



Montgomery, Alabama
1976-1977

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CALENDAR

1976 Summer Quarter

1. May 24 Last Day for Completing Applications
for Admission.
2. June 7 & 8 Final Registration
3. June 9 Classwork Begins
(Regular Quarter & 5 Week Term)
4. June 9 & 10 Schedule Adjustments
5. June 15 LAST DAY FOR REGISTERING or ADDING
CLASSES PRIOR TO SECOND CLASS MEETING.
6. June 23 Last Day for Refunds.
7. July 13 Classwork Ends for 5 Week
Term Classes.
8. July 14 & 15 Final Examinations for
5 Week Term Classes.
9. July 29 PRE-REGISTRATION FOR
FALL 1976 QUARTER.
10. August 12 Classwork Ends for
Regular Quarter Classes.
11. August 16-19 Final Examinations for
Regular Quarter Classes.
12. August 17 GRADES FOR GRADUATING SENIORS DUE
IN REGISTRAR'S OFFICE AT 5 PM.
13. August 20 Graduation for this quarter certified
effective this date. No ceremony
held this date. Next graduation ceremony
at end of Spring 1977 Quarter.
14. August 23 All remaining grades due in Registrar's
Office not later than 5 PM.

GRADUATING STUDENTS ARE RESPONSIBLE FOR ARRANGING
EARLY FINAL EXAMINATIONS WITH THEIR PROFESSORS.

1976 Fall Quarter

1. September 8 Last Day for Completing Applications
for Admissions.
2. September 17 New Student Orientation.
3. September 20-21 Final Registration.
4. September 22 Classwork Begins.
5. September 22 & 23 Schedule Adjustments.

6. September 28 LAST DAY FOR REGISTERING
OR ADDING CLASSES PRIOR
TO SECOND CLASS MEETING.
7. October 6 Last Day for Refunds.
8. November 15-16 PRE-REGISTRATION for Winter 1977
Quarter 1 PM — 7 PM.
9. November 24-25-26 Thanksgiving Holiday. (No classes will be held.
Offices open Wednesday, November 24, 8 AM — 5 PM,
closed Thursday 25 and Friday 26.)
10. November 30 Classwork Ends.
11. December 1-2, 6-7 Final Examinations.
12. December 2 GRADES FOR GRADUATING SENIORS DUE
IN REGISTRAR'S OFFICE 5 PM.
13. December 10 a. Graduation Certification Day.
b. All grades due in Registrar's
Office not later than 7 PM.

GRADUATING STUDENTS ARE RESPONSIBLE FOR ARRANGING FOR
EARLY FINAL EXAMINATIONS WITH THEIR PROFESSORS.

1977 Winter Quarter

1. December 1 (1976) Last Day for Completing Applications
for Admission.
2. January 3-4 Final Registration.
3. January 5 Classwork Begins.
4. January 5-11 Schedule Adjustments.
5. January 11 LAST DAY FOR REGISTERING OR ADDING
CLASSES PRIOR TO SECOND CLASS MEETING.
6. January 19 Last Day for Refunds.
7. February 23-24 PRE-REGISTRATION FOR SPRING
QUARTER 1 PM — 7 PM.
8. March 10 Classwork Ends.
9. March 14-17 Final Examinations.
10. March 15 GRADES FOR GRADUATING SENIORS DUE
IN REGISTRAR'S OFFICE NOT LATER THAN 5 PM.
11. March 18 Graduation Certification Day.
No Ceremony.
12. March 21-22 Final Registration for
Spring 1977 Quarter.

GRADUATING STUDENTS ARE RESPONSIBLE FOR ARRANGING
FINAL EXAMINATIONS WITH THEIR PROFESSORS.

1977 Spring Quarter

1. March 4..... Last Day for Completing Applications
for Admission.
2. March 21-22..... Final Registration.
3. March 23 Classwork Begins.
4. March 23-24..... Schedule Adjustments.
5. March 29..... LAST DAY FOR REGISTERING OR
ADDING CLASSES PRIOR
TO SECOND CLASS MEETING.
6. April 6..... Last Day for Refunds.
7. May 16-17 PRE-REGISTRATION FOR SUMMER 1977
QUARTER 1 PM — 7 PM.
8. May 31..... Classwork Ends.
9. June 1-2, 6-7 Final Examinations.
10. June 2 GRADES FOR GRADUATING SENIORS DUE
IN REGISTRAR'S OFFICE AT 5 PM.
11. June 10..... Graduation 7:30 PM.
12. June 10 All grades due in Registrar's Office
not later than 5 PM.

GRADUATING STUDENTS ARE RESPONSIBLE FOR ARRANGING
EARLY FINAL EXAMINATIONS WITH THEIR PROFESSORS.



AUM FINAL EXAM SCHEDULE

Summer 1976

AUG. 16 AUG. 17 AUG. 18 AUG. 19

8 — 11 A.M.	1st Period M — W	1st Period T — Th	2nd Period M — W	2nd Period T — Th	8 — 11 A.M.
1 — 4 P.M.	3rd Period M — W	3rd Period T — Th	4th Period M — W	4th Period T — Th	1 — 4 P.M.
6 — 9 P.M.	5th Period M — W	5th Period T — Th	6th Period M — W	6th Period T — Th	6 — 9 P.M.

Find your class(es) in the squares: Read up to find the day and
across to find the hour.

FALL 1976

DEC. 1 DEC. 2 DEC. 6 DEC. 7

8 — 11 A.M.	1st Period M — W	1st Period T — Th	2nd Period M — W	2nd Period T — Th	8 — 11 A.M.
1 — 4 P.M.	3rd Period M — W	3rd Period T — Th	4th Period M — W	4th Period T — Th	1 — 4 P.M.
6 — 9 P.M.	5th Period M — W	5th Period T — Th	6th Period M — W	6th Period T — Th	6 — 9 P.M.

Find your class(es) in the squares: Read up to find the day and
across to find the hour.

AUM FINAL EXAM SCHEDULE

WINTER 1977

MAR. 14 MAR. 15 MAR. 16 MAR. 17

8 — 11 A.M.	1st Period M — W	1st Period T — Th	2nd Period M — W	2nd Period T — Th	8 — 11 A.M.
1 — 4 P.M.	3rd Period M — W	3rd Period T — Th	4th Period M — W	4th Period T — Th	1 — 4 P.M.
6 — 9 P.M.	5th Period M — W	5th Period T — Th	6th Period M — W	6th Period T — Th	6 — 9 P.M.

**Find your class(es) in the squares: Read up to find the day and
across to find the hour.**

SPRING 1977

JUNE 1 JUNE 2 JUNE 6 JUNE 7

8 — 11 A.M.	1st Period M — W	1st Period T — Th	2nd Period M — W	2nd Period T — Th	8 — 11 A.M.
1 — 4 P.M.	3rd Period M — W	3rd Period T — Th	4th Period M — W	4th Period T — Th	1 — 4 P.M.
6 — 9 P.M.	5th Period M — W	5th Period T — Th	6th Period M — W	6th Period T — Th	6 — 9 P.M.

**Find your class(es) in the squares: Read up to find the day and
across to find the hour.**

GRADUATE STUDY AREAS
AND
ACADEMIC ABBREVIATIONS

Business Administration.....	MBA
Criminal Justice.....	MCJ
Educational Administration.....	MED
Elementary Education.....	MED
Guidance and Counseling.....	MED
Public Administration.....	MPA
Secondary Education.....	MED

BOARD OF TRUSTEES

Under the organic and statutory laws of Alabama, Auburn University is governed by a Board of Trustees consisting of one member from each congressional district, as these districts were constituted on January 1, 1961, an extra member from the congressional district in which the institution is located, and the Governor and State Superintendent of Education, who are ex-officio members. The Governor is chairman. Members of the Board of Trustees are appointed by the Governor for twelve years. Members of the board receive no compensation. Trustees serve until reappointed or their successors are named.

The Board of Trustees place administrative authority and responsibility in the hands of an administrative officer at Auburn University. The institution is grouped for administrative purposes into divisions, schools, and departments.

MEMBERS OF THE BOARD

His Excellency, George C. Wallace, Governor, President
(Ex-officio). Montgomery

Dr. Wayne Teaguer, State Superintendent of Education
(Ex-officio). Montgomery

Name	District	Home
Term Expires 1979		
William Nichols	Fourth	Sylacauga
Sue Fincher	Fifth	Albertville
Walston Hester	Seventh	Russellville

Term Expires 1983		
R. C. Bamberg, Vice President	Sixth	Uniontown
Robert H. Harris	Eighth	Decatur
Charles M. Smith, III	Second	Montgomery

Term Expires 1987		
John Pace, III	First	Mobile
Henry Steagall	Third	Ozark
Ralph Jordan	Third	Auburn
Frank P. Samford, Jr.	Ninth	Birmingham

ADMINISTRATIVE COUNCIL

- Philpott, Harry M., *President*. 1965
 A.B., Washington and Lee University; Ph.D., Yale University; D.D. (Hon.)
 Stetson University; LL.D. (Hon.), Washington and Lee University; LL.D.
 (Hon.), University of Florida.
- Funderburk, H. Hanly, Jr., *Vice President*. 1968
 B.S., M.S., Auburn University; Ph.D., Louisiana State University.
- Holsenbeck, Daniel C., *Assistant Vice President
 for Development*. 1975
 B.S., Auburn; M.Ed. Johns Hopkins; Ph.D., Florida State University.
- Williams, James O., *Assistant Vice President for Academic Affairs
 and Assistant Dean, Graduate School*. 1969
 B.S., M.Ed., Ed.D., Auburn University.
- Black, Diane C., *Director, University Relations*. 1974
 B.S., University of Alabama.
- Boyles, Wiley R., *Dean, School of Sciences*. 1970
 B.S., University of Chattanooga; Ph.D., University of Tennessee.
- Boyne, John J., *Director, Air University Graduate Division*. . . 1968
 A.B., M.A., University of Alabama; Ph.D., University of North Carolina.
- Clark, William D., *Dean, School of Business*. 1969
 B.S., M.B.A., Ph.D., University of Arkansas.
- Daniel, Richard W., *Director, Continuing Education*. 1972
 B.S., M.Ed., Ed.D., North Carolina State University.
- Dunlavy, Darold, *Dean, Student Affairs*. 1971
 B.A., M.Ed., University of Montevallo.
- Jacobs, Grover T., *Director, Finance*. 1976
 B.S., Troy State University; M.S., George Peabody College; LLB Jones Law
 Institute.
- Maxson, Robert C., *Dean, School of Education*. 1970
 B.S., Arkansas A & M College; M.Ed., Florida Atlantic University; Ed.D.,
 Mississippi State University.
- Nance, Guinevera A., *Dean, School of Liberal Arts*. 1971
 B.A., Texas Christian University; M.A., Ph.D., University of Virginia.
- Pastorett, Richard T., *Director, Libraries*. 1969
 B.D., Mount St. Mary's Colleges; M.A., Florida State University.

ADVISORY BOARD

Newton J. Bell, III
Charles P. Brightwell
James M. Folmar
Robert S. Gaddis
Dr. Jack J. Kirschenfeld
Edward L. Lowder
William H. McLemore
Mrs. Jerome T. Moore
Frank A. Plummer

James G. Pruett
Robbins Taylor
George von Gal, Jr.
Milton A. Wendland
C. E. Weldon, Jr.
Dr. John H. Winston, Jr.
James Robinson, Ex-officio
William Joseph, Ex-officio
Charles M. Smith, III, Ex-officio

GRADUATE COUNCIL

John J. Boyne, A.B., M.A., Ph.D.... *Director, Air University Graduate Division*
Eldon J. Cairns, B.A., Ph.D..... *Professor of Biology*
William D. Clark, B.S., M.B.A., Ph.D..... *Dean, School of Business*
Charles W. Golden, B.S., M.B.A., D.B.A..... *Assistant Professor of Business*
Donald B. Dodd, B.S., M.A., Ph.D..... *Associate Professor of History*
C. Barker Harrison, B.S., M.A., Ed.D..... *Associate Professor of Education*
John E. Teggins, B.Sc., M.A., Ph.D..... *Professor of Chemistry*
Julia L. Willard, B.S., B.A., M.Ed., Ed.D.... *Assistant Professor of Education*
James O. Williams, B.S., M.Ed., Ed.D..... *Assistant Dean of Graduate
School, Chairman*



OBJECTIVES OF AUBURN UNIVERSITY AT MONTGOMERY

The objectives of Auburn University at Montgomery may be considered in two categories — **general** and **specific**.

The general objectives of Auburn University at Montgomery reflect the institution's awareness of her role and responsibilities as an emerging state supported institution of higher learning whose place in history favors her evolving into a dynamic and complex center of learning, research, and culture. Consequently, Auburn University at Montgomery is dedicated to:

Providing for its students, within the resources of the institution, educational opportunities of a liberal character as well as those of a specialized nature;

Developing graduates whose knowledge, intellectual discipline, and experience in the multiple aspects of our culture will be manifest in service to their fellow man and to the state and nation;

Conducting, insofar as possible, programs of research in an effort to stimulate the faculty and students in their quest for knowledge; to promote their intellectual growth and development; to broaden the foundations of knowledge; to increase understanding of today's and tomorrow's world; and, finally, to aid in resolving the unique problems of contemporary society;

Creating and implementing effective programs of education and service which will extend the scientific, professional, and cultural resources of the University to individuals, communities, institutions, and industries, thereby contributing to an improved technology, better environmental and health conditions, an enhancement of the general level of living, and the development of more responsible citizenship;

Enriching our cultural heritage through active encouragement of scholarly and creative effort in the arts, humanities, and sciences so that the University may serve its students and the community at large as a vital source of cultural enlightenment and as a stimulus toward their participation in the intellectual life; and

Reassessing continuously the value of particular objectives and programs of the University in order to make them accord with new knowledge and changing social conditions; and as a part of this reassessment to seek ever more efficient and imaginative means of fulfilling the University's purposes.

The specific objectives of Auburn University at Montgomery reflect the institution's basic commitment to serve the diverse and expanding educational needs of the State. At present, AUM objectifies this commitment by providing

for Montgomery and South-Central Alabama comprehensive educational, professional, and cultural programs dedicated to:

Providing a sufficiently strong undergraduate institution offering degrees in the arts, sciences, business, and teacher education;

Developing and enlarging within these academic areas appropriate graduate programs. Large and growing urban communities, particularly Montgomery with its unique character dominated by state government, military installations, and a large professional population, place an ever increasing demand upon the local institution(s) of higher learning for opportunities for post-graduate education;

Offering residents of the region, those who are not specifically interested in degree programs, the opportunity to continue their education for either cultural or professional reasons; and

Conducting a broad program of individual and institutional research and consultative services for the general benefit of the community, region, and state.

HISTORY

Auburn University at Montgomery was established by Act 403 of the 1967 Alabama Legislature. This action resulted from the request of the citizens of the Montgomery area to establish a degree-granting institution to serve Montgomery and the surrounding counties. In March, 1968, Dr. H. Hanly Funderburk, Jr. was appointed Vice President, Auburn University at Montgomery, to administer the new institution. A 500-acre tract which was a part of the McLemore Plantation was purchased as the site for the new campus. The land is located approximately seven miles east of downtown Montgomery between Interstate 85 and U.S. Highway 80. Two architectural firms were hired to develop a master plan for the new campus and to design the original buildings. The new campus was occupied in the fall, 1971.

Prior to the establishment of AUM, The University of Alabama operated an extension center on Bell Street in the downtown section of the city. When the decision was made to establish AUM, the facilities which were owned by the University of Alabama were purchased by Auburn University. These facilities served as a temporary location for AUM from 1968 until 1971, while the campus was being developed. The Bell Street campus is still used in several of AUM's present programs.

In cooperation with Air University at Maxwell Air Force Base, Master's degree programs are offered in Political Science, Business Administration, Public Administration, and Education. These classes meet at Maxwell AFB in facilities provided by the Air University. Approximately 250 students are enrolled in these programs during each academic year.

