in 1998 by her daughter Doris Latta Ingram, Class of 1962. Mrs. Latta served as housemother of Andrews Dormitory and Margaret Daniels Dormitory from 1956-1971. Many alumni from that era will recall Mrs. Latta as enforcing the strict college housing rules of the day, but always in a fair and understanding manner. Mrs. Latta died in 1998 at the age of 94. This scholarship is to be awarded to any worthy and deserving student.

The Elizabeth Bramham Lee Scholarship was established in 1984 to recognize students who have distinguished themselves academically and who are concentrating their studies in English. The recipients of this scholarship must have demonstrated a financial need for scholarship assistance. This scholarship is made possible through the generosity of the James C. Lee, Jr., Family, Buffalo Rock/Pepsi Cola Company, Mrs. Elizabeth S. Bramham and Mrs. Elizabeth Bramham Lee. Mrs. Lee graduated from the College in 1991 with a bachelor of arts in English.

The Rose Marie Lee Scholarship was established in her honor in 1992 by her husband Mr. James C. Lee, Jr. Mr. Lee is an alumnus of the College and a member and former Chairman of its Board of Trustees. The Lee Family are owners of Buffalo Rock Company in Birmingham and a major bottler and franchisee of Pepsi Cola. This scholarship is available to any worthy and deserving student.

The Edwin Hubert Lehman Scholarship was endowed to memorialize Mr. Lehman, a member of the First United Methodist Church of Haleyville; active in business and religious affairs, he maintained a vital interest in the lives of young people. The scholarship is used preferably for ministerial students.

The Joseph, Frances, and Robert Lerer Pre-medicine, Pre-dentistry Scholarship was established in 1991. Dr. Joseph Lerer and Dr. Frymet Francisca Lerer immigrated into the United States of America in 1960. Both were dentists and both attended or worked at the University of Alabama Dental School. Their oldest son, Robert, attended Birmingham-Southern College and graduated valedictorian of the Class of 1966. He went on to Johns Hopkins Medical School and Yale University School of Medicine and now maintains a pediatric practice specializing in the care of handicapped children in the Cincinnati area. The Lerer family had roots in Poland and in Cuba. The scholarship provides financial aid for Hispanics and other minority students pursuing careers in the medical and dental fields.

The Marjorie and Ted Levite Scholarship was created through a major bequest in 2002 out of the respect they had for Birmingham-Southern College's commitment to quality education. Mr. Levite emigrated from Germany at an early age, joined the U.S. military during WWII, and, while pursuing a career in retailing, became Vice President and General Merchandise Manager of Pizitz Department Stores headquartered in Birmingham. He was active in civic affairs and the Levite Jewish Community Center is named in his honor. Ted and Marjorie were married for 51 happy years; he lived a full and active life for 94 years, and is remembered for his goodness, generosity, and Old World charm and manners. This scholarship is not limited to any particular major; however, recipients are expected to maintain a "B" average or better.

The Kenneth Liles Scholarship was established by a gift from Kenneth Liles, a 1942 alumnus of the College and a distinguished tax attorney with the firm of Sutherland, Asbill and Brennan whose principal offices are in Washington, D.C. The scholarship is available to worthy and needy students with preference given to students in the pre-law curriculum.

The Roy Milton and Carolyn Parker Liles Scholarship was created in their memory in 1997. Mr. and Mrs. Liles are the parents of Anne L. Berte, the wife of Birmingham-Southern College President Neal R. Berte. This scholarship is awarded to any student with a financial need and good academic record.

The Robert E. Lindbergh Scholarship was established in his honor by his many friends and family. Mr. Lindbergh was an attorney who served as Public Safety Commissioner for the City of Birmingham from 1953 to 1957. He later moved to Demopolis, Alabama, where he worked for the Alabama Power Land Department for twelve years. He then served as city administrator for the City of Demopolis. He was a Civitan, a Mason, and a member of the Birmingham Bar Association. Preference for this scholarship is given to a worthy and deserving student.

The Claire Stovall Linn Scholarship was established through a bequest by Mrs. Linn and through support of her husband, Julius E. Linn, M.D. Mrs. Linn firmly believed a liberal arts education was essential in providing the basis for wise decisions and a humane society. She was a widely read woman whose interests included the humanities, politics, theology, and the sciences. Mrs. Linn was a member of the First United Methodist Church of Birmingham. Income from the endowment is awarded to worthy and deserving students.

The Dr. Julius E. Linn, Sr., and Janie Hill Linn Scholarship was established in their honor and memory in 1990 by their son, Dr. Julius E. Linn, Jr. Dr. Linn (1903-1988) was a 1924 graduate of the College and received his M.D. degree from Emory in 1929. He was a prominent Birmingham physician and served as national president of the American Society of Proctology. Janie Hill Linn (1905-1965) was a 1926 graduate of the College and for several years was a public schoolteacher. Dr. and Mrs. Linn were loyal alumni, active in First United Methodist Church and supportive of many good causes in the community. This scholarship is awarded to any worthy and deserving student.

The Inzer Wesley and Estella Foust Logan Scholarship was established in 2004. Inzer Wesley and Estella Foust Logan were both lifelong members of the Methodist Church for over 70 years. They were descendants of generations of Methodists, several of whom were ministers. Earning a living on a small farm and raising a family during the Depression left little for "extras," but both believed in education and valued higher education. They sacrificed to provide this for their own children. Audrey Maxine, their oldest daughter, taught biology in the public schools and continued the Methodist tradition by teaching Sunday School for more than 20 years. It was her desire to honor her parents by establishing this scholarship. This Scholarship is to be awarded to pre-ministerial students who have a financial aid need; first to those being United Methodists, second to Episcopalians, and third to any mainline denomination.

The Nina Rae and John W. Lovin Scholarship was established in their memory in 1986 by their son, John W. Lovin, Jr., a 1952 graduate of the College. During the years the Lovin Family lived across from the College on Eighth Avenue West, their home was always open to students and especially students from foreign countries. This scholarship assists international students in attending the College.

The Robert E. Luckie, Jr., Scholarship was established in 1988 through the generosity of Mr. Luckie, a 1940 graduate of Birmingham-Southern. Having been a student during the post-depression era, Mr. Luckie has thoughtfully assisted current students who have a special financial need. Mr. Luckie worked his way through Birmingham-Southern writing press releases about the College for the local papers. Upon graduation, he became a writer and columnist for *The Birmingham News*. In 1953 he founded Luckie and Forney, Inc., which became a major advertising and public relations firm headquartered in Birmingham with offices in other southern cities. Mr. Luckie serves as Chairman of the Board of the firm now known as Luckie & Company. In 1967 Mr. Luckie received the College's Distinguished Alumnus Award and in 1994 he received an honorary Doctorate of Law Degree. Mr. Luckie is a member of the Birmingham-Southern College Board of Trustees. Preference in awarding this scholarship is given to English majors. As students, scholarship recipients are expected to continue to achieve academically, to exhibit a high degree of character and integrity, a respect for conservative and traditional values, an appreciation and general understanding of the system of free American capitalism, a sense of personal responsibility, and to otherwise conduct him or herself in a manner in keeping with the accepted code of student conduct at Birmingham-Southern College.

The Llewella Goodrich Lusk Scholarship was created in 2001 by Leon Lusk, Jr., in memory of his wife, Llewella Goodrich Lusk, Class of 1931. Mrs. Lusk was born on September 9, 1911, in Cleburne, Texas. Her father was Dr. Robert E. Goodrich, Sr., pastor of First Methodist Church in Birmingham and later First Methodist Church in Houston. Her brother, Bob Goodrich, was Bishop of the Methodist Church. Mrs. Lusk was married to Leon Lusk, Jr., for over 62 years. She taught French at home and she was an accomplished musician. Her husband, Mr. Lusk, is a Rice University graduate and worked for Gulf Oil for 40 years in Port Arthur, Texas.

The Chrissy and Walter Lydick Scholarship was created in 2002-2003 by Mr. and Mrs. Walter Edwin Lydick, Jr., of Jackson, Mississippi. The scholarship is given in recognition of the excellent education received at Birmingham-Southern College by their daughter, Mary Louis Lydick and their son, Christopher Curran Lydick both of whom graduated in 2003. To encourage students from the Jackson area to consider Birmingham-Southern College, preference in awarding the scholarship is given to applicants from Jackson.

The Richard A. Lytle, M.D., Scholarship was established in 1998 by Dr. Lytle, a 1965 Birmingham-Southern College graduate and a 1969 graduate of the University of Alabama School of Medicine. Dr. Lytle is a general surgeon practicing in Birmingham and he has served as a mentor to pre-medical students at the College. This scholarship is awarded to a worthy and deserving student who is following a pre-medical curriculum.

The Hillie Merritt Mahoney Scholarship is awarded to deserving and talented students in the fine and performing arts. The scholarship was established by Birmingham-Southern to recognize Mrs. Mahoney who chaired the executive committees for GALA 7 and GALA 8 and was herself selected as a "Woman of Achievement" for GALA 6 in 1982. Mrs. Mahoney has been active in many organizations benefitting medicine, social welfare, education, and foreign relations. Mrs. Mahoney received an honorary Doctor of Laws Degree from Birmingham-Southern College in 1987. She is married to David Mahoney, a former Chairman and Chief Executive Officer of Norton Simon, Inc., and they reside in New York.

The Nell Prewitt Malone Scholarship was established in her loving memory in 1990 by her husband, Sam F. Malone, her daughter, Kelly M. Dillard, and her son, S. Wade Malone. Mrs. Malone was born and raised on a farm in the Mississippi Delta but spent her last thirty years in Birmingham. She was active in numerous civic and charitable causes, many through her membership at Canterbury United Methodist Church, and a champion for the underdog and down-trodden. She was a woman of high character who touched all those who knew her. Preference in awarding this scholarship is given, but not limited, to female students from Mississippi pursuing studies in liberal arts.

The Andrew S. Martin Scholarship was established in his honor in 1989 by his father, the late Frank C. Martin, Jr., of Dothan, Alabama. "Andy" graduated from Birmingham-Southern College in 1984 with a major in business. He was a campus leader and has made a successful career in the field of insurance and financial services. This scholarship is used to assist worthy and deserving students from Dothan or Houston County, Alabama, to further their education at Birmingham-Southern College. If there is no qualified applicant from Houston County, the scholarship is available for students from Henry, Dale and Geneva Counties. In a year in which there is no applicant from any of these counties, funds are to accumulate until such time as there is an applicant.

The Mason-Williamson Small Business Career Scholarship was established in honor of Frank Mason and John Williamson who are two of Birmingham's most successful entrepreneurs, to enhance public awareness of small business throughout Alabama. Income from the fund provides a \$2,000 scholarship to an incoming first-year or transfer student. Applicants must submit a written essay titled "Why I Would Like a Career in Small Business" by February 1 preceding the academic year the student plans to enroll at Birmingham-Southern College. Finalists are selected and interviewed by a committee consisting of the R. Hugh Daniel Professor of Business and Free Enterprise and two outstanding people in business. The scholarship may be renewed provided the student maintains a 2.50 grade point average.

The James Madison Massey Scholarship was created in 1996 in his memory through a bequest from his wife Lula Garnett Massey (1901-1996) of Florence, Alabama. The Massey's daughter, Peggy M. Furio, is a 1956 graduate of the College, and her husband, the Reverend V. Pete Furio, graduated in 1954. All three of the Furio children are also Southern graduates. Preference in awarding this scholarship is given, but not limited, to students planning to enter the ministry or other full-time Christian service or to international students.

The Mr. and Mrs. B.H. Matthews Education Fund was made possible through a gift from Mr. Matthews' estate in 1964. Mr. Matthews was an active member of the Methodist Church. The fund aids needy and deserving students.

The Ruby B. Maxwell Scholarship is awarded from the income of a substantial gift to the College from Mrs. Maxwell, a Tuscaloosa resident and a United Methodist. The grant is used for worthy students.

The George McAdams—MPPM Scholarship was created by him in 2003 and is to be awarded to students enrolled in the master of arts in Public and Private Management program. With over 22 years of service as an administrator with public housing authorities, Mr. McAdams recognizes the need for graduate education programs that help prepare persons for upper-level and executive positions in the public sector. Mr. McAdams received his bachelor's degree with a concentration in public administration from the University of Alabama in 1983. He currently serves as Executive Director of the Sheffield, Alabama, Housing Authority.

The Gertrude Moebes McAdams Scholarship was established in 1990 in her memory by her husband, Colonel Clayton Aubry McAdams of Aliceville, Alabama. Mrs. McAdams received a bachelor's degree in education from Birmingham-Southern College in 1933 and taught in the Birmingham School System. For the last 27 years of her life, she lived in Aliceville, where she was president of the Aliceville Home Arts Club and was on the board of the Aliceville Country Club. Mrs. McAdams also served on the official board of the Aliceville First United Methodist Church and was president of the Women of the Church. Income from this endowed fund is used to assist worthy and needy students in obtaining a college education. It is the donor's intent that the recipients be strongly encouraged to contribute to the fund and advocate for the fund upon leaving the College as a means of ensuring the value of the fund for future recipients.

The McCarn Family Scholarship was established in 1986 by Mr. and Mrs. C. J. McCarn of Birmingham. Although not a graduate of the College, Mr. McCarn has many ties to The Hilltop, having lived in the College neighborhood during his childhood. Mr. McCarn has been associated for a number of years with the stock brokerage firm of Sterne, Agee & Leach. This scholarship is to benefit students in the Rifle program or a student with demonstrated financial need majoring in the humanities.

The Martha C. and James W. McClendon Scholarship was created in their memory in 1996 by their daughter, Darby McClendon Kennedy, Class of 1991. The McClendons grew up in middle Tennessee and graduated from Middle Tennessee State College. They had a great appreciation for and belief in the power of education and knowledge, and felt that no student should be kept from going on to higher education due to a lack of funds. The scholarship is restricted to students who apply for and demonstrate need-based financial aid, who are graduates of a public high school, and who have a 3.00 or higher high school average. Preference in awarding the scholarship goes to students from the Middle Grand Division in Tennessee, with preference to students from the counties of Williamson, Rutherford and Davidson.

The Dr. and Mrs. Gaylon McCollough Scholarship recognizes two outstanding Birmingham citizens who have shared their time and resources in support of students at Birmingham-Southern College. Dr. McCollough has won national prominence as a cosmetic and reconstructive facial surgeon, and Mrs. McCollough is active in the arts and in community projects. The scholarship provides assistance to needy and worthy students.

The Dr. and Mrs. Ronald C. McCoy Nursing Scholarship is made possible by the generosity of Dr. and Mrs. McCoy. The scholarship is awarded to a worthy and deserving student in the nursing program.

The Colonel Charles A. McDaniel Scholarship was established in his memory by his great-grandson, Fred L. McDaniel. Colonel McDaniel graduated from Emory College at Oxford, Georgia, in 1854, was a Methodist minister and founder of Bowdon College, the forerunner of West Georgia College in Carrollton, Georgia. He died of wounds received at the Civil War battle at Perryville, Kentucky. Sermons, addresses, and records at Emory and Bowdon show the Colonel's great concern for education. Fred L. McDaniel was a 1955 alumnus of Birmingham-Southern College, a charter member of Alpha Kappa Psi, past director of the Birmingham Real Estate Board, and a successful realtor and developer. The income from the fund is to provide scholarships awarded on the basis of need and academic potential, preferably in business-related fields.