Since September, 1969, classes have been offered both during the day and evening hours, from 8 a.m. to 10 p.m. to provide greater flexibility in the scheduling of classes. In September, 1975, AUM had a total student enrollment of 3797. In addition to the students enrolled in credit courses, over 1241 were enrolled in Continuing Education activities. The total enrollment figure represents an increase of 21% over the previous fall quarter, placing AUM among the fastest growing universities in the state.

AUM is organized into five academic schools and one service or extension division. The academic schools are Liberal Arts; Sciences; Education; Business; and the Air University Graduate Division. The Extension division is the Division of Continuing Education. The schools of Liberal Arts, Sciences, Education, and Business offer both undergraduate and graduate programs directly responsive to the needs of the Montgomery area.

LOCATION

The campus of Auburn University at Montgomery is located between U.S. Highway 80 (Atlanta Highway) and Interstate 85, just east of downtown Montgomery. This location makes AUM easily accessible from any point in or near the Montgomery area.

THE CAMPUS AND BUILDINGS

At present, the campus has five major buildings — three classroom buildings, the library (first phase) and the student center (first phase). A physical education and athletic facility will be completed during the summer of 1976.

Goodwyn Hall contains approximately 100,000 square feet of space. The Schools of Science and Business as well as the Division of Continuing Education are housed in Goodwyn Hall.

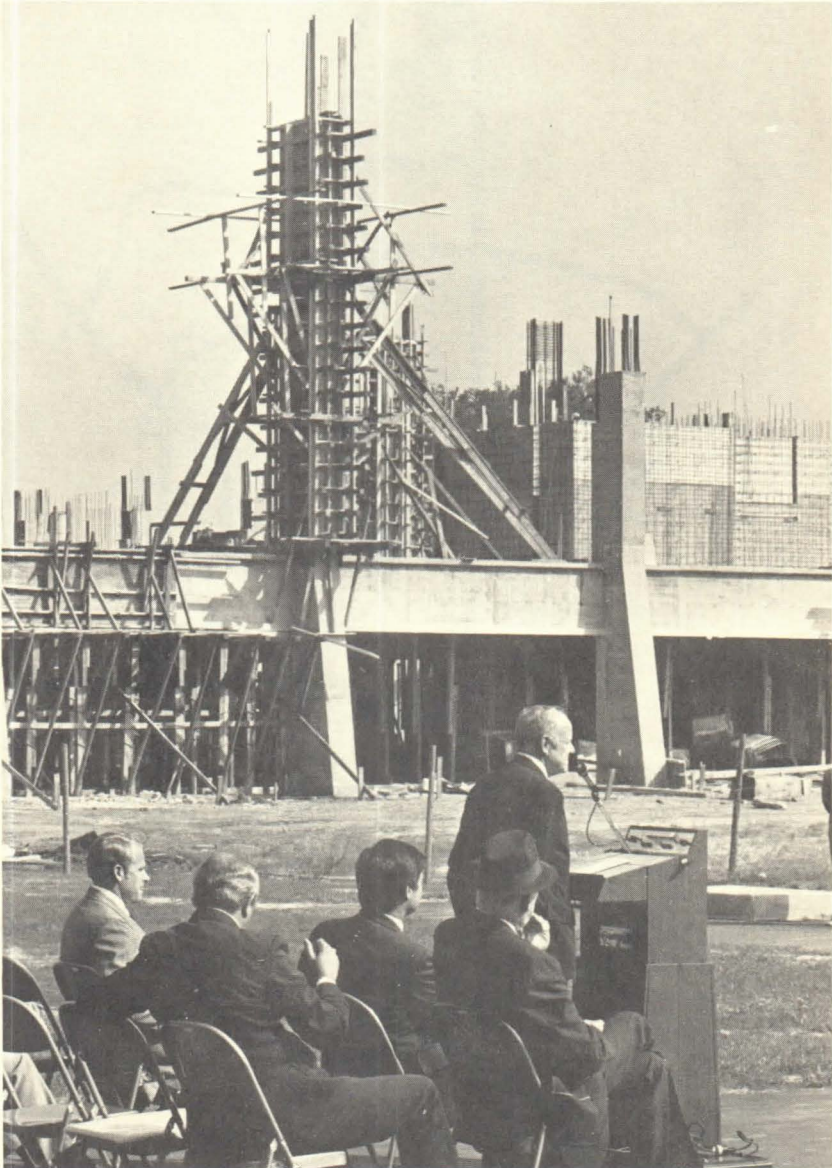
The School of Education is housed in one wing of the Liberal Arts/Education complex completed in 1974 and the School of Liberal Arts is housed in a new wing completed in 1975. This complex contains classrooms, offices, counseling rooms, a reading clinic and a speech and hearing clinic.

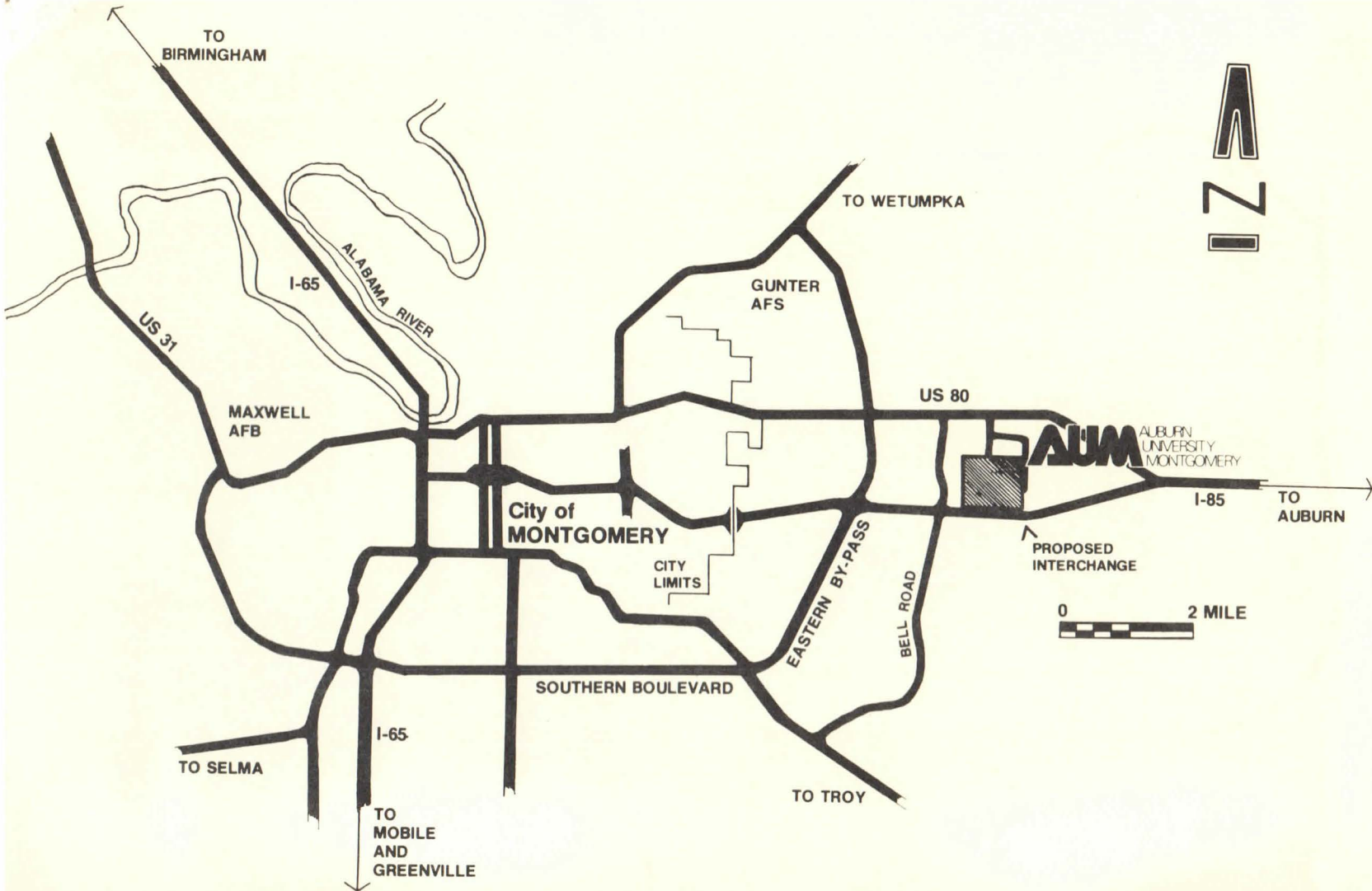
The Library Building contains some 50,000 square feet and houses both the Library and Administrative Offices. The ten-story tower portion will be added, it is hoped, within the next five years.

The Student Center contains a cafeteria/snackbar, a bookstore, a recreation room, student study and television lounges, and offices for student activities.

Construction of AUM's new School of Business will begin the summer of 1976, with anticipated completion date of summer 1977.

The master plan calls for ten or twelve buildings to be completed by 1980.





HEATING and
REFRIGERATION 

MAINTENANCE 

UNIVERSITY DRIVE

UNIVERSITY DRIVE



AUM AUBURN
UNIVERSITY
MONTGOMERY
CAMPUS

TENNIS COURTS

NORTH PARKING
LOT

PHYSICAL
EDUCATION
TEACHING COMPLEX

NORTHEAST
PARKING LOT

LIBERAL ARTS
EDUCATION

CLASSROOM BUILDINGS

GOODWYN HALL

STUDENT
CENTER

ADMINISTRATION
(LIBRARY BUILDING)

EAST
PARKING LOT

GENERAL INFORMATION

Scope of Graduate Programs

Auburn University at Montgomery currently offers five graduate degrees: (1) Master's Degree in Public Administration (MPA), (2) Master of Business Administration (MBA), (3) Master of Political Science (MPS), (4) Master of Education (M.Ed), Master of Science in Criminal Justice (MCJ).

The Master's Degree in Public Administration is offered through the School of Sciences. The objective of the Public Administration Program is to provide those persons currently in public service, or those seeking to enter public service, with a broad education that will prepare them for general administrative positions at the municipal, state and national level.

The Master of Business Administration Program is administered through the School of Business and is designed to prepare the student for administrative positions in business, government and other organizations. The program of study leading to the MBA degree consists of a prescribed pattern of graduate courses based on a common core of subjects which examines the functions of the executive and the environment of the administrator. Beyond this core, the student may choose to study in some depth any of a number of particular fields of business administration and economics.

The School of Education offers graduate work leading to the Master of Education degree. Current graduate programs in education are designed primarily for elementary and secondary teachers, guidance counselors and school administrators.

The Master of Political Science is available only to students who desire to work toward a degree with broader disciplinary scope than Public Administration. Current courses emphasize the areas of comparative government and international relations as well as the behavioral sciences. This program is available by special arrangement with the School of Sciences.

The Master of Science in Criminal Justice is offered in the School of Sciences for students interested in professional careers in the criminal justice field. This program, similar in many respects to the Public Administration Program prepares personnel for leadership roles in the courts, corrections, and other criminal justice agencies.

Admission Requirements

Graduation with a Bachelor's degree or its equivalent from an accredited college or university is requisite for admission to the graduate program. The undergraduate preparation of every applicant for admission must satisfy the requirements of a screening committee in the school where the work will be completed.

Applicants for admission to one of the graduate degree programs offered by AUM must submit to the AUM Admission Office a formal application, transcripts of all previous college-level work and scores on the aptitude portion of the Graduate Record Examination.

When all relevant documents have been collected by the Admissions Office, the applicant's file will be transmitted to the school offering the program for which the prospective student has applied.

The School will assign the applicant a screening committee composed of members of the faculty teaching graduate courses. This committee will meet to consider the qualifications of the applicant. Screening committees will consider the applicant's undergraduate academic record and his scores on the Graduate Record Examination. When possible, the committee may request an interview with the applicant to further aid in the evaluation of the qualifications of the student.

The screening committees of all schools are currently using a formula which weighs the undergraduate academic average and the Graduate Record Examination scores.

On the basis of the formula, and the other considerations enumerated above, the committee may recommend the admission of the applicant, the denial of admission, or it may recommend that validating work be done before a recommendation of admission or denial of admission is made by the committee.

If the screening committee determines that the applicant is likely to be successful, his application is approved and forwarded to the office of the Assistant Dean of the Graduate School, AUM. With the approval of the Assistant Dean, the applicant will be admitted to the graduate program.

Applications for admission to the graduate program should be received by the AUM Admissions Office three weeks prior to the beginning of the quarter in which the student expects to begin work. Official transcripts from all institutions previously attended must be forwarded from the appropriate registrar directly to the AUM Admissions Office.

Graduate Student Classifications

- | | |
|--------------------|---|
| Classification 6: | Full admission to graduate program for the purpose of earning a Master's degree. |
| Classification 8: | Provisional Admission; having an acceptable grade point average pending receipt of satisfactory GRE scores. Credit earned in this classification can be applied to the Master's program if accepted fully by the beginning of the second quarter of coursework. |
| Classification 13: | Holds Master's degree from approved institution. Admission is for non-degree or certification purposes. |

Graduation Requirements

Each graduate program requires a minimum of 48 to 51 quarter hours of work in courses acceptable for graduate credit. All five programs — the MPA, the MBA, the MPS, the M.Ed and the MCJ are considered to be professional

programs designed to provide the student the depth of knowledge, skills, theoretical insights and leadership necessary for responsible positions in government, business or education. All graduate work taken to satisfy degree requirements may be completed on a full-time or part-time basis.

A foreign language is not required for completion of the Master's Degree. All programs currently offered are nonthesis programs but each requires acceptable performance on the appropriate comprehensive examination which is prepared by a committee in the academic school offering the degree. All programs have broadly defined requirements for admission regarding the undergraduate preparation of the student. These are included in the descriptions of each program. Also included are descriptions of the specific curricula for the programs.

Graduate courses available at AUM are of essentially two variations. First, there are courses numbered 600 or above which are open only to those students who have obtained graduate standing. Second, there are 500 level courses which are open to upper division undergraduates or to graduate students. These courses are designated in the catalog and in the individual course schedule offerings for each quarter. In some cases, there are additional requirements for graduate level students in courses where there are enrolled both graduate and undergraduate students. Any graduate program must consist of courses at least 50% of which are numbered 600 or above. In most cases the student's individual program will exceed this requirement. All graduate level courses (those numbered 600 or above) have as prerequisite to enrollment either specific courses or graduate standing.

Application for Graduation

It is the responsibility of each graduate student to secure an appointment with his advisor during the quarter preceeding the quarter in which graduation is anticipated. At this time there should be a clear understanding regarding any remaining coursework to be taken by the student. Arrangements should also be made at this time to schedule the comprehensive examination during the final quarter. An application for graduation must be initiated by the student, approved by the appropriate Dean and forwarded to the Assistant Dean for Graduate Studies not later than the second week of the quarter in which graduation is anticipated.

Each student must also deposit a graduation fee with the Registrar's Office not later than the second week of the quarter in which graduation is anticipated.

THE FOLLOWING FEES AND CHARGES ARE IN EFFECT AT THIS TIME. HOWEVER, SINCE THE CATALOG MUST BE PUBLISHED CONSIDERABLY IN ADVANCE OF THE NEXT SCHOOL YEAR IT IS NOT ALWAYS POSSIBLE TO ANTICIPATE CHANGES AND THE FEE SCHEDULE MAY BE REVISED. EVERY EFFORT WILL BE MADE TO PUBLICIZE CHANGES AS FAR IN ADVANCE AS POSSIBLE.

Auburn University at Montgomery's fees have remained somewhat lower than fees charged at similar institutions in the Southeast and throughout the na-

tion as a whole. As costs have risen small increases in fees charged have been authorized by the Board of Trustees from time to time to meet these increased costs. Every effort is made to hold these charges to the minimum.

PAYMENT OF FEES AND CHARGES

Students are expected to meet all financial obligations when they fall due. Auburn University at Montgomery reserves the right to deny admission or to drop any student who fails to meet promptly his financial obligations to the University. It is each student's responsibility to keep informed of all registration and fee payment dates, deadlines and other requirements by referring to the official university calendar. Where necessary, students should inform their parents of the deadline dates and the necessity for meeting them.

CHECKS

Checks given in payment of fees and charges are accepted subject to final payment. If the student's bank does not honor the demand for payment and returns the check unpaid, the student will be assessed the late penalty of \$5.00 or \$10.00, whichever is applicable, and if payment is not cleared promptly the student's registration will be cancelled.

BASIC QUARTERLY CHARGES: All fees due and payable at time of registration.

Full-time students (10 hours or more)

Course Fee. **\$175.00**
(Does not constitute full-time VA or Social Security)

Non-Resident Fee. \$175.00

(additional fee charged all non-resident full-time students
other than graduate students)

Part-time students (not exceeding 9 hours per quarter)

Course Fee (per credit hour). **\$ 15.00**

Registration Fee. **\$ 10.00**

(The \$10.00 registration fee is remitted to full time faculty and
staff members.)

Other Fees and Charges

Clearing for Graduation Fee. **\$10.00**

A student who is a candidate for a degree in a quarter in which no credit work is taken is required to register in such quarter as a prerequisite to graduation. Graduation fee is to be paid in addition to this charge.

Graduation Fee.	\$10.00
Payable at beginning of the quarter in which the student expects to receive a degree. Deadline — two weeks before Graduation (transferable to next quarter or refundable if student fails to qualify).	
Service and Penalty charges for Late Registration or Payment. .	\$ 5.00
All students, regardless of classification must clear fees and tuition by the deadline set by the University, or pay the above listed charge.	
Auditing Fee (per course).	\$35.00
Any student who pays less than full fees must pay this fee for auditing a course.	
Schedule Adjustment Fee.	\$ 5.00
Charge is made in all cases where student is not required by the university to change, but has the Dean's approval to do so after classes begin.	
Transcript Fee.	\$ 1.00

REGISTRATION FEE CANCELLATION OR REFUNDS

If student pays fees prior to opening of the quarter, then withdraws prior to final registration date for new students, all fees will be refunded. If student resigns within the first two weeks after classes begin, all fees, less charges, will be refunded, except the sum of \$10.00 will be retained as a registration fee. No refunds will be made in case of withdrawal after two weeks of classes, except in cases of withdrawal caused by personal illness or call into military service. Students suspended for disciplinary reasons are not eligible for refunds nor cancellation of accounts due.

AVAILABLE ASSISTANCE PROGRAMS

Financial aid is available to worthy students to help in meeting educational costs incurred while attending AUM. The University participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based on financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents Confidential Statement (PCS) form to the CSS, designating Auburn University at Montgomery as one of the recipients by March 1 of each year.

A pamphlet describing financial aid programs and procedure for making application may be obtained by writing to the Office of Student Financial Aid, Auburn University at Montgomery. Financial aid comes in the form of scholarships, grants, loans, and work-study programs.

EDUCATIONAL BENEFITS FOR VETERANS

Many current publications describe in complete detail the educational programs authorized by Congress under the following federal acts: Public Law 16 (Vocational Rehabilitation), Public Laws 894 and 815 (Vocational Rehabilitation Revised), Public Laws 634 (War Orphans Educational Assistance Act) and Public Law 358 (Veterans Readjustment Benefits Act of 1966).

Auburn University at Montgomery is fully approved by the Veterans Administration to give training under these laws. Veterans planning to attend school under one of these laws should make application either directly to the Veterans Administration or with the Veterans Affairs Office at AUM.

Veterans Educational Benefits will give you a monthly stipend which varies according to the amount of time you spend in school each quarter and your number of dependents. At AUM a full-time undergraduate student is one who enrolls in twelve or more quarter hours; three-quarter benefits are available for those taking ten or eleven hours; and those enrolled in six to nine hours receive one-half of the full amount.

Graduate students receive full benefits with eight or more quarter hours, three-quarter benefits for six or seven hours, and one-half benefits when they are enrolled in four or five hours each quarter. Both graduate and undergraduate students enrolled less than one-half time receive cost of tuition and fees only.

A veteran, serviceman, or eligible dependent, who is initially entering training or each time he reenters may request advance payment. Advance payment should be requested at least 35 days prior to final registration. Servicemen may request advance payment each quarter. Under advanced payment the VA sends the first check, covering the initial two months of the quarter, to the school. Subsequent payments are mailed directly to the veteran. When possible, those enrolling under VA laws should have sufficient funds to finance themselves for one quarter or at least until payments begin coming from the Veterans Administration (approximately six weeks).

Eligible veterans may also qualify for additional VA benefits. These are Tutorial Assistance, VA Work Study Program, and VA Educational Loans.

For complete information about these programs contact the Coordinator of Veterans Affairs, Auburn University at Montgomery, Montgomery, Alabama 36109.

Determination of eligibility and clarification of available Federal and State benefits may be accomplished by consulting the following:

Federal — Consult Veterans Administration Office, Montgomery, Alabama 36104

State — Consult Department of Veterans Affairs, P.O. Box 1509, Montgomery, Alabama 36102

Social Security — Consult the local or county Social Security Office.

Vocational Rehabilitation — Consult the State Rehabilitation Office Room 461, State Office Building, Montgomery, Alabama 36104.

The following regulations will apply to all AUM students who receive Veterans Educational Benefits.

I. Class Attendance

Attendance will be taken in all classes and those receiving V.A. Educational Benefits will be required to attend 75% of the scheduled classes in a particular course. Whenever cumulative absences from scheduled classes exceed 25% (5 class sessions), the veteran or eligible person will have his veterans benefits terminated for that course effective from the last date of attendance.

II. Withdrawal

Students receiving V.A. Educational Benefits may withdraw from a course without penalty if the withdrawal occurs within the first 5 weeks of the Quarter (before the 7th class session). Withdrawals with a WF will be recorded on the student's transcripts and computed in the grade point average. V.A. Benefits will be terminated from the last day of attendance. Withdrawals after the 7th class session with WP will have this grade considered the same as audit and V.A. Benefit for that course will be terminated from beginning of the Quarter. Possible exceptions in the withdrawal policy may be made where there are extenuating circumstances. Those receiving V.A. Benefits may want to consult with the coordinator of Veterans Affairs before resigning or dropping courses.

III. Satisfactory Progress

Those receiving V.A. Educational Benefits are expected to make satisfactory progress toward a degree. Normal standards of progress as stated in the AUM catalog are in effect for all students. In order to maintain satisfactory progress the following should be carefully considered.

- A. Develop a close advising relationship with your departmental advisor.
- B. Be sure courses taken are essential to your degree program. Veterans or eligible persons cannot receive V.A. Benefits for courses that are not essential to their degree program or to repeat courses in which they already have credit. Students in violation of this will be considered liable for repayment of all benefits received while pursuing non-essential courses.
- C. No student who is receiving V.A. Educational Benefits will be considered to have made satisfactory progress when he or she fails or withdraws from all subjects undertaken when enrolled in 2 or more courses. Academic suspension is also non-satisfactory progress.

Student not making satisfactory progress as stated above cannot continue to receive V.A. Educational Benefits until they have VA counseling (at VARO, Aronov Building), and have VA approval for their benefits to be restored.

Where there are questions about these policies please feel free to come by the Admissions Office and see Mr. Lee Davis for further explanation.

Financial Assistance

Financial assistance for graduate students is a constantly changing factor. Students interested in financial assistance should contact the Dean in the appropriate school or the Director of Financial Aid and Placement.

Transfer of Credit

Graduate work taken in residence at an approved graduate school may be transferred to Auburn University at Montgomery. Such credit will not be accepted until the student has completed fifteen hours of work in the graduate program at Auburn University at Montgomery. Credit accepted after the required fifteen hours of work at AUM must be acceptable to the student's advisor and to the Dean in the appropriate school. The work must, of course, be pertinent to the student's plan of study. It is the student's responsibility to apply for such credit.

A student may transfer a maximum of three courses or ten quarter hours. Credit may not be allowed whenever the grade-point average on all graduate work taken elsewhere is less than 2.0 (B average) nor may transfer credit be used to improve the grade-point average on courses taken at Auburn University at Montgomery.

Under a special agreement between Auburn and the University of Alabama, a student earning a Master's degree at either institution, may take up to one-half of his course work at the other institution. Courses taken under provisions of this agreement must be approved in advance by the appropriate Dean.

Part-time Study

Part-time students employed outside the University should keep in mind both the demands of graduate study and the demands of their outside employment when determining the course load to be carried in any given quarter. The student should consult with his employer and with his major advisor concerning his academic course load.

The master's degree program must provide association with resident faculty sufficient to permit individual evaluation of the candidate's capabilities and achievements. It will be the responsibility of the Assistant Graduate Dean to certify that students have met this requirement.



THE DIVISION OF CONTINUING EDUCATION

Course announcements are made several weeks in advance of the registration date and are planned cooperatively by local education personnel, potential students, and Auburn University at Montgomery personnel. Information concerning specific courses and establishing a course may be obtained from the Division of Continuing Education.

OFF-CAMPUS GRADUATE PROGRAMS

Graduate-level courses off-campus are provided for those people interested in pursuing an advanced degree, up-grading themselves in their profession, or who need advanced study in order to meet certification requirements. Courses are offered during the fall, winter, spring and summer quarters at locations convenient to the student within the Auburn University at Montgomery service area.

Location of Classes

Graduate courses are available at selected locations throughout the area served by Auburn University at Montgomery. Announcements of course locations and dates are made in the general area where each course is to be conducted several weeks prior to its beginning date.

Schedule

During fall, winter, and spring terms courses usually meet once weekly. In the summer term some courses are adapted to a shorter period and meet daily Mondays through Fridays. Generally, courses will be planned to coincide with the regular campus schedule; however, the schedule is flexible enough to be adapted to the local situation.

Course announcements are made several weeks in advance of the registration date. Classes are scheduled on the basis of requests from potential students. Information concerning the scheduling of a class for a particular group or location may be obtained from the Division of Continuing Education.

CREDIT WORKSHOPS

Workshops for credit may be conducted through the Division of Continuing Education. These workshops may vary in length and amount of credit. Workshops are conducted at locations convenient to the participants and conducive to the purpose of the training. For additional information, contact the Division of Continuing Education.

ENCORE

Recognizing that more adults are entering or re-entering college, the Division of Continuing Education has created a special program designed to meet the particular needs of the adult student. The program is *Encore*, and it begins with the consideration that many mature students need guidance upon entering college or returning after having been out for a period of time.

The Encore Program includes a series of seminars, counseling services, and other projects and services planned specifically for the adult student.

GENERAL INFORMATION

Graduate and Undergraduate Programs

Credit courses offered through the Division of Continuing Education are generally subject to the same regulations as those conducted on-campus. Unless otherwise indicated, the information concerning graduate and undergraduate credit is the same for Continuing Education courses as courses offered on-campus.

Persons or groups interested in having a course offered should contact the Division for specific information.

Correspondence Work

No credit toward the Master's degree will be allowed for work done by correspondence.

Course Load

Fifteen (15) quarter hours of work per quarter is the maximum course load to be carried by full-time graduate students. Because of the combinations possible for School of Education students enrolled in four-hour courses they may take a maximum of sixteen (16) quarter hours. Graduate students must carry ten hours per quarter to be classified as full-time students.

Grade Requirements

Candidates for graduate degrees are required to maintain a grade point average of 2.0 (on a 3.0 scale) on all graduate work taken. A student is allowed to take no more than 15 hours in addition to his prescribed program in order to obtain this average. No grade below C will be accepted for graduate credit, but grades on all courses carrying graduate credit will be used in determining the over-all average unless the courses are designated to be taken without graduate credit prior to registration for the courses. Any course carrying graduate credit in which a grade of "D" is earned must be repeated unless the course is specifically identified by the major professor prior to the student's registration as a course not to be used for degree credit.

When a student becomes deficient by 12 or more honor points, he will then be dropped from Graduate School. He may be readmitted only when his depart-

ment is willing to certify to the Assistant Graduate Dean that the student through sufficient study or course work has demonstrated his qualifications for readmission.

Grades of "Incomplete" must be removed within a reasonable time following the assignment of the grade. Grades of "Incomplete" will be counted as "C" grades in determining eligibility for continuation in Graduate School. All grades of "Incomplete" must be removed before graduation.

Time Limit

All graduate work toward a Master's degree must be completed within a period of five calendar years. Time spent in active military service will not be counted in the application of this regulation.



GRADUATE WORK IN THE SCHOOL OF BUSINESS

The Master of Business Administration program in the School of Business is designed to prepare the student for administrative positions in business, government, or other administrative organizations. The program of study is divided into two parts. (1) A "Basic Program" consisting of four courses that provide the student with a review of broad business concepts and (2) a "Core Program" consisting of ten courses that extends the manager's knowledge in all areas of business. Two of the core courses are elective in nature so that the student can select more work in his particular area of interest.

This program is open to graduates from any field who have demonstrated evidence of capability to undertake graduate study. Evidence considered includes undergraduate performance, scores on the Graduate Record Examination or the Graduate Management Admissions Test, professional experience, and recommendations from persons familiar with the applicant's capabilities.

GRADUATE STUDY REQUIREMENTS

Graduate students must meet all general requirements of the AUM Graduate School pertaining to the master's degree.

A grade average of at least B in all courses attempted in the student's graduate program is required for graduation. At least 75 percent of the total program must be passed with a grade of at least a B. Any grade below C is considered a failure in meeting the course requirements for a graduate degree.

The normal load will be ten hours per quarter. Course loads in excess of ten hours must be approved by the Dean, School of Business. A maximum of 10 quarter hours of credit obtained in another institution may be transferred to AUM. The credit must be approved after the completion of a minimum of 15 quarter hours at AUM. All requirements for the MBA degree must be completed within five calendar years from the date the student begins graduate study. Students are expected to make appropriate arrangements with their employers to meet classes on time, avoid absences due to out-of-town travel, and provide sufficient time to do library work, as required. Exceptions to requirements may be made only with the approval of the Dean, School of Business.

The student must pass a comprehensive examination prior to the completion of his last course work if his overall graduate grade point average is below 2.5/3.0. If the student fails the examination, he may retake it after six weeks have elapsed from the date of the first examination. The Comprehensive Examination may be taken no more than three times.

It is the responsibility of the student to notify the School of Business of his expected graduation date one quarter prior to graduation. At this time the student will pay his \$10 graduation fee and fill out the diploma applications. Ar-

rangements for the master's comprehensive examination will be made at the beginning of the quarter in which the student expects to graduate.

THE MBA PROGRAM

The course requirements for the Master of Business Administration Degree are as follows:

Basic Program

ACF 500	Essentials of Accounting and Finance	5 Qtr. Hrs.
EC 505	Economic Analysis	5 Qtr. Hrs.
MN 520	Essentials of Management and Marketing	5 Qtr. Hrs.
QM 510	Quantitative Methods for Managers	5 Qtr. Hrs.

Students who have an adequate background in any of the above courses may be exempted from the course by the Graduate Screening Committee or the Dean, School of Business.

UNDERGRADUATE STUDENTS ENROLLED IN THE SCHOOL OF BUSINESS MAY NOT RECEIVE CREDIT FOR THE ABOVE COURSES.

MBA Core Program

ACF 610	Managerial Accounting	5 Qtr. Hrs.
ACF 663	Advanced Corp. Finance	5 Qtr. Hrs.
EC 600	Macro Economic Analysis	5 Qtr. Hrs.
EC 601	Micro Economic Analysis	5 Qtr. Hrs.
MN 606	Management Problems	5 Qtr. Hrs.
MT 615	Marketing Management	5 Qtr. Hrs.
QM 674	Bus. and Econ. Statistics I	5 Qtr. Hrs.
QM 676	Bus. and Econ. Statistics II	5 Qtr. Hrs.
Electives		10 Qtr. Hrs.

Total Core Program	50 Qtr. Hrs.
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ACCOUNTING & FINANCE (ACF)

Courses for Advanced Undergraduates and Graduates

Accounting

500. Essentials of Accounting and Finance (5). Pr., Graduate Standing or Consent of Instructor.

A survey of financial accounting and financial analysis designed to acquaint the student with current practices and problems.

Finance**564. Investments (5). Pr., ACF 361, Junior Standing.**

Individual investment policies, investment institutions and types of investments available.