The Peggy Spain McDonald Scholarship was established in 1991 in honor of Mrs. McDonald, Class of 1939, recipient of an Honorary Doctor of Laws Degree in 1988, and generous benefactor of Birmingham-Southern College. Mrs. McDonald's family has close ties with the College. Her father, Frank E. Spain, was a 1910 graduate of Southern University, prominent attorney, Legal Counsel for Liberty National Life Insurance Company, philanthropist, and Birmingham-Southern Trustee. Her sister, Frances E. Spain Hodges, was a 1944 graduate. Having served for many years as Executive Director of the Greater Birmingham Foundation, Mrs. McDonald improved the quality of life in Birmingham through support of education, health care, the arts, and social service agencies. The McDonald Scholarship is awarded to any worthy and deserving student.

The Sid McDonald Scholarship was created in 1995 by Mr. McDonald, a prominent businessman, former state senator, supporter of higher education, and a Methodist layman. Preference is given to deserving graduates from any high schools in Marshall County and from the following other high schools: Brewer (Morgan), Pennington and Susan Moore (Blount) or Fairview (Cullman).

The Clarence L. McDorman Scholarship was established to honor the memory of an outstanding businessman, church leader, and 1927 graduate of the College. The grant is provided by members of the McDorman Sunday School Class at First United Methodist Church of Birmingham and is awarded to a student preparing for the ministry, preferably in the United Methodist Church. The selection is made by members of the Sunday School Class from nominees submitted by the College.

The Alice Nabers Jones McGriff Scholarship was established in 1999 in her honor by her husband, Lee McGriff, Jr. Mrs. McGriff, a 1940 graduate of the College, was president of the Student Government Coed Council and was president of the Kappa Delta Sorority. She has held many civic positions including Board member of Children's Aid Society and the YWCA, and also Chair of the Women's Division of the United Way. Recipients must have completed at least one year, have a grade point average of 3.00 or better, and have a financial aid need.

The W.G. and Clara W. McGowin Scholarship is named for two prominent Jackson, Alabama, individuals. The grant is used for the expenses of worthy students.

The D. K. McKamy Scholarship was established in 1996 by John B. Cox, Jr., a retired Vice President of SouthTrust Bank and Birmingham-Southern College alumnus. David Knox McKamy (1891-1958) was born in Dalton, Georgia, attended Harvard Law School and became a prominent Birmingham attorney and partner in the law firm of Benners, Burr, McKamy & Forman (Burr & Forman). Through Mr. McKamy's generosity, Mr. Cox was able to receive a college education during the depression era, and through this endowed scholarship Mr. Cox is likewise benefitting generations of deserving students.

The Ann McLaughlin Scholarship was created in 1995 by Ms. McLaughlin, a former GALA honoree and co-chair of GALA 12. Ms. McLaughlin served as Secretary of Labor during the Reagan Administration and on numerous corporate boards including American Airlines, General Motors, Kellogg Company, and Vulcan Materials. Ms. McLaughlin received an honorary Doctor of Laws Degree from the College in 1997 and was the speaker at commencement. This scholarship is awarded to students in the fine and performing arts.

The Virginia Dale McMahan Scholarship was established as a tribute to “Ginny Mc” on her seventy-fifth birthday by the alumni of Birmingham-Southern and her many other friends. A 1930 graduate of the College, from 1944 until her retirement in 1977 she was a member of the College’s alumni staff. Ms. McMahan continued working with the alumni office on a part-time basis until 1997. Awarding of the scholarship is based on demonstrated financial need and is made to students who have maintained a “B” average in their studies.

The Mary Deane McDuff McMath Scholarship was established in her memory in 1988 by her four children. Mrs. McMath was a native of Birmingham and a member of Mt. Vernon Methodist Church and sang in its choir. After moving to Miami, Florida, she was a member of the choir at Christ United Methodist Church until she passed away in 1984. This scholarship is awarded to any worthy and deserving student with preference given to a student involved with the college choir.

The Bert Meadow McTyeire Scholarship is an endowment created by Mrs. Bert Meadow in memory of her grandson, who died after a lengthy illness while a student at Birmingham-Southern. The income is used to provide assistance for a history major to be selected by members of the history faculty. The selection is based upon scholarship ability and financial need.

The Katherine Meadow McTyeire Scholarship was established in 1992 by Mr. McTyeire in honor of his wife who was a member of the Class of 1941 and serves on the College’s Board of Trustees. Mrs. McTyeire has been a successful businesswoman and civic leader while also a devoted parent and grandparent. She is president and owner of Iron Art, Inc., a decorative furnishings and design service shop in Mountain Brook Village. She has served as a director of AmSouth Bank and Big “B” Drugs. She has been a leader in the United Way, Salvation Army Auxiliary, Women’s Committee of 100, Junior League of Birmingham and Kappa Delta Alumnae. This scholarship is available to any worthy and deserving student.

The Marjorie Westgate McWhorter Scholarship in Education was created in 2001 as a tribute from her children. Mrs. McWhorter served as a member of the education faculty from 1953 until 1963. She received a bachelor of arts degree from Wellesley College and a M.Ed. degree from Harvard University. Former students recall her high expectations of them in the classroom, her personal charm, and her progressive ideas about education. This scholarship is to be awarded to deserving students majoring in education.

The Richebourg Gaillard McWilliams Scholarship honors the memory of a member of the English faculty at Birmingham-Southern who served from 1929 until 1971. He was Chair of the English Department for many years and held the title of Mary Collett Munger Professor of English. Mr. McWilliams helped educate generations of Birmingham-Southern students in the craft of English composition and the enjoyment of poetry and literature. Mr. McWilliams was a scholar as well as great teacher, and he had a particular interest in the literature and history of French exploration along the Gulf Coast. This scholarship was established by Mr. McWilliams’ former students, faculty and staff colleagues, and many other admirers.

The Sam Blount-Meadowcraft, Incorporated, Scholarship was created in 1996 by Mr. Blount, a prominent Birmingham businessman and benefactor of many worthwhile causes. Preference is given, but not limited, to qualified applicants who are children or grandchildren of Meadowcraft employees.

The Mens Alumni Soccer Scholarship was established in 2002. Since 1996, the former players and managers of the Men’s Soccer Program have raised money to endow this scholarship. It is to be awarded to a men’s soccer student athlete to help facilitate graduation. This scholarship may be used for summer term, or for regular term when eligibility is exhausted.

The Dr. Martha Merrill Scholarship was established by Martha Merrill, a 1968 graduate of Birmingham-Southern College. Dr. Merrill is Professor of Instructional Media at Jacksonville State University. She served as President of the Alabama Library Association and received the Alabama/SIRS Intellectual Freedom Award and the Alabama Beta Kappa Chapter Beta Phi Mu Librarian of the Year Award. This scholarship is awarded to any worthy and deserving student, with preference given to a student from Calhoun County, Alabama.

The Reverend J. Carlisle Miller Family Scholarship was established in honor of Irene O. Miller and in memory of the Reverend J. Carlisle Miller and their son, John Paul Miller. Reverend Miller had a distinguished ministry in the Alabama-West Florida Conference of the United Methodist Church. He was a 1935 Birmingham-Southern graduate and he served as a member and vice chairman (1970-74) of its Board of Trustees. Preference in awarding this Scholarship is as follows: (1) students preparing for a career in special education working with children who are mentally and/or physically challenged; (2) students preparing to enter the ministry or the field of Christian education of the United Methodist Church; or (3) students majoring in music.

The Jane Sawls and Stuart Mims Scholarship was funded in 1996 through a major bequest from Mr. and Mrs. Mims, both of whom had taught at 'Southern courses in broadcasting and English respectively. Priority consideration in awarding this scholarship is given to students majoring in piano. Instrumentalists and vocalists may also qualify. Recipients are selected on the basis of talent, grades, test scores, and financial need.

The Betty Stuart Mitchell Scholarship was established in 1993 through the generosity of the T.W. Mitchell Family of Bay Minette, Alabama. Preference in awarding this scholarship is given to students from Baldwin County of which Mrs. Mitchell is a life-long resident.

The Mobile Area Scholarship has been established by business, civic, and church leaders in the Mobile area who are friends of Birmingham-Southern and in recognition of the College's commitment to quality education. Scholarship aid from the fund is awarded by the College to worthy and deserving high school seniors in the Mobile area who have demonstrated academic achievement, leadership, and good character. The scholarship is renewable for three years. This scholarship fund is made possible, in part, through the support of Mr. John P. Cochrane, Jr., Mr. Larry J. Harless, Mr. William M. Lyon, and Mr. E. Frank Schmidt.

The Ed Mollison, Jr., Scholarship was created in his memory in 1999 by family members, fellow Shriners and other friends. Mr. Mollison's remarkable career in the automotive business began as an office boy for General Motors Acceptance Corporation and eventually included his ownership of the largest Chevrolet dealership in Alabama along with four other new car dealerships and one large truck dealership. Early in his career Mr. Mollison took night business classes at Birmingham-Southern College. He died in 1997 at the age of 81. This scholarship should be awarded to a student majoring in business or related discipline and who has a financial aid need.

The Mary Jackson Blackburn Monaghan Scholarship was established in 1994 through the generosity of Mrs. Bernard A. Monaghan. Preference in awarding this scholarship is for students preparing to teach science and mathematics at the elementary or secondary school level. Mrs. Monaghan was a loyal friend and benefactor of the College for many years. Her late husband was an alumnus, and he served as a key member of its Board of Trustees.

The Allen and Nell Montgomery Scholarship was established by the friends of the Reverend and Mrs. Montgomery for their thirteen years of service to Canterbury United Methodist Church. Reverend Montgomery is a 1943 graduate of the College and served for many years as a member and Chairman of its Board of Trustees. This scholarship is awarded to any United Methodist student, with a "B" average, who demonstrates both promise in his or her chosen field and financial need.

The Edna Morrison Montgomery Scholarship was established in her memory by her husband, H.T. "Pete" Montgomery, a 1939 graduate. Mrs. Montgomery was born and reared in Birmingham and, during the years the Montgomery Family lived near Birmingham-Southern, she was a special friend to many students on the Hilltop. All three sons of Edna and Pete Montgomery, Dr. H.T. Montgomery, Jr., Dr. Don R. Montgomery, and Mr. N. Eugene Montgomery, graduated from the College. This scholarship is available to any worthy and deserving student but with the hope that as circumstances permit, the recipients will seek to repay funds received in order that more students might be served through the endowed fund.

The Annie Pettus Moore-Virginia Pettus Collins Scholarship was established by Virginia Pettus Collins in memory of her aunt, Annie Pettus Moore, in order to help to finance the education of a worthy student.

The B.F. Moore Scholarship was provided by a gift from Mrs. B.F. Moore in memory of her husband. Preference for this annual award is given to ministerial students.

The Christopher T. Morgan Scholarship was established in his memory by family and friends. Chris died on May 30, 1998, at the age of 30, after a courageous battle with cancer. He graduated from Birmingham-Southern College in 1990 with an accounting degree and was in the process of earning an M.B.A. He worked for SouthTrust Bank and was active with the United Methodist Church. While at the College, Chris was actively involved with service-learning trips to Bolivia and Zimbabwe and with ministries at Yeilding Chapel. The scholarship was created not only to reflect Chris's love and compassion for service and ministries, but also to share with others the incredible learning experiences service-learning interims and chapel services bring to those involved. Recipients of the scholarship are required to participate in a service-learning interim and work in one of many opportunities available at Yeilding Chapel. This scholarship may be awarded to any worthy and deserving student.

The Bishop Robert C. Morgan Scholarship was established in 1984 by the Vestavia Hills United Methodist Church to honor Dr. Bob Morgan upon his election to the episcopacy and in recognition of his service to the church. Dr. Morgan served with great distinction as the Presiding Bishop of the Mississippi Conference and the Louisville, Kentucky, Conference. He is a 1956 graduate of the College and serves as an Honorary Life Member of its Board of Trustees. This award is for any deserving students.

The J.G.H. Morris Scholarship in Accounting was established in 1982 in memory of an outstanding Anniston business leader. The late Mr. Morris was a member of the First United Methodist Church of Anniston and contributed greatly to the life of the United Methodist Church.

The Lem Morrison-Southern University Scholarship was established in 1986 through the generosity of members of the Greensboro First United Methodist Church and other citizens of Greensboro and Hale County. Greensboro was the site of Southern University, a parent institution of Birmingham-Southern. The scholarship is to be used to encourage students from the area to attend the College and thereby perpetuate those historic ties. Mr. Morrison was a prominent businessman and citizen in Greensboro and Alabama and owner of Dairy Fresh Milk Co. He was a lay leader of the Methodist Church, and it was through his leadership that this scholarship was established. Mr. Morrison was a member of the College Board of Trustees.

The Dr. Linda Helen Myers Scholarship was established in 2002 from the estate of Helen J. Myers. This scholarship honors the memory of Mrs. Myers' daughter who was an alumna of the College. It is awarded to a pre-medical student with preference given, but not limited, to female students. In selecting a recipient, due consideration will be given to academic ability and financial need.

The Dr. Hugh Comer Nabers Scholarship was established in his memory in 1991 by his wife, Grace Pevear Nabers. Dr. Nabers (1918-1987) attended Birmingham-Southern College in 1938, graduated from the University of Alabama, and received his M.D. degree in 1944 from Long Island College of Medicine in Brooklyn. Dr. Nabers had a very successful and respected practice as a pediatrician in Birmingham. Preference in awarding this scholarship is given to students pursuing a pre-medical curriculum.

The Hazel K. Nabors Scholarship was established in 2000 in her honor by her cousin, John W. McGee, Jr., and his wife, Elsie, to commemorate Miss Nabors' many years of teaching at Mortimer Jordan High School. The scholarship is to recognize students who have performed well academically and in their community service at Birmingham-Southern College and who either are planning to enter the ministry or are concentrating their studies in secondary education. The recipients of this scholarship must have completed their first year and must demonstrate a financial need for scholarship assistance.

The Nashville Area Alumni Scholarship was made possible through the thoughtfulness and generosity of Birmingham-Southern alumni residing in the Nashville area. The scholarship is restricted to students from the Nashville area who have distinguished themselves while in high school in terms of scholarship and leadership.

The Ora S. and Hugh A. Neighbors Scholarship was created in their memory in 1995 and to recognize their many contributions as active Methodist lay persons. The scholarship is given by Ann S. and Hugh A. Neighbors, Jr., of Alexander City, Alabama, who are Birmingham-Southern College graduates of 1951 and 1949, respectively. This scholarship defrays tuition for students planning to enter the ministry in the United Methodist Church.

The Frances Franke and Dr. Robert Nelson, Jr., Scholarship honors Frances Franke Nelson, who graduated from the College in 1943 and taught school for two years. In 1946 she married Dr. Robert Nelson, Jr., Class of 1939, and graduate of the University of Alabama Medical School. They moved to Tuscaloosa in 1952 where Dr. Nelson practiced anesthesiology. He and Mrs. Nelson reared four children and she was active in numerous organizations including Christ Episcopal Church, Junior League, Preservation Society, Beautification Council, and the Tuscaloosa Medical Auxiliary. Following her death in 1989, Dr. Nelson created this scholarship as a tribute to his wife and with the desire that it benefit any worthy and deserving student.

The New York Times Foundation Scholarship was established in 1991 by the New York Times Company Foundation for academically superior minority students. Assistance in receiving scholarship funding was given by 1964 Birmingham-Southern College graduate, Howell H. Raines, a former executive editor of *The New York Times*.

The Sue Aldridge Newton Scholarship was created in her honor in 2001 by her husband, Alex W. Newton, a prominent attorney in Birmingham. Mrs. Newton attended Birmingham-Southern College in the late 1940s and graduated from Hollins College. In recognition of her love of music, this scholarship is awarded to students concentrating their studies in music and who have a demonstrated financial aid need.

The Alice Mae Conger Nix Scholarship was established in her memory in 1986 by her daughter, Linda Nix Hunt, a 1958 graduate. "Alice Mae" served as Assistant to the Registrar of Birmingham-Southern from 1955 until 1965 and, following her retirement, stayed active in College affairs. The scholarship is awarded to any worthy and deserving student.