Courses Primarily for Graduate Students

Accounting**610. Managerial Accounting (5). Pr., ACF 202.**

(For non-accounting major.) Survey of structure of accounting; use of accounting data in making decisions.

611. Current Issues in Accounting (5). Pr., 15 hours in accounting.

A critical examination of the current issues in financial accounting and reporting and how the SEC, AICPA, AAA, and other authoritative accounting groups view these issues.

650. Accounting Seminar (1-5). Pr., Graduate Standing or Consent of Instructor.

A seminar for graduate students. Exact subject matter will be announced each time course is offered. May be repeated with a change in subject matter.

690. Special Problems (1-5).

Variable content in the accounting and finance areas.

Finance**663. Advanced Corporation Finance (5). Pr., ACF 361.**

Intensive study of theory and problems of business finance from a decision-making, internal, problem-solving point of view.

ECONOMICS (EC)

Courses for Advanced Undergraduates and Graduates

Economics**505. Economic Analysis (5). Pr., Graduate Standing or Consent of Instructor.**

An overview of MACRO and MICRO economics and the relationship of economic concepts to business problems.

552. Comparative Economic Systems (5). Pr., Junior Standing.

An analysis of the rival economic doctrines of Capitalism, Socialism, and Communism.

554. History of Economic Thought (5). Pr., Junior Standing.

The development of economic ideas, principles, and systems of analysis from early times to the present.

- 562. Monetary Theory and Policy (5). Pr., EC 360, Junior Standing.**
Advanced monetary and banking policy. Attention given to government fiscal policies and programs.
- 565. Public Finance (5). Pr., Junior Standing.**
A study of principles of taxation, government expenditures, fiscal policy in the American economy.
- 570. Economics of Welfare (5). Pr., Junior Standing.**
Analysis of theory and reality in income redistribution in American society. (Includes social impact of public education, housing, child care and medical care for the poor, the middle class, and the privileged citizenry.)
- 595. Urban Economics (5). Pr., EC 202 and MH 161.**
Economic theories and techniques of analyses are applied to urban problems.

Courses Primarily for Graduate Students

Economics

- 600. Macro Economic Analysis (3). Pr., EC 201, 202 and Graduate Standing or Consent of Instructor.**
The presentation, analysis and application of theories of national income, wages, interest, investment and consumption. Includes fiscal and monetary policies of Federal government.
- 601. Micro Economic Analysis (3). Pr., EC 201, 202 and Graduate Standing or Consent of Instructor.**
Theory of consumer and firm behavior as they affect supply and demand in the market place. Includes product and factor pricing within specific market structures.
- 608. Business Research (5). Pr., EC 474 and Graduate Standing or Consent of Instructor.**
The theory and practice of research through the mail survey, the personal interview, study of documents and observation. The analysis and presentation of research findings will be stressed.
- 620. The National Income and Capital Accumulation (5). Pr., EC 600, and Graduate Standing or Consent of Instructor.**
Computation of the national income, the uses of income data, interest rates, saving and investment, the monetary and credit system.
- 631. Economics of International Trade (5). Pr., Graduate Standing.**
The impact of the world's economy upon U.S. business firms in the United States and abroad. Factors affecting international flow of trade and balance of payments; trade controls and their influence on agricultural and domestic economy; significant current developments in world trade and finance.
- 650. Economics Seminar (1-5). Pr., Graduate Standing and Consent of Instructor.**
A seminar for graduate students. Exact subject matter will be announced

each time course is offered. May be repeated with a change in subject matter.

690. Special Problems (1-5).

Variable content in the economics area.

INFORMATION SYSTEMS (CS)

Courses for advanced undergraduates and graduates

Information Systems

555. Automatic Data Processing Systems (5). Pr., MN 207 or Consent of Instructor.

Completes the student's introduction to electronic digital computer hardware and to computer-based data processing/information systems, with emphasis on quantitative computer systems analysis and information balance.

556. Management Information Systems (5). Pr., MN 207, ACF 400 or ACF 301.

Design and analysis of information flow systems for management control and decision making to include coordination of information flows from all functional areas of the business enterprise.

565. Computer Simulation for Business Decisions (5). Pr., MN 330 and MN 374.

Introduction to numerical techniques necessary for conducting experiments on a digital computer, which involves certain types of mathematical or logical models that describe the behavior of a business or economic system.

570. Data Communications Principles (5). Pr. CS 555.

Principles of data communications; common carrier usage; transmission coding; communications systems hardware; terminals, interfaces, modems; principles of distributed processing.

575. Data Base Systems (5). Pr. CS 555, 560.

Management of multiple record types containing the relationship between records, data aggregates and data items; includes the management of all data bases within a system.

580. Software Design Management (5). Pr. CS 555.

Systems/program documentation and standards; economics of make/buy/lease decisions; advanced programming techniques; the programming group, team and project tasking, personality factors, motivation and training; standards of performance; software quality assurance; programming organizations; software cost targeting.

MANAGEMENT (MN)

Courses for Advanced Undergraduates and Graduates

Management**520. Essentials of Management and Marketing (5). Pr., Graduate Standing or Consent of Instructor.**

A broad overview of management and marketing principles with emphasis on current research, practices and problems.

542. Personnel Management (5). Pr., MN 310, Junior Standing.

Management of employees with particular attention to recruiting, selection, placement, training, performance evaluation, motivation, wage and salary administrations, security, behavior, and union-management relations.

Courses Primarily for Graduate Students

600. Manpower Policy (5). Pr., Graduate Standing.

A policy oriented examination of union management relations and manpower problems in contemporary society and work organizations.

603. Organization Theory (5). Pr., Graduate Standing or Consent of Instructor.

A universally applicable study of organizations and their structure. Includes analysis of basic organizational factors as well as the function and goals of political, social and economic units. Emphasis on organizational development and patterns of relationships that are developed.

604. Managerial Decision Theory (5). Pr., Graduate Standing or Consent of Instructor.

An introduction to various approaches to decision making in organizations. Current concepts and research findings which provide a theoretical basis for understanding managerial decision making in the context of an information-decision system are discussed.

605. Human Relations in Business Organization (5). Pr., Graduate Standing or Consent of Instructor.

Study of human relations in individual and group interaction within the environment of business organizations. Emphasis on research literature in the field.

606. Management Problems (5). Pr., MN 480 or Consent of Instructor.

Basic administrative problems in business and industry. Managerial controls as applied to administrative and operative functions.

607. Managerial Economics (5). Pr., EC 202, Graduate Standing or Consent of Instructor.

Decision theory and criteria for decision-making concerning output, pricing, capital budgeting, scale of operation, investment and inventory control. Attention is also given to concepts of profits, production and cost functions, competition and equilibrium for the firm and the industry.

640. Government and Business (5). Pr., Graduate Standing.

An environmental study of legal influences, concepts and institutions with special emphasis upon the principal laws and administrative regulations relevant to business executives.

650. Management Seminar (1-5). Pr., Graduate Standing or Consent of Instructor.

A seminar for graduate students. Exact subject matter will be announced each time the course is offered. May be repeated with a change in subject matter.

690. Special Problems (1-5).

Variable content in the management area.

MARKETING AND TRANSPORTATION (MT)

Courses for Advanced Undergraduates and Graduates.

Marketing

534. Industrial Purchasing (5). Pr., MT 331, Junior Standing.

Objectives, control and the direction of industrial purchasing.

537. Sales Management (5). Pr., MT 331, MN 310, Junior Standing.

Principles and practices of sound organization and administration of sales organization. Includes consideration of: sales department organization, selecting training, compensation, and supervising salesmen, sales planning, setting up sales territories and quotas and other problems.

541. Consumer and Market Behavior (5). Pr., MT 331.

A comprehensive analysis of the influence of cultural, social, and psychological factors upon the motivation and behavior of buyers.

578. Marketing Problems (5). Pr., MT 331, Junior Standing.

Marketing problems, policies, costs, channels of distribution, terminal markets, trade barriers and legislation.

Transportation

572. Economics of Transportation (5). Pr., EC 202, Junior Standing.

The development of systems of transportation. Rates are studied as they affect agriculture, commerce and industry. Attention is also given to government regulations of transportation agencies.

573. Logistics Management (5). Pr., EC 472 or Consent of Instructor.

Fundamentals of supply and distribution management in business concerns. Includes plant location, inventory control, warehousing and office management. Total movement control from raw material to ultimate consumer is emphasized.

Courses Primarily for Graduate Students

Marketing**615. Marketing Management (5). Pr., Graduate Standing or Consent of Instructor.**

Analysis of marketing research, product development, promotion, pricing, packaging, competition and forecasting as related to the decision making process.

641. Behavioral Research in Business (5). Pr., Graduate Standing, Consent of Instructor.

A study of problem definition, research design, hypotheses testing, theory construction, problem framework, and the development of methodology as applied to problems of understanding, controlling, and influencing group and individual behavior within marketing and other business organizations.

650. Marketing Seminar (1-5). Pr., Graduate Standing and Permission of Instructor.

A seminar for graduate students. Exact subject matter will be announced each time course is offered. May be repeated with a change in subject matter.

690. Special Problems (1-5).

Variable content in the marketing area.

QUANTITATIVE METHODS (QM)

Courses Primarily for Graduate Students

674. Business and Economic Statistics I (5). Graduate Standing.

Elaboration of basic statistical methodology as it applies to business and economics. Includes descriptive measures, probability theory, random variables, probability models and sampling distributions, classical theory of estimation and testing.

675. Operation Research (5). Pr., Graduate Standing.

The application of operations research methods to business and economic problems. The methods include linear programming, network analysis, game theory, queueing theory, simulation and Markovian processes.

676. Business and Economic Statistics II (5). Pr., Graduate Standing, QM 674.

A continuation of QM 674 to include Bayesian inference, decision theory, selected non-parametric techniques, linear bivariate and multivariate analysis.



GRADUATE WORK IN THE SCHOOL OF EDUCATION

The Master of Education degree is designed to prepare students in such a way that they are able to assume leadership positions in classroom teaching, curriculum development, administration and supervision or counseling. Admission to the program requires appropriate training and experience in the same or correlative area. Ordinarily, possession of or qualification for a teacher's certification is sufficient. In some instances (most notably in the area of Guidance and Counseling) when a prospective student has in mind clearly defined career objectives not requiring certification, admission is granted without the certification stipulation. Content of the program is based on the following assumptions:

1. The professionally trained elementary or secondary teacher who demonstrates leadership potential must have continuing and in-depth training to fully assume leadership responsibility.
2. The instructional leader in the elementary or secondary school must possess knowledge and skills in the general areas of learning theory, human relations, evaluation of learning, curriculum development and evaluation, planning and decision theory, communication, teaching methods, research interpretation, and academic subject matter.
3. The types of educational programs and of educational personnel to be served in the Central Alabama area, composed of both urban and rural environs, are quite diverse. Students bring with them various backgrounds and diverse career objectives.
4. The skills and knowledge essential to the educational leader can best be facilitated by a three phase program consisting of foundations courses in education, an area of specialization within the educational field and supporting courses.

Every student who is pursuing the Master of Education degree must complete a minimum of 48 quarter hours of graduate work in a planned program which includes the following three areas: *Foundations of Education*, *Area of Specialization*, and *Supporting Area*. Specific courses in each area are determined by the School of Education advisor based upon department requirements and the student's needs and goals.

MASTER'S COMPREHENSIVE EXAMINATION

All programs require acceptable performance on a comprehensive examination prepared by a committee in the appropriate department. Each student must register for the Master's Comprehensive Examination preceding the quarter in which graduation is anticipated.

FOUNDATIONS OF EDUCATION (FED)

Educational Foundations supports the general objectives of the School of Education by providing studies into the historical, philosophical, social, and

psychological forces which influence educational practice. Courses and laboratory experiences have the following objectives:

1. To assist teachers, counselors, and administrators in acquiring fundamental knowledge of the assumptions, methodologies, and conceptualizations on which educational practices are based.
2. To assist teachers, counselors, and administrators in developing the competencies to critically assess educational practices in a changing democratic society.

Each graduate student in Education must complete a minimum of course work in Educational Foundations. Graduate students should consult their advisors for the Foundations course requirements of their program.

COUNSELOR EDUCATION (CED)

The area of Counselor Education contains two basic options with a great deal of flexibility allowed within each option. The skills and approaches learned in an effective counselor education program can be of substantial benefit in a variety of professional situations. Consequently, AUM attempts to provide training for those students who wish to engage in school related counseling and for those students who wish to engage in non-school related counseling.

Those individuals intending to function in a school situation must have or qualify for certification as a teacher. It is also highly recommended that they have some experience as a teacher. While a student may complete the M.Ed. without teaching experience, they may not receive certification from the state as a school counselor until they have completed two years of successful teaching.

Those individuals intending to function in a non-school setting must have some prior experience in dealing with people. We seek some minimal indication that interpersonal relations are an area of interest and expertise for the prospective student.

Because of the many diverse potential counseling situations available to the graduate of this program, a great deal of flexibility in coursework is permissible. Students should consult with a faculty member in Counselor Education in the planning of a specific program to meet their unique needs.

EDUCATIONAL ADMINISTRATION AND SUPERVISION (AED)

The Administration and Supervision programs are based on the philosophy that the primary function of educational administrators and supervisors is the enhancement of teaching and learning. Administrators and supervisors must be first and foremost an instructional leader, with other school-related activities directly supporting this central function. The responsibility for instruction means emphasizing the teaching-learning process, necessitating ability to exert educational leadership and to provide effective supervision.

The preparatory program in a student's specialized area will permit exposure to and experience of both the theoretical and the applied aspects of educational

administration and supervision. Students should consult their advisors in order to develop a planned program of study for their area.

ELEMENTARY EDUCATION (EED)

The Elementary Education program is designed to provide the graduate student with improved performance in teaching, research, and curriculum development skills.

The graduate elementary student may pursue one of two options in the Elementary Education program leading to certification in the following areas: (1) graduate certification in general Elementary Education, and (2) graduate dual certification in Elementary and Early Childhood Education.

A specific program of courses is planned in conjunction with the student's major advisor. The student should consult an advisor in the Department of Curriculum and Instruction for further assistance in the appropriate area.

SECONDARY EDUCATION (SED)

The program in Secondary Education is designed to provide the student with a strong academic teaching field with a major in art, biology, business (general), chemistry, English, history, mathematics, political science and government, and sociology.

A specific program of courses is planned in conjunction with the student's major advisor. The student should consult an advisor in the Department of Curriculum and Instruction for further assistance in this area.

SPECIAL EDUCATION (SPE)

A program leading to certification in Special Education may be pursued through a dual objectives plan in Elementary and Secondary Education.

EDUCATION — GENERAL (EDN)

Courses Accepted for Graduate
Or Advanced Undergraduate Credit

- 551. Workshop in Education (1-10). Content to be determined for special workshops.**
- 559. Practicum in Education (1-5). Independent directed study or field experience to be determined.**
- 583. Relationship Skills in the Classroom (5). Pr., Junior Standing.**
Coursework emphasizing affective relationships within classrooms at both elementary and secondary levels. Stress will be placed on conceptual and practical familiarity with specific approaches and techniques designed to enhance the total development of school children. Experiential emphasis.

FOUNDATIONS OF EDUCATION (FED)

Courses Accepted for Graduate or Advanced
Undergraduate Credit

590. Measurement and Evaluation in Teaching. (5). Pr., Senior standing, FED 325 or equivalent.

Methods, procedures, and evaluative instruments for determining teaching effectiveness, pupil learning, and attainment of educational goals in cognitive, psychomotor, and affective areas.

Required of all students completing the Teacher Education Program.

Courses Accepted for Graduate Credit Only

600. Education in Modern Society (5). Pr., Graduate Standing.

Analysis and interpretation of the interaction of historical, philosophical, and sociological considerations affecting education in modern society.

617. Advanced Educational Psychology (5). Pr., Graduate Standing.

In-depth analyses of the psychological bases of learning. Particular emphases are the development and modification of cognitive and affective behavior.

630. Education in Culturally Diverse Environs. (5). Pr., Graduate Standing.

Examination and assessment of popular ideas, current proposals, and educational research relating to the improvement of education in culturally-diverse areas.

647. Foundations in Curriculum and Teaching (5). Pr., Graduate Standing.

The development of curriculum patterns and teaching materials is reviewed in terms of recent investigations and experimentation; conflicting conceptions of the nature of the curriculum and the sociological, philosophical and psychological implications of these conflicts; methods of curricular reorganization in the elementary and secondary schools.

648. Advanced Study in Curriculum and Teaching. (5). Pr., Graduate Standing.

Advanced study of curriculum theories, designs, and methodologies relating to sound principles of curriculum development in elementary and secondary schools.

661. Research and Experimentation in Education (5). Pr., Graduate Standing.

Emphasis given to research methods, design of experiments, and evaluation; data sources, research planning, elements of scientific method and proposal writing. Current trends in educational research.

COUNSELOR EDUCATION (CED)

622. Introduction to the Helping Services. (5). Pr., Department Approval.

Basic course enabling students to develop a conceptual frame work for counseling and for learning facilitative skills basic to the process of help-

- ing. Overview and introduction to counseling professions. Experimental and didactic in nature.
- 626. Career Theories. (5). Pr., AA Standing or Department Approval.**
Overview of pertinent theories of career choice and development. Emphasis on developmental nature of career choices as they relate to personal and social factors.
- 627. Problems in Guidance. (5). Pr., Department Approval.**
Designed to develop competency in the application of counseling theory and research findings, with special emphasis on educational problems.
- 628. Counseling Theory and Practice I. (5). Pr., Department Approval.**
Designed to present alternative theoretical strategies of counseling; integrate the concepts of individual analysis and the collection and dissemination of educational and occupational information with those of counseling; prepare the student for further study of the theoretical and practical aspects of counseling.
- 629. Counseling Theory and Practice II. (5). Pr., CED 628.**
A continuation of CED 628 providing further insights into other theoretical formulations of counseling as well as some preliminary practical application under supervision.
- 630. Group Dynamics in Counseling. (5). Pr., CED 628 and Department Approval.**
Basic course in understanding contemporary theories of group analysis, concepts, etc. as it pertains to counseling. Provides an opportunity for actual participation in a group so that learning has a more personalized impact.
- 631. Group Procedures in Counseling. (5). Pr., CED 630.**
Building on past experiences this course is intended to develop adequate skills for advanced graduate students in the application of group counseling. Emphasis on supervised training in leadership skills with appropriate clients.
- 633. Analysis of the Individual. (5). Pr., Department Approval.**
The purpose of this course is to assist teachers and other guidance personnel in acquiring knowledge, understanding and skill necessary to obtain records and appraise information about the pupil as an individual and as a member of a group. Attention is given to the use of standardized test data; however, primary emphasis is placed on other tools and techniques for securing and analyzing information about pupils and their use in counseling.
- 638. Information Services in Guidance and Counseling. (5). Pr., Department Approval.**
Designed to assist school counselors to develop an understanding of the individual appraisal service and its relationship to counseling; the educational and occupational information service and its relationship to counseling. Emphasis will be placed on the collection and use of information about and with students as well as on the techniques and resources available for implementing these services.

- 640. Consultation Skills and Practices. (4-5). Pr., CED 628.**
Designed to assist counselors in the acquisition of skills necessary to conduct case conferences, report and utilize personal data, provide beneficial referrals and devise appropriate in-service personnel programs. Primary emphasis given to developing skills requisite to functioning as a leader in client/personnel team approach.
- 646. Studies in Education. (1-5). Pr., Department Approval.**
Independent study in an area within the field of Guidance and Counseling. Area to be selected in consultation with the Professor who will supervise this study.
- 650. Seminar in Guidance. (5). Pr., Permission of Instructor.**
Provides an opportunity for advanced graduate students and professors to pursue cooperatively selected concepts and theoretical formulations.
- 656. Research and Evaluation in Counseling and Guidance. (5). Pr., Permission of Instructor.**
Designed to provide study and experience in measurement, appraisal, and evaluation of a broad range of objectives in counseling and guidance. Emphasis on criteria, techniques and research procedures necessary to evaluate guidance programs and outcomes.
- 659. Practicum in Area of Specialization. (5). Pr., CED 631 or Department Approval.**
The practicum provides advanced graduate students with supervised experiences with emphasis on the application of concepts, principles, and skills acquired in previous course work.
- 660. Advanced Practicum in Area of Specialization. (5). Pr., CED 659.**
Provides advanced students with supervised experiences in personal and group counseling; opportunities for program implementation; further refinement of consultation skills; including supervision.

EARLY CHILDHOOD EDUCATION (ECE)

Courses Accepted For Graduate
Or Advanced Undergraduate Credit

- 513. Learning Activities in Early Childhood Education (5). Pr., FED 210, Junior Standing and Departmental Approval.**
A study of school programs for nursery and kindergarten levels. Attention is given to learning activities, materials and equipment suitable for teaching at this level. Emphasis is given to appropriate methods for relating the various subject areas to the general educational development of the normal or exceptional young child. Observation and participation are included.
- 517. Guidance of Young Children (5). Pr., FED 210, Junior Standing, and Departmental Approval.**
Environmental factors affecting the development of young children in the home, community and school. Emphasis is given to principles and methods of guidance, enhancing the normal or exceptional child's devel-

opment of an adequate self-image, and methods of promoting cognitive development in a nursery and kindergarten school environment. Observation and participation are included.

567. Working with Parents of Young Children (5). Pr., FED 210, Junior Standing.

Principles of working with parents on both an individual and on a group basis. Emphasis is given to working with parents of the very young child and the exceptional child.

Courses Accepted For Graduate Credit Only

621. Current Curriculum Trends in Early Childhood Education (5). Pr., Department Approval.

An investigation of developments, issues, and trends in early childhood education curriculum.

623. Developmental Processes of Children (5).

Review interpretation and evaluation of substantive areas of child development in light of personality theories emphasizing changes in knowledge of these areas as a result of recent research.

624. Research in Early Childhood Education (5). Pr., ECE 513, ECE 517, ECE 621, or advanced graduate work in Early Childhood Education.

Review, Analysis, and interpretation of research in areas of early childhood education.

625. Organization and Administration in Early Childhood Education (5). Pr., ECE 513, ECE 517, ECE 621, or advanced graduate work in Early Childhood Education.

Organizational and administrative theory and practice applicable to early childhood education at the classroom, building, system, state, and national level. Attention will be paid to supervision personnel management, laws and regulations as applied to operating an early childhood program and working with adults in a professional leadership role in Early Childhood Education.

650. Seminar — Problems in Early Childhood Education (3-10). Pr., ECE 621 and two other courses in Early Childhood Education. May be repeated for credit not to exceed 10 hours.

Contemporary problems in early childhood education. Intensive study in areas of interest and need.

659. Practicum in Early Childhood Education (3-10). Pr., ECE 513, ECE 517, ECE 621, or advanced graduate work in Early Childhood Education. May be repeated for credit not to exceed 10 hours.

Integration of theory and practice which enables the student to test within the school environment appropriate teaching-learning and organizational programs.

EDUCATIONAL ADMINISTRATION AND SUPERVISION (AED)

- 646. Studies in Education (1-5). Pr., Department Approval.**
Study of a special problem in administration, supervision, guidance or higher education using research techniques.
- 650. Seminar in Area of Specialization (1-10). Pr., Department Approval.**
Advanced graduate students and professors pursue cooperatively selected concepts and theoretical formulations.
- 670. Fundamentals of Supervision (5). Pr., Department Approval.**
Study of the supervisory process including such topics as the theoretical framework in which supervision takes place; the purpose, functions and processes of supervision; supervisory tasks and skills; and the methods of evaluating supervision.
- 671. Advanced Educational Supervision (5). Pr., Department Approval.**
The course will employ an issue-analysis approach to problems currently facing the public schools in general and supervision in particular. Concepts, trends, practices, innovations and theories of supervision will be examined in terms of insights gained from the behavioral sciences (psychology, sociology, social psychology, anthropology) political sciences and the humanities. A practicum will be provided with an emphasis on the application of concepts, principles and skills acquired in previous course work.
- 681. Organization and Administration of Public Education (5). Pr., Department Approval.**
An introductory course designed for superintendents, principals, teachers and other educational leaders. Topics covered include: purposes of organization and administration; organization and administration on federal, state and local levels; financial support and accounting; operation of plant; school-community interaction, and personnel administration.
- 682. The School Principalship (5). Pr., Department Approval.**
The purpose of this course is to assist the prospective principal in acquiring the technical, human, and conceptual skills necessary to function as a local school administrator. Emphasis is placed on the task areas of educational administration such as organization and structure, instructional program development, staff personnel, student personnel, community relations, physical facilities, and finance and business management. A practicum component provides students with supervised field experience in a school.
- 683. The Leadership Role in Educational Administration and Supervision (5). Pr., Department Approval.**
A study of current theories, concepts and principles of leadership and their application to education. Further emphasis is placed on the responsibility of the educational administrator for leadership in the school and community, responsibility for leadership in the continuous improvement of staff competence and principles and evaluation of effective leadership.
- 687. School Business Management (5). Pr., Department Approval.**
A course designed to assist school building administrators in acquiring

knowledge relative to the procedures and practices in educational finance at the business or operational level. Attention is given to the responsibilities of building administrators in matters such as budget-making, purchasing and managing instructional resources, accounting for income and expenditures, operation and maintenance of school plants, and auxiliary services.

688. School Finance (5). Pr., Department Approval.

Relationships between educational finance, educational program, tax structures, foundation programs and internal accounting. Theories of public finance and economic principles relating to financial support of educational systems at the local, state and federal levels.

691. Educational Plant Planning (5). Pr., Department Approval.

Development of educational plants; relationships between curriculum and plant; trends in plant design; analysis of physical conditions, relationships of professional and lay personnel in educational plant planning.

692. Constitutional Statutory and Judicial Foundations of Education (5). Pr., Department Approval.

The constitutional and statutory provisions for education and an analysis of judicial decisions affecting education. Among topics are authority and responsibility of the teacher; rights, privileges and responsibilities of students; use of school property, taxation; curriculum, contracts and retirement provisions; contractual capacity and liability and transportation.

693. Personnel Administration (5). Pr., Department Approval.

Assists educational leaders with effective personnel administration and the quality of education. Research results and experimentation in morale, welfare, work loads, pupil accounting, and bases for salary determination as they relate to staff and pupil personnel.

ELEMENTARY EDUCATION (EED)

Courses Accepted for Graduate
Or Advanced Undergraduate Credit

515. Principles and Practices in the Teaching of Reading (5). Pr., Department Approval.

Analysis of reading, reading difficulties and specific approaches to the teaching of reading. Causes of reading disability, methods of diagnosis, procedures and materials for corrective work dealing with both group and individuals in a classroom setting are emphasized.

596. Music in the Elementary School (5). Pr., Department Approval.

To give the individual teacher a deeper insight into skills, techniques, and knowledge of music. Appropriate materials, adapted to social and musical interests of children are studied and evaluated.

Courses Accepted For Graduate Credit Only

640. Current Theory and Practice in the Teaching of Reading (4). Pr., Graduate Standing.

Principles of reading instruction within the settings of the areas of child

development, learning theories, individual differences, the role of reading in the total school and community environment, and examination of current reading materials.

- 641. Diagnostic Procedures in Reading (4). Pr., Graduate Standing.**
Administration, scoring, and interpretation of specific reading tests, diagnostic and achievement, to determine causes of reading disability. Formal and informal evaluation procedures for regular and remedial classrooms. Screening tests for contributing factors to reading disability. Analysis of test information and the implication for correction of reading difficulties.
- 642. Remedial Procedures in Reading (5). Pr., Graduate Standing.**
Appropriate individual and group techniques for correcting deficiencies and practice in continuing evaluation or reading difficulties. Use of equipment and materials with children having reading problems.
- 643. Clinical Procedures in Reading (5). Pr., EED 641, EED 642.**
Clinical experiences in diagnosing and remediating children with problems in reading and related areas.
- 646. Studies in Education (1-5). Pr., Department Approval.**
Study of a problem using research techniques. The problem will be selected in consultation with the professor who will supervise it. A problem should be selected which will contribute to the program of the student.
- 651. L, M, S, O, (L) Language Arts, (M) Mathematics (S) Science, and (O) Social Science. Research Studies in Education in Areas of Specialization (5). Pr., Department Approval.**
Review, analysis and interpretation of available research with emphasis on designing new research to meet the changing needs of the school.
- 652. L, M, S, O, (L) Language Arts, (M) Mathematics (S) Science, and (O) Social Science. Curriculum and Teaching in Areas in Specialization (5). Pr., Department Approval.**
A critical study of teaching practices and reappraisal of selecting experiences and content for curriculum improvement.
- 659. R. Practicum in Reading (3-10). Pr., Graduate Standing and Advanced Credits in Reading.**
A course designed to provide experiences in a classroom or community setting. The course will provide the student with supervised experience in applying skills, concepts, values, and principles acquired in previous courses. The experiences are within a school or community environment appropriate to teaching/learning reading.

SECONDARY EDUCATION (SED)

Courses Accepted For Graduate Credit Only

- 646. Studies in Education (1-5). Pr., Graduate Standing.**
Independent study in major area to be selected in consultation with the professor who will supervise the study.

- 650. Seminar. (3-10). Pr., Graduate Standing.**
May be repeated for credit not to exceed 10 hours.
- 651. L, M, S, O, (L) Language Arts, (M) Mathematics, (S) Science, (O) Social Science. Research Studies in Education in Areas of Specialization (5). Pr., Graduate Standing.**
Review, analysis, and interpretation of available research with emphasis on designing new research to meet the changing needs of the school.
- 652. L, M, S, O, (L) Language Arts, (M) Mathematics, (S) Science, and (O) Social Science. Curriculum and Teaching in Areas of Specialization (5). Pr., Graduate Standing.**
A critical study of teaching practices and reappraisal of selecting experiences and content for curriculum improvement.
- 654. Evaluation of Program in Areas of Specialization (5). Pr., Graduate Standing.**
Evaluation and investigation of teaching effectiveness with attention also given to the utilization of human and material resources and the coordination of areas of specialization with the total school program and with other education programs of the community.

SPECIAL EDUCATION (SPE)

Courses Accepted for Undergraduate or Graduate Credit

- 501. Characteristics and Nature of Mental Retardation (5) Pr. Junior standing.**
Social, psychological and educational implications of mental retardation are considered including the interpretation of psychological tests.
- 551. Workshop in Special Education (Driver Education for Teachers of Educable Mentally Retarded) (5).**
- 575. Arts and Crafts for the Exceptional Child (5) Pr., Junior Standing.**
The use of arts and crafts as an integral part of the total special education curriculum. Emphasis is on strategies to strengthen academic areas through the use of arts and crafts at various age and ability levels.
- 577. Practices and Procedures in the Cooperative Program: Special Education, Vocational Rehabilitation and Vocational Education (5). Pr., Senior Standing or Approval of Instructor.**
Overview of the various agencies concerned with the habilitation of the retarded and their roles in the education and training of the mentally retarded youth in the secondary schools.
- 578. Methods and Materials for the Educable Mentally Retarded — Secondary Level (5). Pr., Senior Standing or Approval of Instructor.**
An analysis and evaluation of vocationally oriented teaching methods and materials appropriate for use in teaching the mentally retarded youth. Practice is provided in the development of materials and lab experiences are included.

579. Methods and Materials for Teaching the Mentally Retarded (5) Pr., Senior Standing or Approval of Instructor.

An analysis and evaluation of teaching methods and materials appropriate for use in teaching the mentally retarded student. Laboratory experiences are included and practice is provided in the development of materials.

580. Education of Children with Special Learning Disabilities (5), Junior Standing.

Existing theories and instructional programs for children with special learning disabilities. Administrative arrangements, classroom management, individual educational evaluation and programming are emphasized.

581. Diagnostic/Prescriptive Approaches for Children with Learning Disabilities (5) Pr., SPE 580, Junior Standing.

Interpretation of psychological test results, administration of psycho-educational tests and design of informal tests for learning disabled children with emphasis on utilization of diagnostic information in the writing of individual educational prescriptions.