The J. Stephen Noser, Jr., Scholarship was established in his memory following his drowning in Wales while going to the rescue of a fellow Birmingham-Southern student during the summer of 1986. Steve was a participant in the British Studies at Oxford Program at the time. Steve was an honor graduate of John Carroll High School and at Birmingham-Southern was a pre-med major. He had been named recipient of the T. Bradley Fulkerson Award given annually to the rising senior who has the most outstanding record of scholarship, leadership, and service. Steve was an exceptional young man whose tragic death was deeply mourned by the campus community. This scholarship was established by the Noser Family and close friends, Birmingham-Southern students, faculty and staff, and Sigma Alpha Epsilon Fraternity. It is awarded each spring at Honors Day Convocation to assist other Birmingham-Southern students in participating in the British Studies at Oxford Program.

The Charleen Cunningham Oden Scholarship was established in memory of this public educator in 2001 following her death at the age of 91. She was born in 1909 in Kansas, Alabama, to Belle Kelly Cunningham and Emory O. Cunningham, Sr. Following high school graduation from Elridge Baptist Academy she attended Florence State Teachers College and graduated from Howard College with a degree in education. She served the Russellville, Alabama, school system for over 40 years, including time as the principal of Russellville Elementary School. She was a member of Delta Kappa Gamma and active in First Baptist Church of Russellville. She was married to W.E. Oden, a state senator from Franklin County. This scholarship can be awarded to any worthy and deserving student.

The Carrie and Warren Ogletree Music Scholarship was created in 2001 by Carrie E. (Bette) Prestwood, '53 and Dr. Thomas W. Ogletree, '55. Carrie Brown Ogletree was a 1931 graduate of Birmingham-Southern College, an accomplished church organist, and she and Mr. Ogletree were firm believers in church-related liberal arts education. Preference in awarding the scholarship is given to students concentrating their studies in music (organ, voice, piano, or other). Preference is also given to minority students.

The Rene R. Okin Memorial Scholarship in Art was established in honor of Rene R. Okin, a 1962 graduate of Birmingham-Southern who later received a master's degree in counseling from the University of Bridgeport. She was a loving, caring person ideally suited for her work in family counseling, and she was also interested in art therapy. This scholarship fund was established with love and in dedication to her memory by her husband, Robert Okin, and Dennis and Kenneth Okin, her stepsons. Preference in awarding this scholarship is given to worthy and deserving students concentrating their studies in the field of art.

The Rene R. Okin Memorial Scholarship in Psychology was established in memory of Rene R. Okin, a 1962 graduate of Birmingham-Southern who later received a master's degree in counseling from the University of Bridgeport. She was a loving, caring person ideally suited for her work in family counseling. This scholarship fund was established with love and in dedication to her memory by her husband, Robert Okin, and Dennis and Kenneth Okin, her stepsons. Preference in awarding this scholarship is given to worthy and deserving students concentrating their studies in the field of psychology.

The Josephine F. and Frank C. Osment Scholarship was initially established by business associates to honor Mr. Osment, 1939 Birmingham-Southern College graduate, who had a distinguished career with Standard Oil Company and, at his retirement in 1982, was Executive Vice-President of AMOCO headquartered in Chicago. His wife, Josephine Finke Osment, was a 1939 Birmingham-Southern College graduate, former teacher, and generous benefactor of the Osment Scholarship, which was renamed in her memory in 1999. This scholarship is awarded to students majoring in the physical sciences or business.

The Overstreet-Camp Scholarship was made possible by a gift from Mr. and Mrs. Paul Ryland Camp. Mrs. Camp, an alumna of the college, is the daughter of the late William Willis Overstreet, former student and trustee of Southern University. This award is used for the benefit of ministerial students.

The Edgar Katherman Paine Scholarship was established in 1988 and given in honor of Ned Paine by his family and in recognition of his 65th birthday. Mr. Paine is Founder, President, and CEO of Amerex Corporation, a major fire equipment manufacturer located in Trussville, Alabama. Mr. Paine served as national president of the Fire Equipment Manufacturing Association and helped formulate many of the fire and safety codes in effect in the United States and abroad. As evidenced by this scholarship, Mr. Paine has been a strong advocate of the importance of education. Preference in awarding the scholarship is given to worthy and deserving students from the Trussville-Springville area who are planning to concentrate their studies in economics.

The Goldie P. Paine Scholarship was established in 1992 in honor of Mrs. Paine and in recognition of her success as a businesswoman, her personal and corporate involvement on behalf of many good causes, especially education, and her support of Birmingham-Southern. Mrs. Paine is a corporate officer of Amerex Corporation, a major manufacturer of fire extinguisher equipment located in Trussville. She has responsibility for the international manufacturing and sales division. Mrs. Paine is a member of the College's Norton Board. The scholarship is intended for students concentrating their studies in business with preference given, but not restricted, to those showing an interest in international trade and marketing.

The Mary Jean Parson Scholarship was created through an estate gift following the death of Ms. Parson in 1996. She was a 1956 Phi Beta Kappa graduate of the College, majoring in English and drama, and she received a M.F.A. degree from Yale University School of Drama. Ms. Parson was an executive with ABC Television in New York and later a leader in the Birmingham arts community. In 1986 she was named a Distinguished Alumna of the College. This scholarship is to be awarded to a worthy female beginning her sophomore year who is majoring in English or theatre and who is interested in creative writing of plays, novels, poetry or short stories.

The Ursula Clark Parson Scholarship was created in 1996 through a bequest from Mary Jean Parson (see above listing) to honor her Mother. This scholarship is to be awarded to a worthy female student beginning her sophomore year and who is concentrating her studies in history and/or political science.

The Hope Kirby and Thomas G. Patton, Jr., Scholarship was established by Mr. and Mrs. Patton, who are, respectively, 1951 and 1949 graduates of the College, as an expression of their continuing loyalty and affection for the College. A former executive of General Motors Acceptance Corporation, Mr. Patton was named a Distinguished Alumnus in 1993.

The Hattie and Otis Paul Scholarship was established through the generosity of the late Dr. Thomas O. Paul, Sr., and Mrs. Paul of Birmingham and in memory of Dr. Paul's parents. Dr. and Mrs. Paul have generously supported many worthwhile causes and have had a special appreciation for the importance of church-related higher education. This scholarship is awarded to students on the basis of financial need as well as academic achievement.

The Dr. and Mrs. Thomas O. Paul Scholarship honors an outstanding physician and his wife for their services and contributions to Birmingham-Southern College and the United Methodist Church. The annual award benefits capable and needy students.

The Minnie Hardy Peak Scholarship honors Minnie Hardy Peak (1903-1985). Although having completed only the fourth grade, she was a literate woman; she read widely and wrote well. She and her husband, Hugh Stanford Peak, reared four children, each a high school graduate. Two earned advanced degrees and became college teachers; another became a businessman; another died as a result of injuries in World War II. Their daughter, a post-polio quadriplegic who was a 1955 Phi Beta Kappa graduate of the College and became an English teacher, established this academic scholarship in memory of her mother's dedication in helping her become herself. This scholarship is available to any worthy and deserving student.

The Dr. H. Irvin Penfield Scholarship was created in 2004 upon his retirement and in recognition of Dr. Penfield's 37 years as a member of the faculty in political science and 19 years as Provost and Dean of the College. Dr. Penfield received his undergraduate and graduate degree from the University of Alabama. In 1980 he was selected to receive Birmingham-Southern College's Omicron Delta Kappa "Outstanding Teacher Award." As a teacher and advisor to many students, Dr. Penfield had a far-reaching influence in shaping their education and careers. Of particular note is the number of his former students who went into the professions of law, public service, and academia. This scholarship is awarded to students concentrating their studies in the behavioral and social sciences (political science, psychology, and sociology).

The Carroll Petrie Scholarship for worthy and talented students in the fine and performing arts was established in recognition of Mrs. Petrie's support of Birmingham-Southern and her selection as a "Woman of Achievement" honoree for GALA 8 in 1987. Mrs. Petrie has served on a number of boards benefitting the arts, medicine, and education, including New York's Memorial Sloan-Kettering Hospital and the internationally famous art retailer Sotheby's. Mrs. Petrie and her husband, Milton, reside in New York City and have been generous benefactors of many worthwhile causes.

The Brant and Clay Phillips Scholarship was established in their honor by their parents, Wade B. and DiAnne G. Phillips. Brant Phillips graduated from the College in 1991, and Clay Phillips in 1993, both of them with a major in political science. The scholarship is for students who have completed their first year in college and is to recognize students who have maintained a grade point average of 2.50 or better, who are majoring in political science or are actively preparing to pursue a career in law, who have distinguished themselves in religious and/or community service at Birmingham-Southern College, and who do not qualify for need-based scholarship or other need-based financial assistance.

The Frances Dunn Phillips Scholarship was established by friends in memory of Frances Dunn Phillips, the beloved wife of Dr. Howard M. Phillips, former President of the College. This award is given each year to a worthy student.

The Grover C. Phillips Scholarship was established through a bequest by Mrs. Nan L. Phillips, the wife of an outstanding Birmingham businessman. The income from the fund is used to make scholarships or loans available to worthy students

The Elizabeth Maloof Piazza Scholarship was established in her memory in 1994 by her parents, Dr. and Mrs. John A. Maloof, Jr., of Birmingham. Ms. Piazza was a 1980 graduate of the College where she majored in business administration. A personable, intelligent, and brave young woman, her life was cut short in 1991 by cancer. This scholarship is awarded to any worthy and deserving student.

The Pizitz Family Scholarship has been made possible through the generosity of the Pizitz Family, major retailers in Birmingham for four generations. In 1898 Louis Pizitz founded the Pizitz Stores and the family business interests continued with his daughter Isadore and his sons Richard Sr., Merritt, and Michael, and is being continued by their children. The Pizitz Family members have been builders of Birmingham providing economic growth, civic leadership, and an overall better quality of life for its citizens. Income from this scholarship assists worthy and deserving students in furthering their college education in any field of academic endeavor.

The Mira Popovich Scholarship in Dance was created in 2004 by former dance students, members of the arts/dance community, and other admirers of Professor Popovich in recognition of her 30 years as a Birmingham-Southern College faculty member. Professor Popovich, who danced professionally as the principal ballerina with the State Ballet of Yugoslavia, laid the foundation for and has defined the dance program at the College. In sharing her experiences and expertise in classical ballet, Professor Popovich has transformed the lives of countless young people by helping them discover the magic of dance. Acknowledgement is made of substantial funding for this scholarship from Seymour Gitenstein, Ph.D., and the Gitenstein Foundation of Floral, Alabama. This scholarship is to be awarded to students concentrating their studies in dance.

The Robert L. Porter, D.M.D., Scholarship was established through the generosity of Dr. Porter in 1988. Dr. Porter is a 1957 graduate of Birmingham-Southern, received his dental degree from the University of Alabama School of Dentistry in 1961 and practices in Birmingham. His sons Robert L. Porter, Jr., and William Thomas Porter, II, graduated from the College in 1986 and 1989 respectively. The scholarship is awarded to students who have a demonstrated financial need with strong preference for students preparing for a career in dentistry. If there are no qualified pre-dental students, it may be awarded to pre-medical students.

The Dr. Arnold F. Powell Scholarship was established in his memory by his relatives. Dr. Powell was a 1937 graduate of Birmingham-Southern who received his graduate degrees from Vanderbilt. He returned to Southern as a member of the English faculty. He later became the Director of the College Theatre. At the time the Theatre was built in the mid 1960s, there was no other like it on a college campus in the United States and it was the conceptual brainchild of Dr. Powell. Preference in awarding this scholarship is to students majoring in the fine and performing arts with emphasis on those seeking a career in the theatre.

The Virginia and Anna Praytor Scholarship is used to support graduates of the Birmingham City Schools who wish to attend Birmingham-Southern. Virginia Praytor (1899-1974) and Anna Praytor (1914-1989) both received undergraduate degrees from Birmingham-Southern in the 1930s. The sisters never married but were, in a sense, wed to long careers in education. Virginia taught Latin and mathematics, primarily at Phillips High School, and Anna taught Latin and English at West End, Phillips, and Ramsay High Schools. In the early 1950s the sisters purchased Smith & Hardwick bookstore which, at that time, was located in downtown Birmingham. The bookstore was an extension of their primary interest in education. Virginia and Anna Praytor were strong advocates of the College and its commitment to liberal arts education, and they provided a major bequest from their estate to provide scholarships to students selected on the basis of academic achievement and financial need.

The Dr. Charles M. Prestwood Memorial Scholarship was established in 1977 as a tribute to an outstanding educator and United Methodist minister. The amount from the fund is awarded annually to needy and worthy students. Preference is given to students who are interested in race relations, political action, and the ministry.

The Alice Ragsdale Norton Scholarship was created in 2002 in recognition of the seventy years of service of "Miss Alice" Norton as organist for First United Methodist Church of Bessemer. Funding was provided by gifts from friends and a contribution from the Church. A native of West Jefferson County, Alabama, Mrs. Norton received musical training at the Peabody Conservatory in Boston and at age twenty-eight became the organist at FUMC Bessemer. The scholarship is awarded to music majors with preference given, but not limited, to organ majors or students preparing for a career in church music.

The Ramsay Family Scholarship was created in 1989 by Mr. and Mrs. Robert M. Ramsay of Birmingham, members of Canterbury United Methodist Church and whose sons, Erskine Ramsay, II, and Robert M. Ramsay, Jr., D.M.D., are Birmingham-Southern college graduates of 1969 and 1970, respectively. Robert Ramsay is a mechanical engineer and President of Superior Mechanical, Inc., of Birmingham. Preference in awarding this scholarship is given to (1) students pursuing a pre-engineering or pre-building sciences curriculum, (2) students majoring in mathematics or computer science, and (3) students majoring in business.

The Henry C. Randall Scholarship was created in 2000 to honor Dr. Randall, Birmingham-Southern College Professor Emeritus of History, by a former student Kenneth Ingram, Jr., Class of 1983, attorney at law in Alexander City. Dr. Randall, who graduated from the University of Alabama in 1943, received a master's degree from Cambridge University in 1952, and a Ph.D. from the University of North Carolina. Dr. Randall joined the history faculty in 1957 where he served for thirty-two years. Dr. Randall's special interest was in European history, and former students recall his meticulously organized lectures, graced with touches of humor, along with his very thorough tests. A scholar, gentleman, advisor to student organizations, Dr. Randall epitomized the traditional image of a college professor. This scholarship is to be awarded to a history major entering his or her senior year. Selection of the recipient is to include a recommendation from a committee composed of Dr. Randall, a member of the Birmingham-Southern College history faculty and Mr. Ingram.

The Reader's Digest Foundation Scholarship was created in 1965 by the Foundation, which for many years has been a regular contributor to the scholarship program of the College. Interest from the contribution provides a scholarship annually to a student in the humanities.

The Claude M. "Deacon" and Emily Tyson Reaves Scholarship was created in 1999 by Emily Reaves Leischuck and her husband Dr. Gerald S. Leischuck of Auburn, Alabama. This scholarship honors her father, a 1929 graduate of Birmingham-Southern and member of the College staff during the 1930s and 1940s, and her mother, who as young parents resided in the apartment in Stockham Hall. This scholarship is available to any worthy and deserving student.

The Eugene M. and Clare B. Reed Scholarship was established by their son William B. Reed in 1990 to honor his mother and father, Eugene and Clare Reed. William Reed is a former president of Southern Company Services as well as a member of Birmingham-Southern College Board of Trustees. Preference in awarding this scholarship is given to a worthy and deserving student.