586. The Severely Mentally Retarded (5) Pr., Junior Standing.

An indepth study of severe mental retardation with special emphasis on implications for the education and training of the severely retarded individual.

Courses Accepted for Graduate Credit Only

600. Advanced Study of Exceptionality (5). Graduate Standing.

An advanced study of the various types of exceptionability with an emphasis upon the educational and training implications of each.

646. D, R. (D) Learning Disabilities, (R) Mental Retardation Studies in Special Education (1-5). Pr., Graduate Standing.

Study of a special problem in area of exceptionality.

651. D, R. (D) Learning Disabilities, (R) Mental Retardation Research Studies in Special Education (5). Pr., Graduate Standing.

Review, analysis and interpretation of available research in area of exceptionality.

652. D, R. (D) Learning Disabilities, (R) Mental Retardation Curriculum and Teaching in Special Education (5). Pr., Graduate Standing.

A critical study of teaching practices and reappraisal of content for curriculum improvement in area of specialization.

659. D, R. (D) Learning Disabilities, (R) Mental Retardation Advanced Practicum in Special Education (5-10) Pr., Graduate Standing.

Supervised field experiences in area of specialization.



- 514. The South since 1865 (5). Pr., Junior Standing.**
Study of the major trends in the South since the Civil War emphasizing the social, economic, and political developments from 1865 to the present.
- 519. Critical Issues in American History (5). Pr., Junior Standing.**
A study in depth of the significant political, economic, and foreign controversies which have influenced the development of the United States, 1607-1960's.
- 520. Critical Issues in European History (5). Pr., Junior Standing.**
A study in depth of selected political, economic, and foreign controversies which have influenced the development of Europe from 1650 to the present.
- 540. Readings in History (1-5). Honors Course, Pr., Junior Standing.**
Directed readings followed by oral and/or written report, discussions of authors, and evaluation and discussion of material with the director of the course. Areas in the United States, Europe, Latin America, and Far East.
- 547. Social and Intellectual History of Modern Europe (5). Pr., Junior Standing.**
A study of the major ideas and social movements in Europe since 1815.
- 552. Mexico and the Caribbean Area Since 1820 (5). Pr., Junior Standing.**
An in-depth study of Mexico and the Caribbean nations as to their political, social, economic, and intellectual development since 1820. Emphasis also will be placed on the diplomatic relationships with the United States.
- 575. Origin and Growth of Towns (5). Pr., Junior Standing.**
An investigation into the circumstances that led to the concentration of human habitation in urban areas and the effects that this had on the quality of human existence.
- 576. The Industrial Revolution (5). Pr., Junior Standing.**
A study of the development of industrialism in Europe and other parts of the world as a component of urban society.
- 577. Urban History of the United States (5). Pr., Junior Standing.**
A study of urbanization of the United States from the colonial period to the present.
- 580. Technology, Society and the Environment (5). Pr., Junior Standing.**
A study of contemporary social, technological, and environmental problems in historical perspective.
- 629. Historical Methods (5). Graduate Standing or Departmental Approval.**
A survey of the problems, methods, and techniques of historical research including bibliography, documentation, and literary style.
- 639. Historiography (5). Pr., Graduate Standing or Departmental Approval.**
A study of the major themes and interpretations presented by the leading historians.

SOCIOLOGY (SY)**501. Population Problems (5).**

Problems of quantity and quality of population including problems of composition distribution and migration. Attention is given to Alabama population.

502. Social Theory (5). Pr., SY 201.

The development of sociological theory from the Nineteenth Century to the present.

503. Cultural Change (5). Pr., SY 211.

Contemporary primitive, traditional and urban cultures, and recent research in cultural change.

504. Sociology of Power (5). Pr., SY 201.

A systematic concern with the dimensions and distribution of power in social life.

505. Urban Sociology (5). Pr., SY 201.

Growth and decline of cities with special emphasis on ecological demographic characteristics, associations and institutions, class systems, and housing and city planning.

507. Sociological Analysis of American Society (5). Pr., SY 201.

An analysis of major American social institutions, including the family, religion, education, government, and the economy. Social organization, value and normative systems, population, social stratification, and social change are also considered.

508. Industrial Sociology (5). Pr., SY 201.

The sociological approach to business organization and industrial relations. Emphasis given to organization principles operative in the economic life within a social system such as a factory or business establishment.

509. Sociology of Religion (5). Pr., SY 201.

Analysis of religion as a social institution as found in the world's great religions.

510. Sociology of the Family (5). Pr., SY 201.

An in depth analysis of family systems in the United States, including their structural features, internal dynamics, and current trends.

513. Comparative Sociology (5). Pr., SY 201.

A comparative analysis of major social institutions in various regions of the world, including education, government, the family, religion, agriculture, and the economy. Population, social organization, social change, social stratification, and the role of the military are also considered.

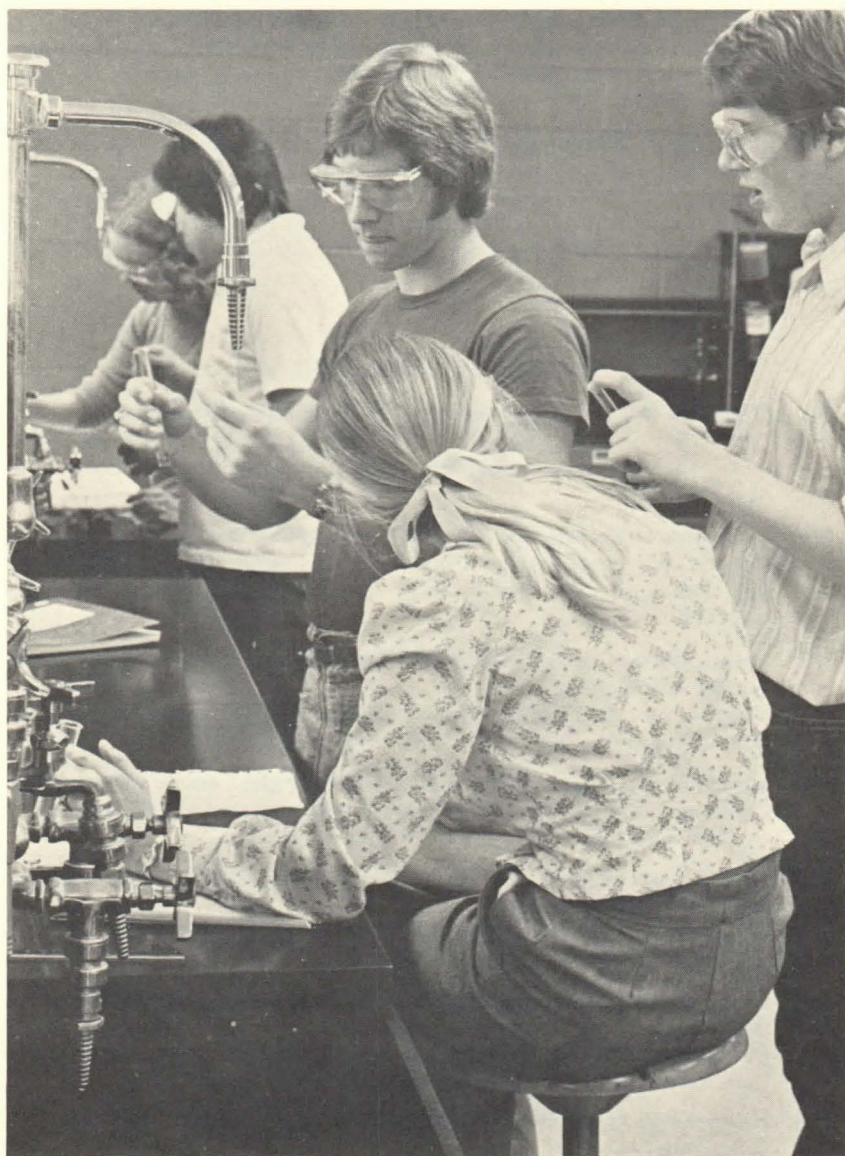
530. Minority Groups (5). Pr., SY 201.

Intergroup relations in the United States, with special emphasis given to the relationship between minority groups and groups representative of the dominant culture.

- 531. Social Psychology (5). Pr., SY 201 and PG 335.**
Major theoretical orientations and advanced research techniques in social psychology. (Same as PG 431).
- 604. Seminar in Race and Culture (5). Pr., Consent of Advisor.**
The adjustment of races to culture with particular reference to the South; the historical and cultural background of the races in America; bi-racial system; problems of race relations.
- 605. Sociology of Educational Leadership (4 or 5). Pr., Consent of Advisor.**
An interdisciplinary perspective that applies sociological theories and principles to the development of educational leadership. Focuses on the social context of educational leadership, the sociological aspects of public education in American society, and educational leadership in the school setting.

SPEECH AND THEATRE (SP)

- 541. Phonetics (5). Pr., Junior Standing or Permission of Instructor.**
Basic study of the sound system of the English language. Includes principles of sound production, phonetic transcription, and the accoustical basis of phonetics.
- 550. Principles of Speech Correction (5). Pr., Junior Standing.**
Basic principles underlying a speech correction program in a school setting. Description and discussion of speech disorders, surveys and identification techniques.
- 551. Speech Correction I (5). Pr., Junior Standing and Consent of Instructor. For Speech Majors.**
The nature of the speech correction process with emphasis on disorders of articulation. Participation in clinic activities required.
- 552. Speech Correction II (5). Pr., Junior Standing and Consent of Instructor.**
Continuation of SP 451 with emphasis on vocal disorders and disorders of rhythm. Participation in clinic activities required.
- 553. Speech Correction III: Language Development (5). Pr., Junior Standing and Consent of Instructor.**
Emphasis on disorders of language development and symbolization. Participation in clinical activities required.
- 560. Introduction to Audiology (5). Pr., Junior Standing and Consent of Instructor.**
Principles of auditory reception, the hearing mechanism, and the problems involved in measuring, evaluating, and conserving hearing.
- 598. Independent Study (1-5). Pr., Permission of Instructor.**
Independent reading and/or research in selected areas of Speech and Theatre.



GRADUATE WORK IN THE SCHOOL OF SCIENCES

CRIMINAL JUSTICE PROGRAM

The Master of Science in Criminal Justice is designed to provide advanced preparation for persons who are interested in professional careers in the criminal justice system.

The program of study consists of a common core of four courses and 10 hours of study to constitute an area of concentration with the remaining 20 hours of electives dependent upon consultation with the student's faculty advisor. In some instances, an internship may be required in addition to the 50 hours of coursework.

All candidates for the MCJ degree must demonstrate competence through *one* of the following means:

- A. Written Comprehensive Examination to include:
 - (1) Organization theory and administrative behavior.
 - (2) Criminal Justice: Structure and process.
 - (3) Area of concentration within Criminal Justice.
- B. Presentation of a Graduate Paper
 - (1) Each student is required to prepare a graduate paper on an appropriate subject approved by his faculty advisor.
 - (2) Each student is required to make a formal presentation of this paper before an examining board of three faculty members. The board also questions the candidate at its discretion following the presentation.

CORE COURSES

Course No.		Qtr. Hr. Cr.
CJ 631	Criminal Justice: Administrative Issues.....	5
CJ 685	Legal Dimensions of Criminal Justice.....	5
CJ 696	Applied Statistics in Criminal Justice	5
CJ 697	Research Methods in Criminal Justice	5
Total		20

AREAS OF CONCENTRATION**LAW ENFORCEMENT PLANNING AND MANAGEMENT**

CJ 655	Trends in Police Administration	5
CJ 656	Special Problems in Police Administration	5
		10

Plus 20 hours of electives to be selected upon consultation with the student's faculty advisor.

CORRECTIONS/JUVENILE JUSTICE

CJ 661	Juvenile Delinquency: Prevention and Control	5
CJ 642	Concepts of Correctional Administration	
	or	
CJ 643	Administration of Community Based Correction	5
		10

Plus 20 hours of electives to be selected upon consultation with the student's faculty advisor.

CRIMINAL JUSTICE (CJ)**521.* Criminal Justice: Administrative Organization (5). Pr. CJ 211.**

Functional and structural approaches to the study of Criminal Justice administration. Examination of traditional and innovative approaches in Criminal Justice organization with emphasis on the systems approach.

537. Concepts and Problems of Industrial Security Pr., CJ 316 and CJ 521 or Consent of Instructor.

Administrative and managerial aspects of the security field in both the public and private sector; consideration of unique security management problems arising from labor disputes, demonstration, civil disorders, and riots; white collar and organized crime; industrial espionage; management issues peculiar to organizations which operate under constraints imposed by federal and state regulatory agencies.

541. Concepts of Police Management (5). Pr. 521 or Consent of Instructor.

Examination of the management of law enforcement organization in terms of administrative structure and process. Analyzes issues of program development and implementation in the provision of police service.

Undergraduate or graduate credit may be given for 500 level courses.

*All 500 level courses require as prerequisite twenty hours of work in a related field. The department in which the work is offered will determine the related field.

551. Criminal Justice: Planning and Analysis. Pr. CJ 211, CJ 521 or Graduate Standing (5).

Develops knowledge and skills pertinent to the understanding and implementations of planning in the criminal justice systems; examination of techniques of data and analysis; use of PERT/CPM and VIA methods in criminal justice.

554. Juvenile Justice Law (5). Pr. CJ 354 or Consent of Instructor.

Historical and case oriented approach to the legal basis of individualized justice for children including early common law approaches, the child saving movement, the juvenile court era, and the modern challenge to the court by the constitutionalists.

555. Correctional Administration (5). Pr. CJ 351, CJ 521, or Consent of Instructor.

Application of basic principles of organization and administration to corrections. Relationship among functional components of an institution; innovative models in both institutional and non-institutional settings.

564. Criminal Procedure (5). Pr., CJ 362, CJ 363, or Consent of Instructor.

A study of the legal steps involved in the enforcement of criminal law and the fundamental principles necessary to a fair trial. Procedurally oriented discussion of arrest, extradition, jurisdiction and venue, preliminary examination, bail, the grand jury, indictment and information, arraignment, trial and review, probation, parole, and pardon.

622. Criminal Justice Information Systems (5).

Study of information systems relating to the criminal justice system. Familiarization with data processing technology in organizational planning, and crime prevention and apprehension programs.

631. Criminal Justice: Administrative Issues (5).

Examines critical public policy issues relating to the administration of justice in terms of society's interest. Implications of interagency relationships at all levels of government.

632. Public Safety in Contemporary America (5).

Focus on the impact of social change on the criminal justice process; community involvement in the control and prevention of crime in an urbanized society.

642. Concepts of Correctional Administration (5).

Examines administrative organization and management practices in correctional agencies, including probation and parole. Reviews impact of legal and social change on correctional policy development.

643. Administration of Community Based Corrections (5).

Examines the process of planning community based correctional programs. Administrative and political consideration in seeking to introduce innovative correctional programs involving the community and criminal justice agencies are reviewed.

655. Trends in Police Administration (5).

Reviews administrative structure, management practices, and operational aspects of enforcement agencies in the criminal justice system. Analysis

and evaluation of innovative programs, and the impact of science and technology.

656. Special Problems in Police Administration (5).

Examination of specific problem areas in the administration of law enforcement agencies, providing an opportunity for comprehensive analysis and critique of the problem.

661. Juvenile Delinquency: Prevention and Control (5).

Examination of major hypotheses and developments in the prevention and control of delinquent juvenile behavior. Review of recent legislation, evaluation of traditional and innovative programs involving all functional components of the criminal justice system, and the community.

685. Legal Dimensions of Criminal Justice (5).

A review of recent and contemporary legal issues related to the administration of criminal justice with emphasis on those which have been more clearly defined in the last half of this century. Examines in depth, the implications of substantive criminal law and procedure for the management of functional organizational components of the criminal justice system.

690. Special Topics in Criminal Justice (5).

Advanced study into special criminal justice topics of current interest. Topics changed for each quarter offered.

691. Directed Research (5).

Independent Research into criminal justice problem issues and theories. (1-10) Credit to be arranged.

695. Criminal Justice Internship (1-10).

Supervised experience in an administrative setting which provides the opportunity to integrate theory and practice in criminal justice agencies. Credit to be arranged.

696. Applied Statistics in Criminal Justice (5). Pr. MH 267 or equivalent.

Philosophy underlying use and application of statistics in criminal justice and public safety. Descriptive statistics; graphic and numerical measures of central tendency and dispersion, including correlation. Inductive statistics; interval scale data including regression and differences between means. Non-parametric techniques; contingency tables, ordinal data techniques. Emphasis on development of operational definitions and hypotheses, testing, and realistic application of results.

697. Criminal Justice Research Methodology (5). Pr. CJ 696 or equivalent.

Underlying philosophy of research in criminal justice and public safety. Techniques of sampling, measurement, data collection, experimental design and variance control. Emphasis on operational, empirical, and quantitative approach to problem solving in Criminal Justice. Review of recent and current research in Criminal Justice from methodological and substantive aspects.

THE PUBLIC ADMINISTRATION PROGRAM

The objective of the Master's Degree in Public Administration (M.P.A.) is to provide those persons currently in public service, or those seeking to enter public service, with a broad education that will prepare them for general administrative positions at the municipal, state, or national level.

The MPA degree is awarded by the faculty upon the student's passing of the Master's Comprehensive Examination and upon completion of the academic program. The academic program ranges from 48 to 50 quarter hours, depending upon the background and experience of the individual student. Most students will be required to take 50 quarter hours. Students who have strong undergraduate backgrounds in political science, history, economics, business administration, sociology, or psychology, or who have had appropriate career experience closely related to such fields will be considered to have sufficient preparatory foundation for admission.

Based upon background preparation, each candidate will design an individual program in consultation with a faculty advisor. All candidates for the MPA degree must demonstrate competence in: 1) administrative theory and processes; 2) political environment and institutions; and 3) a program specialty.

COURSES IN THE M.P.A. PROGRAM OF STUDY (PA)

All M.P.A. courses require graduate standing or permission of the instructor for a student to enter. A number of 500 level courses are taught on the graduate level as well.

There are six required courses in the program of study:

- PA 601. Introduction to Public Administration (5).**
Processes, functions, theories, practices and systems from the literature of public administration.
- PA 603. Government Organization and Administration (5).**
An in-depth analysis of the major ways of organizing on the federal level with a comparison with business organization procedures: the structure of organization; the formal and informal organizations and procedures which occur; the conflicts which erupt.
- PA 604. Programming and Budgeting (5).**
A review of the major concepts, issues and procedures in the programming and budgeting systems used on the federal level.
- PA 605. Public Personnel Administration (5). Pr., Graduate Standing.**
Analyzes the major areas in personnel administration: civil service, recruitment and testing, training, and employee evaluation.
- PA 606. Applied Research and Program Evaluation (5).**
The application of scientific research methods to administrative problems, including practical methods of gathering, analyzing, and interpreting data. Content will include theory and basic techniques underlying quantitative analysis of public programs.

PA 607. Public Administration and Policy Formulation (3-5).

The process of policy making both within an agency and within the larger context of the total governmental process, emphasizing policy and program planning, policy implementation and the value system of administrators.

In addition to the six required courses, the M.P.A. program of study offers the student a wide variety of elective courses from which to choose:

PA 505.* Environmental Problems (5). Pr., Junior Standing.

Reviews current practice, theory, and research pertinent to maintaining ecological balance while providing for the immediate needs of individuals and their social institutions; introduces the concepts of environmental management.

GV 510. The Politics of Education (5). Pr., GV 101 or GV 102.

An examination of the relationships, linkages, and interactions between the political institutions and processes and educational institutions and policies. The course includes an analysis of the impact of national, state, and local governmental decisions on educational policies as well as the nature, role, and extent of the influence of education-related groups on governmental decisions.

GV 530. Problems in Metropolitan Politics. (5). Pr., GV 102 and Junior Standing or Graduate Standing.

Focuses upon selected problems of metropolitan areas and their possible resolution through public policy.

GV 531. Public Administration in State and Metropolitan Government (5). Pr., GV 101 and GV 102.

Focuses on the problems of identification, analysis, decision-making, implementation, and evaluation of government programs and services as they apply to state and local governments.

GV 550. Southern Politics (5). Pr., GV 101 or GV 102.

Examines the nature of the political process in the South with emphasis on the extent to which the Southern political process is both similar to and distinct from the American political process as a whole. Includes an examination of the historical and contemporary impact of the South on national politics as well as contemporary developments which are producing modifications in the nature of Southern politics.

PA 564. Recruiting, Selecting, and Evaluating Personnel (5). Pr., PG 561 and Junior Standing, or Graduate Standing.

Application of psychological principles to recruiting, selecting, and evaluating personnel.

Undergraduate or graduate credit may be given for 500 level courses.

*All 500 level courses require as prerequisite twenty hours of work in a related field. The department in which the work is offered will determine the related field.

- GV 580. Voting Behavior (5). Pr., GV 101.**
Analyzes the personal, social, and constitutional basis of the behavior of electorates.
- PA 608. Seminar in Decision Making (5).**
A review of decision making techniques and procedures currently in use in public agencies.
- PA 611. Seminar in Problems in American Government (3-5).**
A systematic examination of functions, problems and issues within the political and constitutional framework of selected areas of American Government.
- PA 613. Seminar in State and Local Government (5).**
A systematic examination of functions, problems and issues within the political and constitutional framework of selected areas of state and local government.
- PA 614. Issues in Public Administration (5).**
Examination and analysis of various public programs of concern to the public administrator: housing, health, poverty, welfare, employment, urban renewal, and related political and social factors influencing policy formulation and implementation.
- PA 616. Seminar in Intergovernmental Relations (5).**
Selected areas of the intergovernmental systems are examined with emphasis on the practical operation of government in American Federalism.
- PA 618. Science, Technology, and Public Policy.**
This course deals, first, with the impact of science and technology on social, political, and economic systems, and, second with governmental decision-making for science and technology. The first part covers approaches ranging from the broad theories of Jacques Ellul and Louis Mumford to narrowly focused behavioral studies such as those surrounding the development of technology assessment. The second half of the course includes analyses of federal organization, policy-making, and administration for science and technology.
- PA 637. Planning Administration in Local Government (5).**
The planning function in local governments; the legislative basis for planning — enabling legislation, police power, and eminent domain powers; the planning agency in the structure of municipal and county government. Planning theory and current views regarding the functions and characteristics of the urban general plan.
- PA 638. Current Planning Issues (5).**
Examination of topical issues in the fields of urban and regional planning.
- PA 641. Public Employee Management for Labor Relations (5).**
Seminar topics include collective bargaining and public employee unionism as well as topical problems of current interest.

- PA 663. Administrative Law (5). Pr., GV 340 and Junior Standing, or Graduate Standing.**
Analyzes the processes of administrative rule-making.
- PA 681. Introduction to Health Care Administration (5).**
Survey of the administrative issues involved in the delivery of health care services.
- PA 682. Hospital Management and Process (5).**
Examination of management practices in institutional health care.
- PA 683. Case Studies in Health Care Administration.**
In depth examination of contemporary problems in the delivery of health care.
- PA 690. Special Problems in Public Administration (1-10).**
Advanced research in specific areas of public administration (as arranged).
- PA 691. Directed Readings in Political Science and Public Administration (1-10).**
Credit to be arranged.
- PA 695. Internship in Public Administration (1-5).**
The Public Administration Internship was created to serve the needs of students in gaining a practical knowledge of some of the concepts and theories taught in class.

Admission: Admission to the internship program is dependent upon the following:

- (1) Approval by the screening committee of the prospective intern's qualifications and his proposed project;
- (2) the successful completion of the six mandatory courses in the M.P.A. program: PA 601, Introduction to Public Administration; PA 603, Government Organization and Administration; PA 604, Planning, Programming, and Budgeting; PA 605, Public Personnel Administration; PA 606, Applied Research and Program Evaluation; PA 607, Public Administration and Policy Formulation.
- (3) the placement of the student in an agency of government.

Specific Requirements: GV 695 is a 1-5 credit course. The determination of the amount of credit granted each prospective intern is a decision for the public administration faculty.

Each intern has the responsibility, in consultation with his advisor and major professor, of creating a research design for the project he will undertake during his internship.

All interns, as a course requirement, will prepare a paper linking selected concepts and theories with various problems and interactions found in their agencies. The public administration faculty will assign each intern a project advisor who will work with and supervise each intern's project. The intern's project advisor will have the major responsibility for evaluating the intern's performance and paper after the completion of the internship.

The public administration faculty will work with the prospective intern in placing him in an agency and in contacting agency officials for their evaluation of the intern's performance.

THE POLITICAL SCIENCE PROGRAM

The program of study consists of a common core of seven courses (5 five-quarter hour courses and 2 three-hour courses) and 20 hours of study which may be selected with the consent of the Department Chairman from those courses acceptable for graduate credit, or for advanced undergraduate credit. The course requirements are as follows:

Course No.	Course Title	Qtr.	Hr.	Cr.
PA 601	Introduction to Public Administration			5
PA 611	Sem. in American Government			5
PA 614	Issues in Public Administration			3
GV 645	Sem. in Comparative Government			5
GV 665	Sem. in Political Theory			5
GV 675	Sem. in Constitutional Law			5
GV 685	Sem. in International Organization			3
Electives				20
Total				51

This program is available by special arrangement with the School of Sciences.

COURSES SPECIFIC TO THE POLITICAL SCIENCE PROGRAM

- GV 645. Seminar in Comparative Government (5).**
The major institutions, functions, and problems of representative political systems. Includes the methodology and bibliography of comparative government politics.
- GV 665. Seminar in Political Theory (5).**
The problems of scope and methods of inquiry in the fields of political theory with intensive research in selecting topics.
- GV 675. Seminar in Constitutional Law (5).**
Selected areas of constitutional law with readings in depth in relevant cases and constitutional theory.
- GV 685. Seminar in International Organization (3).**
A systematic analysis of development, organization and functions of institutions for international peace, and their relevance to the resolution of conflict.

Other Graduate Work in the SCHOOL of SCIENCES

In addition to the Master's Degree Programs in Public Administration and Political Science, the School of Sciences offers a limited number of graduate courses in Mathematics and Psychology which are designed to support the Master's Degree Program in Education. Courses taught in the School of Sciences which are approved for graduate credit are as follows:

BIOLOGY (BI)**510.* Developmental Biology (5). Lec. 4, Lab. 3, Pr., BI 102 or BI 103 or BI 104.**

A consideration of descriptive and experimentally derived information on developmental events in various organisms, with emphasis on the mechanics by which organisms achieve an orderly progression of changes during their life cycles.

525. Pollution Ecology (5). Lec. 4, Lab. 4, Pr., Consent of Instructor.

Pollutant origins, actions, toxicities, methods of detection and removal and effects on populations of organisms.

535. Cell Biology (5). Lec. 4, Lab. 3, Pr., BI 101.

Basic biological problems at the cellular level; a study of cell function in relation to structure. The generalized cell, the specialized cell, and the cell as an organism will be considered from the viewpoint of classical cytology and in terms of current biochemical, optical, and electron optical studies.

570. Microtechnique (5). Lec. 4, Lab. 4, Pr., Departmental Permission.

Methods of tissue preparation for the light microscope, including fixing, embedding, sectioning, general and cyto-chemical staining, and mounting. Smear and squash techniques. Introduction to optical microscopy, macro- and photomicrography.

595. Perspectives in Biology (4). Lec. 3, Lab. 3, Pr., 30 quarter hours of biology courses.

Primarily for biology majors; will include a historical review of great works and concepts in biology and appraisal of current works and trends of major significance in biology. Laboratory will concentrate on examining and learning use of journals, abstracts, reference materials and other information retrieval sources.

598. Independent Study (1-5; may be repeated for a maximum of 5 hours.) Pr., Junior Standing and Departmental Permission.

For the superior student studying in biology. Library and/or practical experience in approved topics or projects to be completed with a term paper or report.

Undergraduate or graduate credit may be given for 500 level courses.

*All 500 level courses require as prerequisite twenty hours of work in a related field. The department in which the work is offered will determine the related field.

- 599. Seminar in Biology (1). Pr., Required of all majors; open to all minors. Junior Standing or Departmental Permission.**
Lectures, discussions, literature reviews by staff, students, and guest speakers. Suggest enrollment at same time in BI 595.

MATHEMATICS (MH)

- 523.* Complex Analysis (5). Pr., MH 321.**
Complex numbers, limits, differentiation, analytic functions. Integration, conformal mappings. Riemann surfaces.
- 547. Foundations of Plane Geometry (5). Pr., MH 163.**
Axiomatic development of plane geometry. Emphasis is placed on development of proofs by students.
- 550. Topology (5). Pr., MH 321.**
Metric spaces, continuity, sequences, equivalent metrics; topological spaces, continuity and homeomorphisms, products; connectedness; compactness.
- 560-561. Numerical Analysis I, II (5-5). Pr., MH 265.**
Polynomial approximation, numerical differentiation and integration, solutions of ordinary differential equations (initial value problems), error analysis.
- 591. Special Problems (1-5). Pr., Consent of Instructor.**
An individual problems course. Each student will work under the direction of a staff member on some problem of mutual interest.

PSYCHOLOGY (PG)

- 515.* Introduction to Tests and Measurements (5). Pr., PG 212, Jr. Standing, MH 267.**
Theory of measurement.
- 516. Test Construction and Administration (5). Pr., PG 515.**
Techniques of group measurement.
- 518. Psychology of Public Safety (5). Pr., PG 216.**
Analysis of behavior relevant to public safety.
- 530. Perception (5). Pr., Jr. Standing and PG 321, PG 322 or Instructor's Approval.**
Theories of perception, emphasizing both general and individual factors that influence meaning.

Undergraduate or graduate credit may be given for 500 level courses.

*All 500 level courses require as prerequisite twenty hours of work in a related field. The department in which the work is offered will determine the related field.

- 531. Social Psychology (5).**
Theories and research in social behavior.
- 533. Personality (5). Pr., Jr. Standing and PG 322 or Departmental Approval.**
Types of abnormal behavior and their social and biological origins.
- 535. Behavior Pathology (5). Pr., Junior Standing and PG 322 or Departmental Approval.**
Types of abnormal behavior and their social and biological origins.
- 540. Physiological Psychology (5). Pr., Jr. Standing and 20 hrs. of biological sciences, or Departmental Approval.**
- 545. Animal Behavior (5). Pr., Jr. Standing and 20 hrs. of biological sciences, or Departmental Approval. (Same as BI 445).**
Analysis of unlearned and learned animal behavior and its evolutionary development, integrating the contributions of ethological and behavioristic research.
- 549. Behavior Modification I (5).**
The applications of the principles of learning to problems of individual behavior.
- 550. Learning (5). Pr., Jr. Standing and PG 320 or Departmental Approval.**
Theories of learning and their logical and empirical foundations.
- 551. Behavior Modification (5). Pr., Jr. Standing and PG 349 or Instructor's Approval.**
Elementary techniques.
- 552. Behavior Modification (5). Pr., Jr. Standing and PG 551 or Instructor's Approval.**
Intermediate techniques.
- 553. Behavior Modification (5). Pr., Jr. Standing and PG 552 or Instructor's Approval.**
Advanced techniques.
- 561. Industrial Psychology (5). Pr., Jr. Standing.**
The uses of psychology in business and industry.
- 562. Training and Supervision of Industrial Personnel (5). Pr., Jr. Standing.**
Application of the principles of learning to the training of factory, office and sales employees.
- 564. Recruiting, Selecting and Evaluating Personnel (5). Pr., PG 561.**
Application of psychological principles to recruiting, selecting and evaluating personnel.
- 565. Leadership Psychology (5). Pr., PG 561.**
Analysis of supervisory and executive behavior.
- 566. Engineering Psychology (5). Pr., PG 561.**
Applications of psychological principles to the man-machine interface.

- 580. History of Psychology (5). Pr., Junior Standing and 20 hours of psychology.**
Evolution of psychology from physics, physiology and philosophy to a behavioral science. Offered only once each calendar year.
- 581. Political Psychology (5). Pr., Junior Standing.**
Analysis of the political behavior of men. Same as GV 580.
- 590. Independent Study in Psychology. (2-10 hr.)**
An individual problems course. Each student will work under the direction of a staff member on some problem of mutual interest.
- 670. Individual Testing (6). Lec. 2, Lab, 10, Pr. PG 515 and Departmental Approval.**
Supervised practice in the administration and interpretation of individual intelligence tests.