The Kate Joyner Renfro Scholarship was endowed in 1989 through a generous bequest from Mrs. Renfro. She was a 1935 graduate of the College and loyal alumna. She was an active member of First United Methodist Church of Birmingham and was always eager to promote and further the education and Christian life in young people as she served them as a teacher. The scholarship is awarded to a Christian young person majoring in mathematics, physics, or foreign languages. Trustees of the Renfro Scholarship Fund are Hugh A. Locke, Jr., attorney, and Dr. O.C. Weaver, Professor Emeritus of Philosophy and former Dean of the College.

The Thera H. Richter Scholarship was established in 1984 in her memory by her husband, Mr. Marvin O. Richter, of Gainesville, Georgia. The scholarship is awarded to any worthy student concentrating his or her studies in business or a related field.

The Rime Companies Scholarship was established through the generosity of the principals of the company, Mr. Harold W. Ripps and Mr. Bert Meisler. The Rime Companies, centered in Birmingham and Mobile, are engaged primarily in real estate development and management, and in 1997 became a part of Colonial Properties. Qualifications for the scholarship include demonstrated financial aid need, a "B" average or better in high school work, and an ACT score of at least 24 or SAT score of at least 1050. Recipients should demonstrate the capacity for leadership and community service and the potential for success in business. The scholarship is awarded to students majoring in accounting, business administration, economics, or related areas. To retain it, recipients must maintain a 3.00 grade point average or better in their college work.

The Laura Adele Rivers Scholarship was established in memory of River Nile Rivers and Virginia Davis Rivers by their daughter, Laura Adele Rivers, a 1930 graduate of the College and retired educator. Preference is given to students who are members of Grace United Methodist Church and who demonstrate financial need.

The Felix C. Robb Scholarship was established by friends, colleagues, and classmates upon Dr. Robb's retirement as Executive Director of the Southern Association of Colleges and Secondary Schools in 1982. Dr. Robb is a nationally respected educator, having embarked upon his career after graduating from Birmingham-Southern College in 1936. The scholarship is awarded annually to a student who demonstrates outstanding academic promise. The scholarship is non-renewable.

The Kenneth L. Roberts, Jr., Scholarship was created in 1991 through the generosity of Mr. and Mrs. Kenneth L. Roberts, Sr., of Nashville, Tennessee, to honor their son, Ken, who is a 1988 graduate of Birmingham-Southern College. The purpose of this scholarship is to assist worthy and deserving students from the Nashville area in attending 'Southern.

The Michelle La Nina Roberts Memorial Scholarship was established through an initial gift from Mr. and Mrs. William A. Roberts of Birmingham and memorial gifts from family and friends. Preference in awarding this scholarship is given to students concentrating their studies in the fine and performing arts.

The Gordon and Kitty Robinson Scholarship was established to recognize the support and generosity that Dr. and Mrs. Robinson have shown to Birmingham-Southern. The scholarship is awarded to worthy and needy students with preference given to students in the pre-medical program.

The Rebecca Martin Rogers Scholarship was established in her memory in 2001 by her husband Fred W. Rogers of Austin, Texas. Mrs. Rogers was a member of the Class of 1947 and throughout her life remained grateful for the financial and moral support she received from Birmingham-Southern College and especially from her sisters in Pi Beta Phi sorority. Preference in awarding this scholarship is given to members of Pi Phi.

The Bill Rose Scholarship was established in 1986 through gifts in memory of Mrs. Edwin A. "Bill" Rose who was an indefatigable supporter and volunteer on behalf of the arts in Birmingham. As a former arts coordinator in the Birmingham Public Schools she was well known for her efforts on behalf of the annual Festival of Arts. Preference in awarding this scholarship is given to students in the fine and performing arts who have a financial need.

The Camilla Lynn Rosser Scholarship was established in her memory by her son, Robert G. Rosser, M.D., who is a graduate of the College and has been a loyal alumnus. Preference in awarding the scholarship is given to worthy students in the pre-medical curriculum.

The Dr. and Mrs. Arnold Royal Scholarship was established through the generosity of the Royal family. Dr. Arnold Royal is a member of the Class of 1939 and has had a distinguished career as a pediatrician in Birmingham. Preference in awarding this scholarship is given to a worthy and deserving student who demonstrates financial need.

The William Stephen Russell, Jr., Memorial Scholarship was established by the friends and family of William Stephen Russell, Jr., upon his death in an automobile accident while a first-year student at the College in 1981. The scholarship is awarded annually to an entering first-year student from Opelika High School, and is based upon merit and need.

The Amie Malony Samuels Scholarship was established in 1969 by the late Mrs. Samuels whose son, Dr. Newton H. Malony, is a 1952 graduate of the College. As a widow and as a public school teacher, she struggled to help provide a college education for her son who also received a scholarship and work-study aid from Birmingham-Southern College. Later, by carefully saving her money, it was an act of great generosity that Mrs. Samuels created this scholarship to assist future worthy and deserving students.

The Lois Greene Seals Scholarship was created in her memory in 2000 by her three children John A. Seals, Jr., Raleigh G. Seals, and Lois Seals Jones. Mrs. Seals received a bachelor of arts degree in 1928 from the College and a bachelor of music degree in 1930 from the Birmingham Conservatory of Music. As a pianist and organist and as a member of the college piano faculty, she was a prominent figure in the Birmingham music community for many years. In 1953 Steinway Piano Company invited her to present duo-piano concerts in the southeast. In 1987 she was inducted into the Birmingham-Southern Music Gallery of Honor. At age 90 she was the organist at Carrollton (GA) Presbyterian Church. This scholarship is to be awarded to students in music education.

The Howard Leo Self Scholarship was established in 1980 by Mrs. Kathleen C. Self in memory of her late husband, a well-known Tarrant City businessman. Income from the fund provides scholarship assistance to deserving students who demonstrate financial need.

The Richard P. Sexton Scholarship was established in 1994 by a grant from an existing National Housing Endowment Fund established in Mr. Sexton's honor and memory in 1990 by the National Association of Homebuilders in Washington. This scholarship was further supported and funded by the Alabama and Birmingham Association of Homebuilders and by Birmingham area builders Vondal Gravlee and Bentley Owens. Mr. Sexton was a 1938 graduate of Birmingham-Southern College where he was a member of ODK as well as president of ATO fraternity. He was a lieutenant in the U.S. Navy during World War II. Mr. Sexton was a builder, developer, and realtor. He also served as President of the Birmingham and Alabama Homebuilders Association and twice as a National Vice President, being inducted into the local, state, and national Housing Hall of Fame. Mr. Sexton's wife, Anne Ratliff, and sons, Rick and Rob, all attended the College. Preference in awarding this scholarship is given to a worthy and deserving student.

The Alexander John Shaia Scholarship was created in 1994 by his sons, J.L. and Leo, in tribute to their father who was a member of the Class of 1931. Mr. Shaia was Chairman of Shaia's of Homewood, a leading men's clothing store. A second and third generation of Shaia Family members attended Birmingham-Southern College. This scholarship is awarded to any deserving student.

The Shannon Family Scholarship was established in 1990 in recognition of the friendship and support of Birmingham-Southern by Jack H. Shannon and his wife Libby O'Neal Shannon and in honor of Mr. Shannon's father, Lex Shannon. Mr. Jack Shannon is a prominent businessman and banker in Alabama having served as Chairman of the Board of Secor Bank. This scholarship is available to any worthy and deserving student.

The Quenette Shehane Scholarship was established in 1990 by her Birmingham-Southern classmates and other friends as a means of perpetuating their memory of her. Quenette was from Clio, Alabama, and was a member of the Class of 1977. During her senior year at college she died tragically, which greatly saddened people throughout the Birmingham community and the State of Alabama. Preference in awarding this scholarship is given to students of high moral character. Special consideration would be given to members of the Shehane Family who might choose to attend Birmingham-Southern.

The Barrett C. Shelton, Jr., Scholarship was created in 1996 in tribute to the publisher of *The Decatur Daily* and in recognition of his support for education and his service as an officer of the Alabama Association of Independent Colleges and Universities of which Birmingham-Southern College is a member. This scholarship is awarded to any qualified student with preference to students from Decatur/Morgan County.

The Katharine Vaughan Shoffner Scholarship was established in 1991 through the generosity of Earl R. Shoffner and in honor of his wife, a native of Birmingham and a member of the Class of 1931 with majors in English and biology. Following college she briefly taught English in Camden, Alabama. Mr. and Mrs. Shoffner were long-time members of the First United Methodist Church of Birmingham where Mrs. Shoffner helped teach the Bethany Sunday School Class for 32 years.

The Ben W. Sims Scholarship was established through his generosity in 1998. Mr. Sims graduated from Birmingham-Southern College in 1947, his brother John Erwin "Don" Sims graduated in 1936, and his sister, Catherine Anville Sims graduated in 1938. Mr. Sims enjoyed a successful career with Lockheed Aircraft Corporation having served as its Director of Apprentice Engineering Co-op Training. A long-time resident of Atlanta, Georgia, his historic home on Mt. Paran Road is noted for its extensive plantings of azaleas, boxwood, rhododendron and other native plants. Preference in awarding this scholarship is given, but not limited, to students from the Atlanta, Georgia, area.

The Sara F. and Herbert F. Singleton Scholarship was established in 1989 through a trust from Mr. and Mrs. Singleton who were members of the classes of 1928 and 1929, respectively, and were strong supporters of their alma mater. Mr. Singleton was president of Blue Cross and Blue Shield of Alabama for 25 years, was active in many civic organizations, and in 1982 received the Distinguished Alumni Award from Birmingham-Southern. Mr. and Mrs. Singleton were long-time residents of Vestavia Hills and members of Vestavia Hills United Methodist Church. Preference in awarding this scholarship is given to students preparing for a career in primary or secondary education. Recipients are expected to maintain a "B" average.

The Morris K. Sirote Scholarship was established in his honor by the Morris K. Sirote Foundation and is valued at \$5,000 per year and renewable for three years. Mr. Sirote was a prominent Birmingham attorney and a founding partner of the firm of Sirote, Permutt, Friend, Friedman, Held & Apolinsky, P.C. Preference in awarding this scholarship is given to outstanding students who evidence a respect for the rights and privileges guaranteed to all citizens, male and female, of all races and creeds, under the Constitution of the United States. The scholarship is also intended to assist students who might not otherwise, for financial reasons, be able to attend Birmingham-Southern.

The Jerry and Laura Sisson Scholarship was created in 1995 in response to the Church Scholarship Campaign and given by members of Canterbury UMC. The Reverend Dr. Sisson is a 1958 graduate of the College who served for ten years as Senior Minister at Canterbury before becoming District Superintendent of the Birmingham West District. Dr. Sisson has served as a member and chairman of the College's Board of Trustees. Laura Boyer Sisson is a 1979 graduate of the College and serves as its Director of Church Relations. This scholarship is available to any worthy and deserving student who is a Methodist.

The Guthrie J. Smith Scholarship was created in 1995 by First United Methodist Church of Fayette, Alabama, and other friends to honor this 1935 graduate of Birmingham-Southern College, where he served as president of the student body. Mr. Smith served as Mayor of Fayette for 37 years—the longest tenure of any elected city official in Alabama—and as a lay leader in the Methodist Church. Preference in awarding this scholarship is given, but not limited, to deserving students from the City of Fayette or Fayette County.

The Smith Family Scholarship was established in 1997 in memory of Henry L. and Elsie Gary Smith and their daughter Martha Gary, Class of 1943. This scholarship was made possible through the generosity of their other daughter, Nancy Ann, and her husband, Elbert S. Walker, both Class of 1949. The scholarship is intended to help make it possible for native Alabamians who, for financial reasons, might not otherwise be able to attend the College.

The Dr. Lloyd G. Slone Scholarship was established in his memory in 2000. “Doc” Slone received his Ph.D. from the University of Georgia and was a member of the Birmingham-Southern art faculty from 1975-1999. His classes in art history were very popular with students, who recall not only his knowledge of art but also his interest in baseball. This scholarship is awarded to a student majoring in art.

The William Allen Smyly, Jr., Scholarship was established in his memory by his law associates, friends, and family. Mr. Smyly graduated from Birmingham-Southern College in 1975. He later joined the law firm of Bradley, Arant, Rose, and White, of Birmingham. Preference for this scholarship is given to a worthy and deserving student.

The Brant R. Snavelly Scholarship was established in memory of Mr. Snavelly (1908-1990) and in recognition of his loyalty to his alma mater. Son of Birmingham-Southern College President and Chancellor, Dr. Guy E. Snavelly, and 1928 graduate of the College, Mr. Snavelly had a distinguished career with Wachovia Bank & Trust Company in Winston-Salem, North Carolina. A strong proponent of private higher education, Mr. Snavelly served upon his retirement as President of the Independent College Fund of North Carolina.

The Dr. Guy E. Snavelly Scholarship was established from memorials donated in memory of the late Chancellor of Birmingham-Southern and President of the College from 1921-1938 and 1955-1957. Dr. Snavelly also served as Director of the Association of American Colleges, Washington, D.C., from 1937-1955. Funds from the scholarship are used for worthy students.

The Madelyn T. Snavelly Scholarship honors the retired Assistant Registrar of the College. She is the widow of Chancellor Guy E. Snavelly. The income from the fund aids worthy and needy students.

The Sonat Foundation Diversity Business Scholarship was created in 1996 with three purposes: to assist and encourage deserving students who are members of groups that are under-represented in the business community in their pursuit of a high quality business education; to provide meaningful work experience and possible part-time employment at Sonat for the student recipient(s); and to enable Sonat, Inc., the opportunity to attract top business students.

The Ada and Lorin Southard Scholarship was established in 1991 in their memory by their son, Shelby E. Southard, Class of 1937. The scholarship is awarded to worthy and deserving students.

The Southern Natural Gas Honor Scholarship was endowed by the Birmingham-based company for a senior business major who has a 3.00 minimum grade point average and who demonstrates financial need. The award is available to students who reside in states in which Southern Natural Gas operates, with preference given to Birmingham area residents.

The John Batt Kennedy Spain Scholarship was established by Dr. and Mrs. Frank Spain in memory of his father, the Reverend John Batt Kennedy Spain. Proceeds from the fund are used for scholarship support for pre-ministerial students.

The Margaret C. and Frank E. Spain Scholarship pays tribute to Mr. and Mrs. Spain. Mr. Spain was a graduate of the College and Life Member of the Board of Trustees. Mrs. Spain had a lifelong interest in education. The income from the fund benefits ministerial students.

The Nettie E. Spain Scholarship was established in 2003 through a bequest from her estate. Mrs. Spain was a 1959 alumna of Birmingham-Southern College. Her husband, Frank E. Spain, also had ties with the College as a 1910 graduate of Southern University in Greensboro, Alabama. Mrs. Spain was active in historical, religious and cultural endeavors in both Jefferson County and Hale County (Greensboro), where she lived in retirement. The income from this endowment is used annually either to bring international students to the College or to enable students to study abroad.

The Henry Claxton Sparks Scholarship was established through the generosity of the late Dr. Sparks, a 1936 graduate of Birmingham-Southern College who had a distinguished career in public education including serving as Assistant Superintendent of the Birmingham Board of Education. Preference in awarding the scholarship is given to a deserving junior or senior education major who has maintained a “B” average or better.

The Fred D. Spence Scholarship was created in 1999 through a bequest from his estate. A 1939 graduate, he attended Birmingham-Southern College on a football scholarship and was a member of the Dixie Conference 1937 Championship Team. He was a member of Alpha Tau Omega Fraternity and Omicron Delta Kappa Honor Society. During WWII he served as an intelligence officer in the U.S. Navy. He worked in many key positions with General Electric. This scholarship is awarded to any worthy and deserving student.

The Sprain Family Foundation Scholarship is a comprehensive scholarship renewable for three years. It is awarded to an outstanding student who has maintained a “B” average or better in high school, has an ACT score of at least 22, and is otherwise unable, for financial reasons, to attend Birmingham-Southern College. The scholarship is awarded without restriction as to field of study. Recipients must maintain a 3.20 or better grade point average in their college studies. The scholarship is made possible through the generosity of the Sprain Family of Birmingham, which includes Robert H. Sprain, Sr., Theresa Bruno Sprain, Robert H. Sprain, Jr., Mary F. Sprain, Anna Sprain Winslow, and Kathy Sprain House. Theresa Sprain and Kathy House are graduates of the College.

The Esther Pearl Arnold and Willie B. Stearnes Scholarship was created in 1995 through a bequest from Mrs. Stearnes of Guntersville, Alabama, and in responding to a desire of her late husband to see that persons going into the Methodist ministry receive the best possible education. This scholarship is available to students planning to enter the ministry with preference given to students who are members of the United Methodist Church.

The Alys Robinson Stephens Piano Scholarship was established by the Elton B. Stephens and Associates Foundation in honor of Mrs. Stephens and to assist talented students. Applications should be submitted to the Alys Robinson Stephens Music Scholarship Committee, Birmingham-Southern, Birmingham, Alabama 35254.

The Elton B. Stephens Scholarship was established in 1986 through the generosity of Mr. Stephens and is to benefit students who might not otherwise be able to attend Birmingham-Southern for financial reasons. Mr. Stephens is a 1932 graduate of the College, is a Life Member and past Chairman of the Board of Trustees, and has generously supported his alma mater and in many ways. Mr. Stephens put himself through college by selling magazines door to door, and out of that experience he and his wife, Alys, later founded EBSCO Industries, which was initially engaged in magazine subscription sales. EBSCO Industries has become an international corporation active in a number of diversified businesses including magazine sales, specialty advertising, curriculum materials, commercial printing, carpet manufacturing, and real estate. The Elton B. Stephens Professorship in Sales, Sales Management, and Marketing has been established in his honor at the College. Mr. Stephens has been a benefactor of many worthwhile causes and in 1985 was named “Alabama’s Philanthropist of the Year.” In 1987 he was selected as Birmingham’s “Man of the Year” in recognition of his leadership in support of the arts.

The J.N. Stephens Family Scholarship was endowed in honor of Mr. and Mrs. J.N. Stephens, parents of D.D. Stephens, 1928; O.H. Stephens, 1930; and Elton B. Stephens, 1932. The scholarship is awarded annually to the most deserving applicants. Preference is given in the following order: (1) graduates of Barbour County High School, Clio, Alabama, where the alumni graduated, (2) Children of employees of EBSCO Industries, Inc., and (3) other worthy and needy students.

The Mervyn Hayden Sterne Scholarship is open to an outstanding student whose home is outside the Southeast and whose major field of study is either in the humanities or the social sciences. Applicants for this scholarship must meet specified academic qualifications. Mr. Sterne was a financier, progressive civic leader, and member of the Birmingham-Southern College Board of Trustees.

The Mary and Tom G. Stevens Scholarship was established in their memory by their son, Ernest T. Stevens, in 1986. Tom Stevens was born in Greece in 1898 and came to the United States in 1910. He founded the Home Baking Company in 1920 and was its Chief Executive Officer until his death in 1983. Home Baking Company, located in Birmingham, is a major supplier of bread products to restaurants and institutions. The scholarship is available to any worthy and deserving student.

The Joseph Gordon Stewart, D.M.D., Pre-Dental Scholarship was created in his memory in 1991. Dr. Stewart was a member of the Birmingham-Southern College Class of 1950, and graduated from the University of Alabama School of Dentistry in 1954. He established his dental practice in Montgomery in 1956. He was active at the state and national level in the dental profession, involved in community activities in Montgomery, and was named one of "The Four Outstanding Young Men in Alabama" in 1964. Dr. Stewart was killed in an automobile accident in 1975. This scholarship is awarded to an outstanding student who is pursuing a pre-dental education.

The Herbert C. Stockham Scholarship in Business was endowed in 1999 by the Alabama Power Company Foundation in recognition of Mr. Stockham's service as a member of the Southern Company Board of Directors. He is widely recognized for his business leadership, civic mindedness, and philanthropy benefitting many worthwhile causes including Birmingham-Southern College which the Stockham Family has supported for three generations. This Scholarship is intended to ensure that some of our best and brightest students receive a broadly based undergraduate education along with a concentration in business or related field to include accounting, economics, or finance. Recipients are selected on the basis of demonstrated financial aid need; academic achievement as shown by grades and standardized test scores; outstanding character and potential for leadership; and a strong personal work ethic as demonstrated by a successful history of after-school and summer jobs.

The Richard J. Stockham Memorial Scholarship was established by James Rushton and William J. Rushton, III, in memory of their uncle, Richard J. Stockham. Mr. Stockham was President of Stockham Valves and Fittings Company for many years and was a generous benefactor of many worthy causes. Mr. Stockham also served as a member of the Birmingham-Southern Board of Trustees. This scholarship is awarded to worthy and needy students.

The Charles P. Storrs, Jr., Scholarship was established in his memory in 1986 by his family and friends. Mr. Storrs was a 1962 graduate of the College. He also earned a master's degree in hospital administration from the Medical College of Virginia. He had a distinguished career in financing of health-care facilities and multifamily housing with the Department of Housing and Urban Development in Washington, D.C. The scholarship is awarded to any worthy and deserving student based on financial need. It is not to be awarded as an athletic scholarship.

The Rosa Strickland Scholarship was established in 1958 by a bequest of Rosa Strickland. The income from the fund provides scholarships to worthy female students who otherwise would be unable to obtain a college education.

The Larry D. Striplin, III, Athletic Scholarship was established in his memory in 2000 by his many friends and family acquaintances. A 1982 graduate of Birmingham-Southern College, where he was an outstanding student, he worked in Saudi Arabia and later at Nelson-Brantley Glass Company in Birmingham. He enjoyed hunting and fishing and was an avid sports fan. The gymnasium in the Striplin Fitness Center is named in his honor. This scholarship is to be used to support the student-athletes at Birmingham-Southern.

The Trudy Frye Striplin Scholarship honors the wife of Dr. Howard Striplin, a 1957 graduate of Birmingham-Southern and a prominent physician in Huntsville, Alabama. The scholarship is awarded to any student who has a demonstrated financial aid need.

The Striplin Athletic Fund was established in 1980 to provide athletic scholarships and general support for Hilltop sports. Larry D. Striplin, Jr., an alumnus and trustee, provided leadership for the alumni-supported fund.

The Sullins Family Scholarship was created in 1996 by Mr. Samuel L. Sullins, Jr., of Huntsville and in response to the Church Scholarship Campaign. A long-time Methodist family, the Sullins have been closely associated with higher education in the Holston and North Alabama Conference of the United Methodist Church. This scholarship is intended to benefit students planning to enter the ministry or other full-time Christian service.

The William D. and Mildred Wood Sulzby Scholarship was established through the generosity of these two members of the Class of 1937. They were born and reared in Birmingham and both their families had been early settlers of the area. Mrs. Sulzby is a retired music teacher and Mr. Sulzby retired after 35 years of service with Hayes International Corporation where he served as Corporate Director of Industrial Relations. This scholarship is awarded to a deserving young person who is in true financial need and meets the College's academic qualifications. There is no restriction as to field of study.

The John-Effie M. Tate Scholarship was established by Reverend Dr. John B. Tate, a retired Methodist minister and member of the Class of 1927, in the honor of John-Effie Tate. John-Effie Tate taught school in Roanoke, Alabama, where she also owned and operated a lady's ready-to-wear store. She taught Sunday school and Bible studies, and she was involved in numerous clubs and civic organizations. Preference in awarding this scholarship is given to a worthy and deserving student.

The Pauline Sands Tatum Scholarship was established in memory of Mrs. Tatum, who died in July 1990 at the age of 88. Mrs. Tatum graduated from Birmingham-Southern College in 1926, *magna cum laude*, with a bachelor of arts degree in education. While attending the College, she commuted each week by train from the small rural town of Abanda, Alabama, and stayed with friends. Having come from a poor family, she was determined to achieve an education and spent a great deal of her life educating others in the rural schools of Chambers county, where she gained the respect of both her students and her colleagues. Mrs. Tatum was also an active member of the Abanda United Methodist Church. Preference in awarding this scholarship is given to a worthy and deserving student.

The Templeton Family Scholarship was created in 1991 by Dr. Emmett O'Neal Templeton, a Birmingham radiologist. The scholarship pays tribute to the fact that several members of the Templeton Family are alumni of Birmingham-Southern, including Dr. Templeton '69, Stanley D. Templeton '72, and Jane Templeton Stump '79. Additionally, their sister, Ann Templeton Dielen, is the coach of the men's and women's tennis teams at the College.

The Barbara and Hugh Thomas Scholarship was created in 1998 to honor Professor Emeritus of Music Hugh Thomas, a 1933 graduate of the College, and his wife, Barbara Dorough Thomas, 1937 graduate. For more than 50 years Professor Thomas inspired music majors and non-music majors with his dedication to excellence in conducting choral music and as a teacher and a mentor. Mrs. Thomas, a concert pianist and teacher, contributed greatly to music and the arts at the College and in Birmingham. This scholarship has been endowed through the generosity of former students and colleagues, other friends, and with a grant from the Hosokawa Family Foundation. The scholarship will be awarded to students having a demonstrated financial aid need as well as talent and promise of achievement in music. Special consideration is to be given, but not limited, to qualified students of a racial or ethnic minority.

The Reverend O. D. and Clytie Mae Thomas Scholarship was created in 1995 in response to the Church Scholarship Campaign by members of St. Mark United Methodist Church of Tuscaloosa. Otis Daniel Thomas, 1925 graduate of the College, received his divinity degree from Southern Methodist University and had a long and distinguished career as a minister/chaplain in the North Alabama Conference. Preference in awarding this scholarship is given to (1) students from St. Mark UMC, (2) other Methodist students from the Northport or Tuscaloosa area.

The Davis Hunt Thompson Scholarship was established in his honor in 1996 by his family. A 1934 graduate of the College, he had a distinguished career in analytical and industrial chemistry as an executive with U.S. Steel Corporation. Mr. Thompson has been a lifelong supporter of the College and its students. The scholarship is awarded to students who show promise of scholastic achievement as chemistry majors and have a financial need.

The Wynelle Doggett Thompson Scholarship was established by her family, colleagues, students, and friends. Dr. Thompson retired from the College following 29 years of distinguished service in the Department of Chemistry, and she held the title Professor Emerita of Chemistry. In 1994, the Board of Trustees awarded Dr. Thompson the Birmingham-Southern College Medal of Service. She died in 1998. The scholarship is awarded to students who have financial need and who show promise of scholastic achievement as chemistry majors.

The Earl Calvin Thorn Scholarship was endowed in his memory in 2001 by his wife, Virginia Grayson Thorn, Class of 1946, and his brother-in-law, William J. Grayson, Jr., Class of 1953. Earl Thorn, Class of 1949, was president of the student body, member of Omicron Delta Kappa, ATO Fraternity, and elected to Who's Who in Colleges and Universities. During WWII, he served in the Army Air Force and flew with the "Flying Tigers" under General Clare Chenault and was the recipient of several service decorations. Following college he was employed by Protective Life Insurance Company as a mortgage loan officer. He was a member of Canterbury United Methodist Church and active in community affairs. His untimely death came in 1957 at the age of 35. This scholarship is to benefit a student demonstrating high moral and academic standards as well as financial need.

The Alma Lane Tipper and Elsie Tipper Scholarship was established in 2001 in memory of Mrs. Alma Lane Tipper by her daughter, Miss Elsie Tipper, a 1934 graduate of Birmingham-Southern College who resided in Redondo Beach, California, and who was employed in the Library Department of Los Angeles County until her retirement. The scholarship is to be awarded to any needy and deserving student.

The James S. and Fay M. Towle Family Scholarship was created in 1990 in recognition of this outstanding family from the Piedmont, Alabama, area. This scholarship is intended for students majoring in business or related fields, with preference for deserving students from Calhoun County.

The Trinity United Methodist Church of Birmingham Scholarship was provided by a gift from the Church. Preference in awarding the Scholarship is given to students preparing for the ministry or to students who plan to enter the field of Christian education; or students who are members of Trinity United Methodist Church and who have demonstrated financial aid need or merit.

The Trinity United Methodist Church–John Morris Scholarship was established in 1988 through a memorial gift from his wife, Opal H. Morris. Mr. and Mrs. Morris have been long-time members of Trinity United Methodist Church of Birmingham, and preference in awarding the scholarship is given to worthy and deserving students who are members of that church.

The J.M. Tull Foundation Scholarship was established through a gift from the Foundation, which was established in 1952 by J.M. Tull Industries, Inc., and J.M. Tull (founder) as contributors. The scholarship fund is used to assist worthy and needy students in completing their college educations.

The Reverend John R. Turner Family Scholarship was established in 1989 in memory of Reverend Turner (1869-1955) by his grandchildren, H. Alvan Turner, Jr., Abigail Turner, John Warren Turner, Paul Kelly Turner, and Suzanne Turner Poland. Reverend Turner was born in Verona, Mississippi. He was licensed to preach and joined the North Alabama Conference in 1892. Reverend Turner had a distinguished ministry for fifty years with pastorates including Albertville, Birmingham, Florence, and Huntsville. Reverend Turner's son, Holmes A. Turner, was a 1930 graduate of the College and his daughter, Helen, was a popular Director of Women's Physical Education at the College from 1937 to 1943. This scholarship is available to any worthy and deserving student.

The Reverend and Mrs. C. M. Tyndal Scholarship was created in 1995 by members of Cahaba Heights UMC and in response to the Church Scholarship Campaign. It honors Carlos Mozel Tyndal, 1928 Birmingham-Southern College graduate and Methodist minister, and his wife, Elizabeth Carraway Tyndal, 1927 graduate and school teacher. Preference is given to students who are members of Cahaba Heights UMC, or other Methodist students.

The United Daughters of the Confederacy Scholarships have been established at Birmingham-Southern College and other Alabama colleges and universities through provisions of a legislative act. The following memorial funds have been provided by the U.D.C. to benefit worthy and deserving students who are residents of Alabama: Everett Lee Dean Scholarship, Douglas W. Dean Scholarship, Minnie E. Dewberry Scholarship, Mary Mobley Fore Scholarship, Essie R. Grimsley Scholarship, Amy Seay Lawson Scholarship, Mary Ann Parker Scholarship, Mable West Parker Scholarship, Monroe Penn Scholarship, Olivia D. Williams Scholarship, Wiley W. Williams Scholarship.

The Anne Yeilding and W. David Upton Scholarship was established in their honor in 1982 by Mrs. Upton's mother, the late Annie Lou Fletcher (Yeilding) Westbrook. Anne Yeilding Upton and W. David Upton are 1953 graduates of Birmingham-Southern. The Upton and Yeilding Families have many ties to the Hilltop and have been loyal supporters of the College. This scholarship is awarded to any worthy and deserving student.

The U.S. Pipe and Foundry Scholarship was created in 2001 by a corporate gift in response to the 21st Century Campaign, Phase II. U.S. Pipe has long been a significant employee and important contributor to the economic strength of Birmingham. This scholarship is intended for students majoring in business and who have a financial aid need.

The Vestavia Hills United Methodist Scholarship was established in 1984 through the leadership and generosity of Herbert F. Singleton and other members of that church. The scholarship is to be used to assist young people who are members of Vestavia Hills UMC in attending Birmingham-Southern. Selection for the scholarship is made with recommendation from the Senior Minister of the church.

The Vogel-Freeman Scholarship was created in 2000 by Mrs. Helen Warren Vogel in memory of her husband, Dr. Jack M. Vogel, who was a prominent dentist in Cullman and was active in many civic organizations. The scholarship also honors family members who graduated from Birmingham-Southern College: daughter Patti V. Freeman, 1973; son-in-law Phillip W. Freeman, M.D., 1973; and granddaughters Amy F. Williams, 1997 and Meredith B. Freeman, 2000. This scholarship is to be awarded to students demonstrating financial need with preference given to students from Cullman and Cullman County.

The Carolyn and Robin Wade Scholarship in Art was established in 1992 by a gift from Mr. and Mrs. Wade who are very involved with and supportive of the arts in the Birmingham community. Mrs. Wade is a painter and noted local artist in her own right. As a businessman Mr. Wade is best known as owner of Wade Sand & Gravel Company. This scholarship is awarded on the basis of financial need and talent in the visual arts as determined by the art faculty.

The Jack M. Wainwright, III, Memorial Scholarship was established in his memory in 1998 by Allied Community Development Corporation, a non-profit corporation based in Clarke County, Alabama. Mr. Wainwright was one of the original incorporators of the company whose purpose is to stimulate economic development in Clarke County and to enhance the standard of living of its citizens. Jack Wainwright was a native of Birmingham, Alabama, and a 1968 graduate of Birmingham-Southern College where he was a member of the varsity basketball team. At the time of his death, Mr. Wainwright was President and CEO of First United Security Bank in Thomasville, Alabama. Preference is given to worthy and deserving students from Clarke County, Alabama, or students from southwest Alabama.

The Mary Diane Waite Scholarship was provided by a gift from Mrs. J. Oleus Jordan and Mr. and Mrs. Dan W. Waite, Jr., in memory of their granddaughter and daughter. The income from the fund is for the benefit of worthy students possessing bravery and Christian character.

The James H. Walker, Sr., M.D., Scholarship was created in 2001 by Dr. Walker, a biology major and member of the Birmingham-Southern College Class of 1943, who went on to medical school at the University of Pennsylvania. Active on campus as an undergraduate, he was the charter president of Theta Chi Fraternity. As a physician, Dr. Walker was associated with the University of Alabama Health Services Foundation as a general practitioner. This scholarship is to be awarded to students with a financial aid need who are pursuing a pre-med education at Birmingham-Southern College.

The May Threefoot Walker Scholarship was established by Mr. and Mrs. R.D. Walker of Mobile in memory of the Southern University graduate. The income from the fund is applied to scholarships for worthy and needy students with preference given to ministerial students.

The Dr. Gerald L. Wallace, Sr., Scholarship was established in memory of the 1959 graduate and prominent Mobile physician who died in 1986. Dr. Wallace received his M.D. degree from the University of Alabama School of Medicine and had a family practice for twenty years. He was the founder of Springhill Memorial Hospital in Mobile and was a principal in Chunchula Energy Corporation and H&W Pipeline Company. His son, Gerald Leon Wallace, Jr., is a 1995 Birmingham-Southern College graduate. Preference in awarding the scholarship is given to a student who is a pre-medical major and who has a financial aid need.

The William Earl Wallace Scholarship was established in his memory by his mother, Mrs. Veda Parrish, in 1986. Mr. Wallace was an outstanding student and a young man of great promise who attended Birmingham-Southern from 1952-1954. While attending the University of Alabama School of Medicine, he was killed in an automobile accident. Preference in awarding this scholarship is given to students whose families are from Thailand, Cambodia, Viet Nam, and other areas of Southeast Asia in recognition of the suffering they have endured, their respect for education, and their determination to succeed through hard work.

The Gregory Keller Walters Memorial Scholarship was established in 1985 by his parents, Mr. and Mrs. Joseph A. Walters. Greg was a graduate of Shades Valley High School, where he was a member of the band and thespians. He died from a brain aneurysm in 1968 while a sophomore at Birmingham-Southern. Preference in awarding this scholarship is given to students who share Greg's interests in music and drama.

The Patricia Finley Watkins Scholarship was established in 1984 through the generosity of Mrs. Watkins. Preference in awarding the scholarship is given to students in their junior and/or senior year who are majoring in English and have evidenced a strong desire and talent to become writers. Recipients of this scholarship are recommended by the English faculty. Mrs. Watkins was an artist and writer who was long active in the cultural life of Birmingham and literary activities at Birmingham-Southern. Her book of poetry *Another Realm* was published in 1982 and her works appeared in other literary publications.

The Mr. and Mrs. Ira A. Watson Scholarship was given by Mr. and Mrs. Watson. The income from the fund benefits male ministerial students.

The John Preston Watts Scholarship was created in 1996 through his interest in benefiting students majoring in business or finance with preference given, but not restricted, to students from the Huntsville area. At Birmingham-Southern College, Mr. Watts majored in business administration, was a member of the varsity tennis team, a member of Sigma Alpha Epsilon Fraternity, and graduated in 1986. A successful financial consultant residing in Huntsville, Mr. Watts is married to Wimberley McLain Watts, Class of 1987. Mr. Watts served as president of the Birmingham-Southern College National Alumni Association from 2002-2003.

The Bobbye and Emmett Weaver Scholarship was established by them in 2000 with preference given to students majoring in music or theatre arts. Mrs. Weaver is a 1956 graduate of the College and over the years has worked in radio, theatre, and music in Birmingham. Mr. Weaver is a 1948 graduate of the University of Alabama and for 30 years was the Entertainment Editor of the *Birmingham Post-Herald*. Mr. and Mrs. Weaver have been long-time members of the Birmingham-Southern Fine Arts Society.

The Annie Lou Fletcher Yeilding Westbrook Scholarship was established in 1989 in Mrs. Westbrook's honor by her children and other members of the Yeilding family. Mrs. Westbrook was a member of the Class of 1930 at Birmingham-Southern and the wife of the late Newman H. "Red" Yeilding, Class of 1922, who was associated with the College as financial officer for over thirty years. Following the death of Mr. Yeilding, she married Dr. James Westbrook, Class of 1929, a prominent Birmingham dentist. Mrs. Westbrook was active in many social and cultural activities and in the Methodist Church. She was one of Birmingham-Southern College's most devoted alumna. This scholarship is awarded to any worthy and deserving student.

The James C. Westbrook Scholarship was established by the late Mrs. Annie Lou Fletcher Westbrook in honor of her husband. Dr. Westbrook was an alumnus of the College and practiced dentistry in Birmingham for 47 years. He served actively in the United Methodist Church and in professional organizations. Preference for this scholarship is given to worthy students enrolled in the pre-dental curriculum.

The William Alonza Whiting Memorial Scholarship was made possible by Mrs. Marion Bright Whiting, wife of the former Birmingham-Southern biology professor. The grant is awarded each year to a needy and worthy student.

The Bryant A. Whitmire Pre-Law Scholarship was endowed by Citizens Bank of Leeds in honor of the Birmingham-Southern College graduate and Leeds resident. In 1981 Mr. Whitmire was named the "Lawyer of the Year" by the Birmingham Bar Association. The scholarship is awarded annually to a student enrolled in a pre-law curriculum. Preference is given to students from the Leeds area.

The Gilder L. Wideman, M.D., Scholarship was created in 1991 through the generosity of Dr. Wideman, a 1953 graduate of the College and 1956 graduate of the University of Alabama Medical School. His primary affiliation is with Brookwood Medical Center in Birmingham and his practice is in obstetrics and gynecology. Dr. Wideman is a former president of the Birmingham-Southern National Alumni Association. This scholarship is for students who are pre-med, but it is the donor's hope that the recipients will, of course, take the necessary science courses, but choose to concentrate their studies in other disciplines in the belief that a truly broadly-based undergraduate education is the best preparation for success as a medical student and as a practicing physician.

The David H. Wilborn Scholarship memorializes a 1969 graduate of the College whose life was dedicated to excellence in theatre arts as a college student and as a professional free-lance writer and actor living in New York City. Locally he served as an Artist-in-Residence and as an actor, and director of productions for Birmingham Children's Theatre, Festival Theatre, and Birmingham-Southern College. The scholarship is to be awarded on a one-time basis to a rising junior or senior theatre arts major who, by a consensus decision of members of the theatre faculty, represents a high degree of dedication and excellence.

The Dr. William S. Wilcox Memorial Scholarship was established in his memory by his wife, the late Lois Steidtmann Wilcox. Dr. Wilcox was a distinguished chemist with Southern Research Institute and also taught at Birmingham-Southern during the early 1960s. The scholarship is awarded to worthy and needy students who demonstrate a special interest in the study of chemistry and mathematics.

The James Curtis Williams Scholarship was established by Mr. and Mrs. Williams and many friends in memory of Curt who died in 1995 during his sophomore year at the College. He was an excellent student, varsity tennis team player, and member of Sigma Nu Fraternity. This scholarship is awarded each spring to a rising sophomore who had a grade point average of 2.50 or better as a first-year student, holds a part-time job during the academic year to meet 15% or more of his or her tuition expenses, and submits an essay and participates in an interview with a selection committee. The scholarship is renewable for two additional years provided the recipient maintains a 2.50 grade point average or better, and otherwise remains in good standing at the College.

The Reverend R.C. Williams Memorial Scholarship was established by his daughter, Mrs. Irma Lee Cochran of Hurtsboro, Alabama. Reverend Williams attended Southern University and began serving the Alabama Conference as a minister in 1891 and continued until his retirement in 1921. Reverend Williams died in 1958, leaving an honored name to his family and the memory of a long and beautiful life. Preference in awarding the scholarship is given to students planning to enter the ministry or other full-time Christian service.

The S.B. Williams Scholarship was established by a gift of Mrs. S.B. Williams of Hurtsboro, Alabama, in memory of her husband. The income from the fund is used to provide scholarship assistance with preference to students coming to the College from the Methodist Children's Home in Selma.

The Dr. Robert W. Wingard Scholarship was created in his memory in 1997 by family, clergy and academic colleagues, former students, and other friends. A 1959 Phi Beta Kappa graduate of the College, he received a Doctor of Ministry from Emory University. His professional career encompassed sixteen years as a pastor in the Alabama-West Florida Conference of the United Methodist Church and nineteen years as Denson N. Franklin Professor of Religion and Director of Church Relations at Birmingham-Southern College. Professor Wingard was a gifted teacher and Biblical scholar, whose writings include *Portraits of Christ in Scripture* and *Paul and the Corinthians*. First preference in awarding this scholarship is to a student majoring in religion who has a financial need; second preference is for a student majoring in the humanities with a financial aid need.

The Jada N. Winton Scholarship was created through the generosity of the John Mooneyham Family of Decatur, Alabama, to honor Mr. Winton, a 1967 graduate of the College. As a teacher of social studies at Decatur High School, Mr. Winton had a positive influence on Angela and Bess Mooneyham who chose to attend Birmingham-Southern College. Preference in awarding this scholarship is given to students from Morgan County, Alabama, or any other student pursuing a career in elementary/secondary education.

The Kemp B. Womack Scholarship was established in 1995 by the generosity of Mr. Womack, who served as a police officer for the City of Birmingham for 32 years. The greatest joy he received as a police officer was from working with young people. He also helped with the security detail at Legion Field for Alabama football games and became a friend and escort to the legendary coach Paul "Bear" Bryant. Preference in awarding this scholarship is given to worthy and deserving students interested in the ministry or other church vocational work.

The Josie Woodydy Scholarship was established in 1987 through memorial gifts by her family, friends, colleagues at Birmingham-Southern, and funds from the College. Mrs. Woodydy was employed at the College for fourteen years and served as Administrative Assistant to President Neal R. Berte from 1976-1987. The scholarship is awarded to any worthy and deserving student.

The Woodham-Keily Memorial Scholarship consists of a fund given by Perry Wilson Woodham and Louise Keily Woodham in memory of their parents, George Benjamin and Florence Richburg Woodham, and William Richard and Honora Sanford Keily. The income from the endowment is used annually for worthy and needy students. Preference is given to students who major in economics.

The Nolia R. and Forrest Woods Scholarship was established in 1991 through an estate gift. Mr. and Mrs. Woods had at one time resided in the Bush Hills neighborhood adjoining the College and were the owners of Woods Piano and Furniture Company which for many years operated in downtown Birmingham. Believing in the importance of church-related higher education, the Woods created this scholarship to assist students with a financial need and who might not otherwise be able to attend the College.

Samuel Buford Word Pre-Medical Scholarship was established with contributions from the many friends of the late Dr. Word, who was a distinguished alumnus of the College, a member of its Board of Trustees, and an outstanding physician and citizen of Birmingham. The income from the fund provides scholarship assistance for students preparing for medical school.

The Frank B. Yeilding, Jr., Scholarship was established in his honor by friends, business associates, and family members. Mr. Yeilding graduated from the College in 1925 and for many years was President and Chairman of the Board of Jefferson Federal Savings and Loan Association. In 1968, Mr. Yeilding received the Distinguished Alumnus Award, and in 1984 he received an honorary Doctor of Laws Degree from the College. Preference in awarding the scholarship is given to students majoring in business, computer science, or pre-medical education.

The Harriet and Manly Yeilding Scholarship was established in 1982 by Mr. Yeilding's mother, the late Annie Lou Fletcher (Yeilding) Westbrook. Harriet Howard Yeilding is a 1953 graduate of the College, and Newman Manly Yeilding, Jr., is a graduate of 1951. The Yeilding Family has many ties to the Hilltop and have been loyal supporters of the College. This scholarship is awarded to any worthy and deserving student.

The Martha Jayne and Brooks Yeilding, III, Scholarship was created in 1999 by Mrs. Yeilding to honor her late husband and to express their admiration for Birmingham-Southern College. Mr. Yeilding served as president of Jefferson Federal Savings and Loan. Although neither Mr. nor Mrs. Yeilding had direct ties to the College, many of their family members did, and Mrs. Yeilding was a supporter of the arts program at the College. This scholarship is available to any worthy and deserving student.

The Milton Yeilding Scholarship was established in his memory by Yeilding's Stores, Inc., of which he was President and Chairman of the Board for many years. Mr. Yeilding graduated from Birmingham-Southern College in 1926. He was a strong supporter of the College and an active layman of the Methodist Church. This scholarship is awarded to a worthy student with preference given to students interested in a career in business and retailing.

The Newman Manly Yeilding Scholarship was given by the family of N.M. Yeilding, an alumnus of Birmingham-Southern, who served the College for thirty-nine years in the capacities of Bursar, Treasurer, Chief Administrative Officer and President, and Financial Vice-President. Preference is given in the areas of economics and management in designating the recipient of this award.

The Tom Yeilding Athletic Scholarship was established by family and friends in memory of Thomas Milton Yeilding, who died shortly after graduating from Birmingham-Southern College in 1969. Tom excelled in campus leadership, athletics, and academics. The scholarship is awarded to a varsity athlete who demonstrates outstanding character, leadership, and academic achievement.

The Lucile D. Yerton Scholarship was established upon Ms. Yerton's death as a trust to Birmingham-Southern College. The fund provides partial scholarships for deserving students who are sufficiently motivated and who have resources to pay part of their expenses, but who, without additional help, would be unable to continue their college education.

The Robert H. Yoe, Sr., Scholarship was established by his son Dr. Robert H. Yoe, Jr., in 1989 in recognition of his father. Dr. Robert H. Yoe, Jr., is a member of the Birmingham-Southern College Class of 1944, and had a distinguished career as a cardiovascular surgeon. Preference in awarding this scholarship is given to a worthy and deserving student.

Other Endowed Funds

The Bishop Family Student Travel Fund was created in 2000 through an endowment with the Community Foundation of Southeast Alabama (Dothan) contributed by Eustace E. Bishop, Jr., and his sons William Graham Bishop, Class of 1993, and Harrison Kimbrough Bishop, Class of 2000. The Fund provides annual grants to students with a financial need to assist them in covering the cost of travel during the interim term. Recipients must be in their junior or senior year, have an overall 2.75 or better grade point average, and major in business or a related field. Preference is given, but not limited, to students who are from the Wiregrass area of Southeast Alabama, Southwest Georgia, and Northwest Florida. Recipients are expected to make a photo journal of their travel experience and share it with the donors.

The Diane Brown Travel Fund was established in 1989 by family, Birmingham-Southern colleagues, and other friends. Dr. Brown served as a Professor of French for Birmingham-Southern from 1965 until the fall of 1989. She was a graduate of Howard College and the University of Alabama. Dr. Brown served as Director of Birmingham-Southern's interim term for five years, and also led a number of study/tours abroad for Birmingham-Southern students. She was selected Teacher of the Year by Omicron Delta Kappa in 1989. This scholarship is awarded to students maintaining at least a "B" average and is to be used to enable worthy and deserving students to benefit from interim travel and study opportunities abroad in a group supervised directly by a Birmingham-Southern faculty member. Recipients of the travel fund shall be requested, but not required, to make contributions to this scholarship, when and if time and circumstances permit, in order that more students can benefit from the purposes intended.

The Katherine Brock Fuller Library Fund was created in her honor in 1988 by her daughters Billie F. Goodloe of Mobile and Janet F. McElroy of Tuscaloosa, Birmingham-Southern College graduates of 1964 and 1959, respectively. Mrs. Fuller received her master's degree in education from the College in 1963. Income from this fund is used to purchase books in the disciplines of philosophy, religion, history, and art history.

The Paul and Nell Clem Travel Fund was established in 1998 by their children all of whom are graduates of the College: Dr. Judy Clem Klaas, '60; Paul L. Clem, Jr., '63; and Robert E. Clem, '67. Nell Echols Clem, daughter of a prominent Methodist minister, graduated from the College in 1935. Paul L. Clem graduated from Birmingham-Southern College in 1937 where he was an outstanding varsity athlete and he entered Emory University School of Divinity. Nell Echols and Paul Clem were married in 1936, served pastorates which included Huntsville, Florence, Anniston and in Birmingham at McCoy Memorial Methodist Church which was the "Birmingham-Southern church." The Clems recognized the educational value of travel through camping vacations in the U.S. and travel in Europe including "exchange pulpits" in the British Isles. Thus this fund has been established to supplement the cost of student travel on the College's study-tours either domestically or internationally. A major consideration in making an award from this fund is financial need.

The Jack King Cress Travel Fund was established in his memory in 1990 by his brother, George A. Cress. Jack Cress (1915-1989) was a public educator who received his master's degree in English from Emory University, served as a secondary school teacher, and Director of Guidance in the Birmingham Public Schools. Mr. Cress was a strong advocate of liberal arts education and had a broad knowledge of art, British literature, and classical music. This scholarship is used to enable worthy and deserving students to benefit from study-travel opportunities in England.

The H. Bascom Garrett Memorial Fund honors Mr. Garrett who was a 1918 graduate, majoring in chemistry, of Birmingham College, a parent institution of Birmingham-Southern College. Income from this endowed fund provides off-campus activities and projects for the educational enrichment of students in chemistry with such use to be determined by the chemistry faculty. This fund was established in 1991 through the generosity of W. Walton Garrett, son of Bascom Garrett and Birmingham-Southern College alumnus, and his wife, Marion H. Garrett.

The Kristin D. and Vernon S. Hurst BSAO Fund - Vernon S. Hurst, M.D., is a 1988 Birmingham-Southern College graduate and a 1987 participant in the British Studies at Oxford (BSAO) program, as was his wife, Kristin, a graduate of Rhodes College. As students, both of them received a scholarship grant in order to participate in this unique study abroad summer program. Dr. and Mrs. Hurst have endowed this fund for the purpose of enabling an outstanding student with financial need to participate in BSAO.

The Jenkins Family Travel Fund was established by friends and family in memory of William Harrison Jenkins (1905-1981) and Margaret Payne Jenkins (1911-1994). Mr. Jenkins was a public educator, scholar and author of Alabama history, lay leader in the Methodist Church, and 1927 graduate of Birmingham-Southern College. Mrs. Jenkins' sense of fulfillment was in being a wife, homemaker, and mother of four children for whom she and Mr. Jenkins diligently sought to provide a good education, a solid sense of values, and an appreciation for those things which give beauty and meaning to life. This scholarship is intended to assist worthy students in benefiting from travel and study opportunities abroad with preference given, but not restricted, to western Europe through programs such as British Studies at Oxford.

The Betty Langley Kitchings Book Fund was established in honor of Betty Langley Kitchings, who was born in Jackson, Mississippi, and was educated at Mississippi College and the University of Virginia. During the 1950s and '60s she taught reading improvement at Birmingham's Brooke Hill School and on occasion tutored individual students. This book fund was established in 1990 by a former student in grateful appreciation for the love of books and reading which Mrs. Kitchings nurtured in that student as a youth. Mrs. Kitchings is married to Birmingham attorney, Atley A. Kitchings, Jr., and their daughter, Marlea Kitchings Foster, is a 1977 graduate of the College; their son, A. Langley Kitchings, is a 1982 graduate. The income from this fund is used to purchase books and periodicals for the College library.

The Elizabeth B. Lee Book Fund was created in 2000 through a major bequest from Elizabeth Bramham Lee who, as an adult learner, finished her college education at Birmingham-Southern College with a bachelor's degree in 1991. She was an English major, an avid reader, and someone who had a special appreciation for the well written word. Income from this endowment is to be used to purchase books for the College library.

The Dudley Long Leadership Award was established in 2003 by the 2002-2003 Student Government Association wishing to establish an endowed scholarship in recognition of 25 years of outstanding service by Dudley Long. Serving as the Vice President for Student Affairs, Dudley Long has dedicated himself to enhancing the enjoyment of student life at the College. Her wisdom and leadership has left a lasting imprint on the campus community. It is in recognition of her contributions, that the Student Government Association gives this award to a student who has enhanced campus life by initiating a new idea or strengthening an existing idea or event. This scholarship will be awarded each year during Awards Day.

The Mildred D. Long Lectureship was created in 1995 through a bequest from Ms. Long, a 1936 Birmingham-Southern College graduate and social work educator, and in honor of her parents, Lelia Harrell Long and James Hatton Long. It was the donor's preference that the lecture be held in conjunction with another campus activity. The lecturer, chosen by inter-departmental consensus, should be someone of respectable intellectual and experiential substance in current social or philosophical issues. It was Ms. Long's desire that many of the lecturers be women.

The Mann Family Fund in Memory of James DeValse Mann honors James Mann, who received his bachelor of arts degree from Birmingham-Southern College in 1928, and his brother Donegan Mann, Class of 1944. The parents of the honoree were self-taught as well as formally educated. The family had a basic desire to seek education and improvement. The honoree worked to pay his tuition for law school. His glee club activities provided the base for salaried church choir positions which also funded his graduate work. The love of music, drama, operettas, dance and singing molded and influenced his life from high school to the end of his life. The purpose of this fund is to cover supplemental expenses of students participating in events associated with the Division of Fine and Performing Arts. For example, the fund could be used to rent a tuxedo or gown needed for a student recital; to provide a student an accompanist or sheet music; to defray travel expenses for a student appearing in a regional or national competition. Expenditures from this fund shall be upon recommendation of the division chair.

The Richebourg Gaillard McWilliams Faculty Scholarship Award honors the late Professor McWilliams who served as a member of the Birmingham-Southern College English faculty for forty-two years (1929-1971), and held the title Mary Collett Munger Professor of English. Professor McWilliams was a scholar as well as a great teacher. The selection of a recipient is made by the Faculty Development Committee and is based upon scholarship, be it research, publication, or creative endeavor, completed in the past two calendar years. This award is made possible through the thoughtfulness and generosity of former students of Mr. McWilliams, Edward L. Hardin, Jr., '62, and W. Michael Atchison, '65. The recipient of the McWilliams Faculty Scholarship Award receives the distinction of this high honor; having his or her name inscribed upon a plaque; and a monetary award of \$2,500.

The Outlaw Family Travel Fund was established in 2001 by the Arthur R. Outlaw Family of Mobile. The purpose of this fund is to provide financial assistance to enable Birmingham-Southern College students to benefit from travel opportunities which qualify for academic credit, with strong preference given, but not limited to, the British Studies at Oxford Program.

Vance Speech Competition - Recognizing the need to encourage good public speaking skills in all students, the Vance Speech Competition was established and funded by William F. Vance, Class of 1941, and his wife, Louise Strickland Vance, Class of 1945. Bill Vance received a law degree from George Washington University and had a career with the Central Intelligence Agency and also served as municipal court judge in Arlington, Virginia. Upon retirement, the Vances made their home in Birmingham. Income from this endowment provides prize money for the first and second place winners in the Speech Competition.

The David J. Vann Award was established in 1979 by the Young Men's Business Club to perpetuate the name of Mayor David Vann and in recognition of his outstanding accomplishments from November 1975 to November 1979. Mr. Vann has served as a faculty member at the College, and his family was instrumental in establishing the current campus site. The political science faculty and the President of the College recommend the recipient of this award each year based on leadership, service, and scholarship. This award is not renewable.

The Ellen Flautt Walker Travel Fund was established in her memory in 1999 by her husband James L. Walker and her daughters Rosemary W. Tenney, Class of 1965, and Anne W. Drake, Class of 1968. Mrs. Walker received her bachelor of science degree from the University of Alabama in 1929 and a master of arts degree from Columbia University in 1940, and from 1950 to 1970 she was a member of the business faculty at Birmingham-Southern. This fund is used to assist students who have a grade point average of 3.00 or better, and financial need, in benefitting from study-travel opportunities during the interim term or at another time during the year.

The Bob Whetstone Faculty Development Award was created in 2000 by Dr. Whetstone, Professor Emeritus of Education at Birmingham-Southern. Dr. Whetstone served on the faculty from 1963 until his retirement in 2001. The financial award is presented at the first faculty meeting each fall to a non-tenured faculty member who demonstrated excellence in teaching the previous year. The selection is made by the Provost, and the amount is added to the faculty development travel budget of the recipient's academic division for use by the recipient.

The Dr. Evelyn V. Wiley Travel Fund was created in 2000 by former students, colleagues and other friends. Dr. Wiley is a 1938 graduate of Birmingham-Southern College; she received a master of arts degree from Vanderbilt University and her doctor of philosophy degree from the University of Pennsylvania. Dr. Wiley was a member of the Birmingham-Southern College history faculty from 1944-1973 and served as History Department Chair from 1960-1968. She pioneered programs at the College involving travel for academic credit and was one of the principal architects of the interim term. As a world traveler, Dr. Wiley imparted in her students a desire to explore and understand the world. Her interest in and commitment to her students were truly exceptional. The purpose of this fund is to enable Birmingham-Southern College students to benefit from travel opportunities, domestically or internationally, which qualify for academic credit. Such trips may be either faculty-led or independent trips. Students will be selected on a basis of financial need, academic ability, and merits of each applicant's proposed travel project. Selection is made by the Interim and Contract Learning Committee, a standing committee of the faculty.

The WTA Investment Advisors, Inc., Athletic Scholarship was created in 1999 by the firm and its senior partner, James L. "Butch" Williams, Class of 1977, and in honor of seven clients: Mr. and Mrs. Ivan J. Leonard, Mr. and Mrs. James F. Limbaugh, Mr. and Mrs. Ralph W. Quinn, III, Mr. Ernest T. Stevens, Mr. George T. Stevens, Mr. and Mrs. Lawton T. Ward, Jr., and Mr. and Mrs. Thomas P. Williams. This scholarship is for support of student-athletes and in recognition of the College's move to NCAA Division I.

CAMPUS LIFE

BSC

CAMPUS FACILITIES

Administrative Offices

Administrative offices are located in a number of buildings, including Munger Hall, Phillips Administration, Stockham, 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 offices of Admission, Financial Aid, and Academic Records and Research are located in Philips Administration.

Charles Andrew Rush Learning Center

Located near the center of the campus, this building houses the N.E. Miles Library, seminar rooms, an auditorium with video and computer projection facilities, a media center, and an electronic classroom. The recently remodeled and renovated Learning Center/Library 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, the varied individual and group facilities for study and research create an excellent environment for study.

Library services are available seven days a week, permitting ample opportunity for use of the varied resources available. Professional librarians offer personalized assistance to augment the physical facilities and the print and electronic resources of the Learning Center/Library. Please consult one of the library staff any time assistance is needed.

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. The recent Azar Art Studios addition to the facility has resulted in a 100% increase in studio space as well as major exterior remodeling.

The College Theatre

Between the Rush Learning Center and the Kennedy Art Building 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, provides an intimate "black box" environment for smaller productions. Also housed in the building are makeup rooms, dressing rooms, classrooms, and faculty offices.

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 electronic/computer 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

Replacing Ramsay Hall, which was one of the original College buildings, the Harbert complex, funded by a major gift in honor of the alumna and longtime supporter of the College, houses the Divisions of 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

The Humanities Center, formerly the Phillips Science building, experienced a \$4.3 million renovation, which was completed in January of 2003. The Humanities Center accommodates the academic needs of the College's Division of Humanities. The 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 and needed by our graduates as they enter diverse career fields or advanced educational pursuits. 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

This facility on the hillside south of the dorm quad houses campus-wide server facilities and three computer laboratories containing fifty-eight personal computers. In addition, the Olin Center houses classrooms, faculty offices, the mathematics laboratory, and a multimedia auditorium.

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 open to organized groups and school children.

Elton B. Stephens Science Center

Birmingham-Southern College dedicated a new 100,000 square-foot, \$24 million undergraduate science teaching and research facility on May 9, 2002. The state-of-the-art Elton B. Stephens Science Center houses the most current technology in classrooms, laboratories, and support areas for biology, chemistry, physics, psychology, and environmental science. There are more than 1,100 data port connections, and computer-assisted instruction is available in the classrooms, which also are wired for computer use and include retractable projection screens. The classrooms also include multi-tiered blackboards. A nuclear magnetic resonance spectrometer is housed in the Science Center for use with investigative, problem-based laboratories, and independent research in the chemistry program.

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.

Each faculty member occupies one of the twenty-five offices, as well as one of the twenty-five research laboratories that provide more opportunities to work collaboratively with students on research projects and for students to participate in "doing" science. The center also houses nineteen teaching laboratories, a computer lab, three lecture halls, three classrooms, two seminar rooms, and a greenhouse, among other areas.

Yeilding Chapel

The Chapel is located between the Olin Center and the Meyer Planetarium. This round structure, highlighted by a central altar and vivid stained glass windows, serves as the center of religious life on campus. 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.

Edward L. Norton United Methodist Center

This complex, located next to the Rush Learning Center on the north side of campus, houses the headquarters of the North Alabama Conference of the United Methodist Church. It also houses the Bill Battle Coliseum, which can seat up to 2,000.

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 is more than twice the size of the previous Snavely Student Center and provides dining facilities for everyday and special events, an expanded bookstore and post office, student lounge areas, and offices for Student Affairs, Student Government, Service-Learning, Leadership Studies, the Black Student Union, student publications, Residence Life, Counseling and Health Services, and the Career Library. The Norton Campus Center also houses a 200-seat, state-of-the-art 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, all controlled by a touch-screen computer system. It is named in honor of Trustee Bill Edwards and his wife Julia.

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. In addition, all residence halls have a computer lab. Media development facilities are present in Munger, Harbert, Olin, Kennedy, Stephens Science Center, Humanities, and the Rush Learning Center. Music composition and typesetting facilities are present in Hill. 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, the Internet, and shared access file storage. 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 access in addition to the computer lab present in each dormitory.

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.

Sports Facilities

A member of the National Collegiate Athletic Association (NCAA), the College is a full member of the NCAA Division I. The College recognizes that physical activity is important for everyone's health and not just for intercollegiate athletics. The College sponsors intercollegiate teams in cross-country, baseball, basketball, golf, rifle, soccer, softball, tennis, and volleyball as well as a full range of intramural sports for both men and women.

Athletic facilities include the Bill Battle Coliseum, site of home basketball contests and the women's basketball and women's soccer offices; the Scrushy-Striplin Baseball Field; and the Sports Center, which houses the men's basketball and men's soccer offices as well as strength-training facilities for student-athletes. Also, twelve lighted tennis courts and a softball complex were completed during the summer of 2000. The Larry D. Striplin Physical Fitness and Recreation Building, completed in 1998 and intended for student use, is home to two basketball/volleyball courts, a suspended indoor running track, a combination weight and cardiovascular workout room, two racquetball courts, a swimming pool, and an aerobics room, as well as locker rooms and offices.

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 is fortunate to have seven air-conditioned residence halls. Students are assigned to a particular hall according to the dates of their confirmation to enroll 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 admission, he or she should send a room reservation fee of \$100 to the Office of Admission. This fee is non-refundable in the event the applicant does not attend the College. 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 and Recreation offers a variety of activities and programs to the students, faculty, staff, and alumni of the College. Intramural sports, aerobic and fitness activities, and various other programs are coordinated through this Department.

The Department of Physical Fitness and Recreation is located in the Larry D. Striplin, Jr., Physical Fitness and Recreation Center. The department utilizes the facilities that are housed within the Center, which include an indoor swimming pool, two racquetball courts, a multipurpose gymnasium area, an indoor running track, a weight and cardiovascular workout room, an aerobics/martial arts studio, and a recreation room with pool tables, table tennis tables, and a foosball table. Showers and lockers are also available for use. Intramural fields and a ropes course are located on campus.

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.

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.

Other continuous services provided by the Center include vocation and aptitude assessment, résumé referral, job listings, campus interviews, and various groups and workshops on career-related topics, as well as other topics of interest to students. Counselors can also present seminars to campus groups. A complete list of current seminars may be obtained by calling the Counseling and Health Services Office.

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.

ACADEMIC ORGANIZATIONS

Alpha Kappa Psi encourages interaction between students in the fields of business.

American Chemical Society gives students in chemistry and related sciences the opportunity to hear speakers from other campuses talk about current research topics.

Association for Computing Machinery promotes interest and involvement in all aspects of computing.

Concert Choir provides students valuable experience in choral performance through its annual choral services and tours.

Institute of Management Accountants encourages and gives recognition to scholastic and professional excellence in the field of accounting.

Pre-law Organization plans activities for pre-law students and assists the pre-law advisor.

HONOR SOCIETIES

Alpha Epsilon Delta recognizes excellence in pre-medical scholarship.

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

Alpha Sigma Lambda encourages superior scholarship among students in continuing education.

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 GPA 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.

SOCIAL FRATERNITIES AND SORORITIES

At Birmingham-Southern College there are fourteen 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 Kappa Alpha
Alpha Omicron Pi
Chi Omega
Delta Sigma Theta
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 pledge a fraternity or sorority.
- (2) No pledge 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

THE 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

Assistant Professor of Mathematics

B.S. (1992), Louisiana State University; Ph.D. (1999), University of Texas at Austin. Interests: analytic number theory, approximation theory.

Neal R. Berte, 1976

Chancellor and Professor of Social Sciences

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.

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.

April Brashier, 2004

Visiting Assistant Professor of Economics

B.B.A. (2000), University of North Alabama; M.A. (2001), M.Acc. (2003), University of Alabama.

Clint E. Bruess, 2001

Professor of Education

B.S. (1963), Macalester College; M.A. (1965), University of Maryland; Ed.D. (1968), Temple University.

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 Finance

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.

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.

Judy Collier, 2004

Assistant Professor of Spanish

B.A. (1967), Converse College; M.A. (1972), Ph.D. (1979), Emory University.

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.

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.

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 Craft, 2004

Assistant Professor of Marketing

B.A. (1988), Birmingham-Southern College; M.B.A. (1994), Ph.D. (2001), The George Washington University.

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 Fur Musik and Theater, Hannover, Germany. Interests: concert piano.

Barbara Domcekova, 1999

Assistant Professor of Spanish

B.A. (1992), Comenius University, Slovakia; M.A. (1995), Ph.D. (1999), University of Florida. Interests: Cupan 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

Assistant 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.

Rodney Dunning, 2002

Assistant Professor of Physics

B.S. (1994), Appalachian State University; Ph.D. (2002), Wake Forest University.
 Interests: solid state physics, computational physics, physics education.

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.

Charlotte E. Ford, 2001

Associate Professor of Library Science

B.A. (1984), Earlham College; M.L.S. (1986), Ph.D. (2003), Indiana University.
 Interests: scholarly communication, online reference services.

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

Assistant 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

Assistant Professor of Biology

B.A. (1993), Emory University; M.S. (1999), Ph.D. (2001), University of Louisiana at Lafayette.

Thomas Jordan Gibbs, 1970

Professor of Music

B.A. (1964), Birmingham-Southern College; M.M. (1967), Ph.D. (1972), University of Texas. Interests: music history, conducting.

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

B.A. (1969), Gettysburg College; M.A. (1972), University of Maryland; Ph.D. (1976), University of Virginia. Interests: Chaucer, Middle English poetry, gender studies, interdisciplinary studies.

Bonnie H. Hairrell, 1988

Assistant Professor of Accounting

B.A. (1963), Agnes Scott College; M.S. (1971), University of Tennessee; B.B.A. (1984), Kennesaw College; M.Ac. (1988), University of Alabama at Birmingham; CPA (1984), State of Alabama. Interests: accounting, auditing and cost.

Pamela K. Hanson, 2001

Assistant 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

Assistant 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.

Katherine G. Kirkpatrick, 1989

Associate Professor of Education

B.A. (1964), Birmingham-Southern College; M.A. (1979), Ph.D. (1989), University of Alabama at Birmingham. Interests: early childhood and elementary education, curriculum, parent-child interactions, reading.

George F. Klersey, 1995

EBSCO Professor of Accounting

B.S.B.A. (1968), M.B.A. (1969), University of Florida; Ph.D. (1990), University of Southern California. Interests: cognitive aspects of auditor expertise and judgement, behavioral decision theory, accounting information systems.

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.

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

Assistant 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

Associate 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

Associate 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.

Michael L. McInturff, 1980

Professor of English

B.A. (1968), Reed College; Ph.D. (1975), Indiana University. Interests: Shakespeare, Dante, English and Italian Renaissance.

Matthew S. Mielke, 1990

Associate 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.

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: 19th- 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.

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.

Henry Irvin Penfield, Jr., 1967

Professor of Political Science

B.A. (1962), M.A. (1965), Ph.D. (1970), University of Alabama. Interests: political socialization, electoral behavior, political culture, political theory.

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

Assistant Professor of Physics

B.S. (1981), Birmingham-Southern College; Ph.D. (1988), Rice University. Interests: physics education research, Jupiter's manetosphere, 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.

Douglas A. Riley, 1999

Assistant 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.

Charles Rivers, 2004

Assistant Professor of Biology

B.S. (1989), Hampden-Sydney College; Ph.D. (1999), M.S.P.H. (2000), University of Alabama at Birmingham.

Sara H. Robicheaux, 2002

Assistant 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

Assistant 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.

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.

Robert Lee Shelton, 1968

Professor of Art

B.F.A. (1961), Memphis State University; M.A. (1963), University of Alabama. Interests: printmaking, film.

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.

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

Assistant 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.

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

Associate 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

Assistant 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.

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.

Clyde T. Stanton, 1993

Associate 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.

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.

Roy Draydon Wells, Jr., 1967

Professor of Religion

B.A. (1957), Birmingham-Southern College; B.D. (1960), Ph.D. (1968), Vanderbilt University. Interests: Biblical languages, computer analysis of texts.

Phyllis S. Williams, 2000

Assistant Professor of Education

B.A. (1975), Oberlin College; Ph.D. (1996), Auburn University. Interests: exceptional children and brain-based learning.

Tricia H. Witte, 2004

Assistant Professor of Psychology

B.A. (1998), M.A. (1999), Loyola College.

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.

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.

Donald Wayne Dixon, 1967-1989

Professor Emeritus of Psychology

A.B. (1952), M.S. (1962), University of Miami; Ph.D. (1965), University of Tennessee.

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.

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.

Hoyt McCoy Kaylor, 1943-1944; 1952-1989

Professor Emeritus of Physics and Mathematics
B.S. (1943), Birmingham-Southern College; M.S. (1949), Ph.D. (1953), University of Tennessee.

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.

Richard W. Massey, Jr., 1960-1965; 1975-1981

Professor Emeritus of Economics and Business Administration
B.S. (1939), University of Virginia; M.A. (1954), Birmingham-Southern College; Ph.D. (1959), Vanderbilt University.

Margaret Israel Millsap, 1981-1988

Professor Emerita of Nursing
B.S.N. (1956), M.S.N. (1958), Ed.D. (1974), 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.

Bobby Don Whetstone, 1963-2001

Professor Emeritus of Education

B.A. (1955), M.Ed. (1959), Birmingham-Southern College; Ph.D. (1963), University of Alabama.

Evelyn Virginia Wiley, 1944-1972

Professor Emerita of History

B.A. (1938), Birmingham-Southern College; M.A. (1939), Vanderbilt University; Ph.D. (1959), University of Pennsylvania.

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.

H. Wayne Shew, 1978

Interim Provost and 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.

Dudley Long, 1977

Vice President for Student Affairs

B.S. (1972), University of Alabama; M.A. (1977), University of Alabama at Birmingham.

R. Wayne Echols, 2002

Vice President for Business and Finance

B.A. (1975), M.A. (1977), Ed.D. (1981), University of Alabama.

George L. Jenkins, 1982

Vice President for Development

B.A. (1967), Birmingham-Southern College; M.S. (1968), Florida State University.

Edward S. LaMonte, 1987

Vice President for Administration

B.A. (1965), Harvard College; M.A. (1968), Ph.D. (1976), University of Chicago.

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.

David Arias, 2004

Director of Planned Giving

B.S. (1984), University of Alabama at Birmingham; C.P.A. (1989), State of Alabama; M.B.A (1992), University of Alabama.

J. Lynne Beeson, 1995

Director of Development Services

Neal R. Berte, 1976

Chancellor

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.

Danny K. Brooks, 1989

Dean of Records and Research

B.S. (1985), University of North Alabama; M.P.P.M. (1999), Birmingham-Southern College.

Will Chandler, 2001

Associate Director of Sports Information

B.A. (1998), Mississippi State University.

Tonya Charland, 2001

Head Coach Volleyball

B.S. (1997), M.A. (2000), University of Alabama at Birmingham.

Leslie Claybrook, 1999

Associate Athletic Director; Senior Women's Administrator

B.A. (1994), University of Alabama; M.Ed. (1998), Mercer University.

Jon K. Crook, 2000

Director of Admission

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.

Ron H. Day, 2000

Director of Financial Aid

B.A. (1976), University of Mobile; M.Ed. (1978), Southern Baptist Theological Seminary.

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.

Michele Drinkard, 2003

Head Coach Women's Golf

B.S. (1986), University of Alabama.

Lane Estes, 1998

Executive Assistant to the President

B.S. (1989), M.S. (1992), University of Tennessee.

Jason Falls, 2001

Assistant Athletic Director of Media Services

B.A. (1995), Morehead State University; M.S. (1996), West Virginia University.

Jennifer Holder Fields, 2000

Associate Director of Human Resources

B.S. (1993), Birmingham-Southern College; C.M. (1999).

Samuel L. Gladden, 2001

Head Coach Rifle

B.S. (1972), Auburn University; M.S. (1980), University of Montevallo.

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

Director of Special Events

B.A. (1968), University of Georgia; M.Ed. (1973), Georgia State University.

Peggy H. Hair, 1999

Associate Vice-President for Development and Director of Alumni Affairs

B.S. (1970), University of Alabama; M.S. (1972), Indiana University; M.B.A. (1988), Mary Washington College.

Anthony Hambey, 1987

Associate Vice President for Information Technology

B.S. (1986), Jacksonville State University.

R. Michael Hamilton, 2001

Associate Director of Communications, New Media

B.S. (1990), University of Alabama at Birmingham.

Kristin Harper, 1999

Coordinator of Service-Learning

B.A. (1992), Birmingham-Southern College.

Lisa Sims Harrison, 1999

Associate Director of Communications, Media Relations

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.

Ronald Hazelhoff, 1988

Director of Environmental Programs

B.A. (1982), Western Washington University; M.A. (1984), University of Wyoming.

Janine Hoffman, 1999

Head Coach Women's Basketball

B.A. (1988), Whitworth College; M.S (1995), Central Missouri State University.

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.

Stewart A. Jackson, 1979

Dean of the Chapel

B.S. (1971), Auburn University; M.Div. (1974), D. Min. (1976), Emory University.

Rushton Johnson, 2001

Director of Residence Life

B.A. (1995), Birmingham-Southern College; M.S. (1997), Jacksonville State University; Ed.D. (1999), University of Alabama.

Tracy Johnson, 1999

Associate Director of Financial Aid

B.A. (1997), M.Ed. (1999), University of Virginia.

Bo Kerr, 2002

Director of Athletic Development/Marketing

B.A. (2000), Auburn University.

Susan E. Kinney, 1983

Director of Human Resources

B.S. (1978), University of Alabama.

Anne C. Ledvina, 2000

Associate Director of International Programs

B.A. (1990), Marlboro College; M.A. (1992), University of Alabama.

Karen Lytle, 2001

Associate Director of Admission

B.A. (1988), Davidson College; M.P.P.M. (2003), Birmingham-Southern College.

Keidane McAlpine, 1997

Head Coach Women's Soccer

B.A. (1997), Birmingham-Southern College.

Pamela M. Miller, 1998

Comptroller

B.S. (1975), M.Ac. (1982), University of Alabama.

Thomas L. Miller, 2000

Head Coach Men's Golf, Director of Golf

B.S. (1970), M.B.A. (1972), Northeast Louisiana University.

Joanne H. Miner, 1982

Associate Director of Student Financial Aid Services
B.S. (2000), Birmingham-Southern College.

Tyra R. Perry, 2000

Head Coach Softball
B.S. (1997), M.S. (1998), Louisiana State University.

T. Lars Porter, 2004

Head Coach Cross Country
B.S. (2004), Birmingham-Southern College.

Duane Reboul, 1989

Head Coach Men's Basketball
B.S. (1972), University of New Orleans; M.Ed. (1988), Mississippi State University.

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

Sheryl S. Salmon, 1985

Associate Vice President for Admission Services
B.A. (1985), Birmingham-Southern College.

Jane S. Seigel, 1996

Director of Career Counseling
B.A. (1993), Birmingham-Southern College; M.A. (1996), University of Alabama at Birmingham.

M. Brandon Sheppard, 2004

Head Athletic Trainer
B.S. (1995), Livingston University; A.T.C. (1996); M.Ed. (1997), Valdosta State University.

Brian D. Shoop, 1989

Head Coach Baseball
B.A. (1980), Malone College; M.A. (1982), Kent 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.

Tara Sudderth, 1998

Dean of Business and Graduate Programs

B.A. (1985), Birmingham-Southern College; M.A. (1988), University of Alabama at Birmingham; Ph.D. (1997), University of Mississippi.

Tracy Thomas, 1998

Associate Director of Communications, Publications

B.A. (1992), Birmingham-Southern College; M.S. (1994), Purdue University.

Douglas Joseph Welle, 2004

Director of Interim and Contract Learning

B.A. (1988), Stanford University; M.A. (1992), University of Michigan.

Carl Wilson, 1982

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