AUBURN UNIVERSITY — AIR UNIVERSITY COOPERATIVE GRADUATE DEGREE PROGRAM

Auburn University — Air University Contract Program

In cooperation with Air University at Maxwell Air Force Base, Auburn University has offered since 1968 Master's degree programs in Political Science, Public Administration, Business Administration and Secondary Education. These classes meet at Maxwell AFB in facilities provided by the Air University.

Admission Policy

For admission to the Auburn program, Air War College and Air Command and Staff College students must have a bachelor's degree from a college or university accredited by the appropriate regional association, submit acceptable scores on Graduate Record Examination, the Aptitude Test, and must have at least a "B" average or the equivalent in their undergraduate work. Applicants with less than a "B" average or the equivalent in their undergraduate work may be admitted on probationary status pending completion of the first eight quarter hours of Auburn University course work with an average of "B" or better. Final acceptability of an applicant for admission will be determined by Auburn University at Montgomery.

Time Limit. Since this program is based on concurrent study in complementary curriculums, the student should normally complete his degree requirements during his AWC or ACSC assignment. Those AWC or ACSC graduates who have participated in the degree program to the extent of at least one-half of the required Auburn University at Montgomery course work while at AWC or ACSC, but who have not been able to complete all the requirements for the degree, will be allowed to complete the program at the Maxwell Center or on Campus at Auburn University at Montgomery any time within four years after their graduation from AWC or ACSC. Upon resuming work on the program, the student will pay the prevailing tuition rates. The entire degree program must be completed within a total time span of five (5) years.

Registration Information

Prior to arrival at AWC or ACSC students desiring to enroll in the Auburn University graduate program must:

- a. Complete an "Application for Admission" form. Mail this application to the **Registrar's Office, Auburn University at Montgomery, Montgomery, Alabama 36109.**
- b. Request the college which awarded your baccalaureate degree to forward an official transcript of your record to the **Registrar's Office, Auburn University at Montgomery, Montgomery, Alabama, 36109.** If you have

attended any other college or university, official transcripts must also be requested and submitted to the same address. (Your personal copies of transcripts are not acceptable.) Do not request that the transcript be sent to you, to the Air University, or the Auburn University — Air University Center. Your application for admission will not be screened until all transcripts have been received.

- c. As stated above, applicants must also submit satisfactory scores on the Graduate Record Examination Aptitude Test. The test may be taken prior to arrival at Maxwell Air Force Base, but must be completed by the end of the first quarter in the graduate program. Arrangements to take the test must be made with the Educational Testing Service, 20 Nassau Street, Princeton, N. J., 08540, or 1947 Center Street, Berkeley, California, 94704.

Students who plan to enroll in the graduate program are not expected to report to AWC or ACSC ahead of the regular reporting date.

Information concerning the program may be obtained by writing to Director, Auburn University — Air University Graduate Program, Building 830, Maxwell AFB, Alabama, 36112 or by calling 264-2257 (area code 205) or AUTOVON Maxwell AFB.

FACULTY APPROVED FOR GRADUATE TEACHING

- Bean, Richard, *Adjunct Instructor, School of Education*. 1975
B.S., Boston University; M. Ed., University of Montevallo.
- Bender, Robert C., *Assistant Professor, School of Education*. . . . 1973
B.S., Wayne State University; M. Ed., Eastern Michigan University; Ed.D., University of Maine.
- Bigger, Chester H., *Head of Department and Associate Professor of Management*. 1971
B.S., University of Florida; M.B.A., Mississippi State University; Ph.D., University of Alabama.
- Billingslea, Oliver L.F., *Assistant Professor of English*. 1970
B.A., University of Mississippi; M.A., Johns Hopkins University; Ph.D., University of Wisconsin.
- Blackwell, Martha, *Assistant Professor of Education*. 1973
B.A., Samford University; M.Ed., Ph.D., University of Alabama.
- Bogie, Donald W., *Associate Professor of Sociology and Head of Department*. 1971
B.A., Georgetown College; M.A., Ph.D., University of Kentucky
- Boyles, Wiley R., *Dean, School of Sciences and Associate Professor of Psychology*. 1970
B.S., University of Chattanooga; Ph.D., University of Tennessee.
- Boyne, John J., *Director of Air Univ. Graduate Program and Professor of Government*. 1968
A.B., M.A., University of Alabama; Ph.D., University of North Carolina.
- Brown, Richard W., Jr., *Head of Department and Assistant Professor of Education*. 1974
B.S.E., Delta State University; M.Ed., Ed.D., University of Mississippi
- Cairns, Eldon J., *Head of Department and Professor of Biology*. 1970
B.A., M.A., University of California at Los Angeles; Ph.D., University of Maryland.
- Bressler, Ray B., *Assistant Professor of Management*. 1975
B.B.A., University of Cincinnati; M.B.A., Indiana University.
- Campbell, Ken C., *Head of Department and Associate Professor of Education*. 1970
B.S., Florida State University; M.A., Florida Atlantic University; Ed.D., University of Georgia.
- Campbell, Bill J., *Adjunct Assistant Professor*. 1974
B.S., Troy State University; M.S., Troy State University; Ed.D. Auburn.
- Clark, William D., *Dean, School of Business and Professor*. . . . 1969
B.S., M.B.A., Ph.D., University of Arkansas.
- Crippen, Donald, *Adjunct Instructor*. 1975
B.S., Auburn University; M.S., Troy State.
- Dean, Merrell, *Adjunct Instructor*. 1975
B.S., University of Kentucky; M.S., George Washington University; D.B.A., University of Oklahoma.

- Dodd, Donald B., *Associate Professor of History*. 1969
B.S., Florence State University; M.A., Auburn University; Ph.D., University of Georgia.
- Elrod, Joe Marlan, *Director of Athletics and Assistant Professor of Education*. 1972
B.S., Nicholls State University; M.S., Ed.D., Louisiana State University.
- Fair, John D., *Associate Professor of History*. 1971
B.A., Juniata College, M.A., Wake Forest University; Ph.D., Duke University.
- Farris, Robert H., *Adjunct Assistant Professor*. 1971
B.A., Baylor University; M.P.S., Auburn University (Maxwell), Ph.D., University of Notre Dame.
- Frazer, John Stanley, *Adjunct Professor of Government*. 1975
B.A., University of Florida at Gainesville; M.A., University of North Carolina (Chapel Hill).
- Fry, David A., *Adjunct Instructor*. 1976
B.S., University of North Carolina; M.S.Ed., Southern Illinois University
- Golden, Charles W., *Assistant Professor of Business*. 1973
B.S., Mississippi State University; M.B.A., Memphis State University; D.B.A., Mississippi State University.
- Gordon, Bruce G., *Assistant Professor of Education*. 1971
B.S., State College of New York at Buffalo; Ed.D., University of Georgia.
- Grafton, Anne Permaloff, *Assistant Professor of Government*. . . 1975
M.A., Wayne State University; Ph.B., Wayne State University; Ph.D., University of Minnesota.
- Grafton, Carl, *Associate Professor of Government*. 1975
B.S., University of Toledo; M.A., Ph.D., Purdue University.
- Graham, Theresa McWhorter, *Instructor of Education*. 1972
B.S., Louisiana State University; M.A., Ed.S., University of Alabama.
- Grasser, Robert E., *Adjunct Instructor of Government*. 1974
B.S., University of Cincinnati; M.C.P., Ohio State University, M.P.A., Auburn University at Montgomery.
- Haff, Wallace K., *Adjunct Instructor of Government*. 1974
B.S., United States Military Academy; M.S.A., The George Washington University.
- Hammock, Jackie R., *Adjunct Instructor*. 1974
B.S., Auburn University; M.Ed., University of Montevallo.
- Hardy, Donald F., *Instructor of Government*. 1975
B.S., M.A., Miami University.
- Harrison, Danny E., *Assistant Professor of Sociology*. 1972
B.A., Mississippi State University; M.C.E., Emory University; M.S., Ph.D., Mississippi State University.
- Hart, Ross V., *Adjunct Assistant Professor*. 1974
B.S., M.S., Ed.D., Mississippi State University.
- Hill, Joseph B., *Head of Department of Mathematics and Associate Professor*. 1969
B.A., M.A., Washington State University; Ph.D., Auburn University.
- Hill, Patricia N., *Head of Department and Assistant Professor of English*. 1971
A.B., Spring Hill College; M.A., Ph.D., Auburn University.

- Ingram, Jerry J., *Associate Professor of Business*. 1970
B.S., M.A., University of Alabama; Ph.D., University of Arkansas.
- Inman, I. W., *Adjunct Instructor*. 1976
B.A., North Texas State University; M.S., University of Arizona; M.B.A., AUM; M.S., Ph.D., Michigan State University.
- Johnson, Raymond M., *Assistant Professor of Business*. 1970
B.S., M.B.A., University of Southern Mississippi; Ph.D., Oklahoma State University.
- Jones, Judith P., *Assistant Professor of English*. 1972
B.A., Hollins College; M.A., Ph.D., Auburn University.
- Lake, Robert C., *Assistant Professor of Accounting*. 1971
B.S., M.B.A., Louisiana State University in New Orleans; C.P.A. (Louisiana).
- Lunsford, Hollis, *Assistant Professor of Accounting*. 1974
B.S., University of Maryland, M.B.A., USAFIT WPAFB, Ohio, C.P.A., Mississippi.
- McCreedy, Kenneth R., *Adjunct Assistant Professor of Criminal Justice*. 1975
B.S., California State University at Long Beach, M.P.A., University of Southern California.
- Maxson, Robert C., *Dean and Associate Professor, School of Education*. 1970
B.S., Arkansas A & M College; M.Ed., Florida Atlantic University; Ed.D., Mississippi State University.
- Moberly, H. Dean, *Assistant Professor of Economics*. 1970
B.S., Abilene Christian College; M.S., Texas Tech University; Ph.D., Texas A & M University.
- Mohn, William T., *Adjunct Assistant Professor*. 1976
B.S., U.S. Naval Academy; M.B.A., Rollins College; Ph.D., Claremont Graduate School.
- Moody, W. Bradley, *Instructor of Government*. 1972
B.A., Southwest Texas State College.
- Mungenast, Andrew, *Adjunct Instructor*. 1972
M.B.A., AUM.
- Nance, Guinevera A., *Dean, School of Liberal Arts and Assistant Professor of English*. 1971
B.A., Texas Christian University, M.A., Ph.D., University of Virginia.
- Padgett, Thomas C., *Adjunct Assistant Professor*. 1975
B.S., University of Georgia; M.S., University of North Dakota; D.B.A., Florida State University.
- Parsa, John, *Associate Professor of Business*. 1975
B.S., University of Texas at Arlington; M.S., Wichita State University; D.B.A., Texas Tech University.
- Plowden, Moultrie D., *Adjunct Associate Professor of Government*. 1974
B.S., Florence State University; LL.B., Jones Law School.
- Quinn, Thomas R., *Adjunct Assistant Professor*. 1974
B.S., Jacksonville State University; M.A., University of Alabama; Ed.D., University of Alabama.

- Rabin, Jack M., *Assistant Professor of Government*. 1971
B.A., M.A., University of Miami; Ph.D., University of Georgia.
- Richardson, Edward, *Adjunct Assistant Professor*. 1973
B.S., M.E.D., Ed.D., Auburn University.
- Roche, Quentin C., *Associate Professor of Business*. 1969
B.S., University of Florida; M.S., University of Illinois; Ph.D., University of Alabama.
- Rogers, Ronald H., *Head of Department and Associate Professor of Criminal Justice*. 1974
B.S., Florida State University; M.S., Michigan State University; M.P.A., University of Southern California; Ph.D., Claremont Graduate School.
- Schoderbek, Stephen, *Adjunct Instructor*. 1974
M.S. University of Wyoming.
- Schlotterback, Darrell L., *Assistant Professor of Criminal Justice*. 1975
B.S.C., University of Iowa; M.S., Florida State University; J.D., School of Law, University of Alabama.
- Schrier, Michael Douglas, *Assistant Professor of Education*. . . . 1974
B.A., Hope College; M.S., Western Michigan University.
- Seals, Thomas Carl, *Adjunct Instructor of Criminal Justice*. . . . 1975
A.A., Fullerton Junior College; B.S., M.S., California State College (Long Beach).
- Self, Lee Vann, *Adjunct Assistant Professor*. 1975
B.S., M.A., Ph.D., University of Alabama.
- Sheldon, Charles R., *Adjunct Instructor*. 1976
B.A., University of Alabama; M.B.A., George Washington University; M.P.H., University of Pittsburgh.
- Simpson, F. Morgan, *Assistant Professor of Education*. 1974
B.S., M.Ed., Auburn University; Ed.D., Memphis State University.
- Slattery, Patrick D., *Head of Department and Assistant Professor of Psychology*. 1973
B.A., M.A. Ed., Ph.D., Arizona State University.
- Sterkx, Henry E., *Acting Head of Department and Professor of History*. 1969
B.A., M.A., Louisiana State University; Ph.D., University of Alabama.
- Summers, Christie W., III, *Adjunct Assistant Professor*. 1974
B.S., M.A., Ed.D., University of Alabama.
- Sweeney, Arthur C., *Assistant Professor of Management*. 1974
B.S., College of the Holy Cross; M.A., George Washington University; L.L.B., Jones Law School; Ph.D., University of Alabama.
- Tarver, John L., Jr., *Assistant Professor of Management*. 1972
B.S., M.S., University of Southern Mississippi; Ph.D., University of Arkansas.
- Teggins, John E., *Head of Department and Professor of Physical Sciences*. 1971
B.Sc., Sheffield University; M.A., Ph.D., Boston University.
- Vocino, Thomas J., *Head of Department and Assistant Professor of Government*. 1974
B.S., M.S., University of Wisconsin; Ph.D., Southern Illinois University.

- Warnock, Timothy, *Adjunct Instructor of Government*. 1973
Ph.D., University of Georgia.
- Warren, Janet, *Assistant Professor of Education*. 1974
B.S., M.Ed., Ed.D., Auburn University.
- Wells, Raymond B., *Assistant Professor of Government*. 1974
B.A., M.A., Mississippi State University; Ph.D., Texas Tech University.
- Willard, Julia L., *Assistant Professor of Education*. 1972
B.S., B.A., Jacksonville State University; M.Ed., Ed.D., Auburn University.
- Williams, Benjamin B., *Associate Professor of English*. 1969
A.B., M.A., University of Alabama; Ph.D., Vanderbilt University.
- Williams, James O., *Professor, School of Education, Assistant Vice President for Academic Affairs*. 1969
B.S., M.Ed., Ed.D., Auburn University
- Woods, Paul Carlton, *Assistant Professor of Mathematics*. 1972
B.A., M.S., Ph.D., Florida State University.
- Zeanah, Oscar, *Adjunct Instructor*. 1975
A.A. Certificate, Illinois State University; B.S., M.A., University of Alabama.

ADMINISTRATIVE STAFF

- Berry, James, *Director of Financial Aid*. 1972
B.S., Auburn University, M.S. Troy State University
- Black, Diane C., *Director of University Relations*. 1974
B.S., University of Alabama
- Bogie, Cheryl, *Psychometrist*. 1975
B.S., Auburn University, M.Ed. Auburn University
- Borden, Lynda, *Assistant Director of University Relations*. 1976
B.A., University of Alabama
- Brantley, Warren G., *Mental Health Services Coordinator*. . . 1975
B.S., M.A., Ph.D., University of Alabama
- Brown, Faye, *Director, SELRC*. 1971
B.S., Jacksonville State University, M.A., Ed.D., University of Alabama
- Burgess, John, *Coordinator of Field Programs, Continuing Education*. 1975
B.S., M.Ed., Auburn University
- Cain, Vernon, *RRC Field Coordinator, SELRC*. 1975
B.S., West Georgia College, M.Ed., West Georgia College
- Carter, David W., *Director of Health Affairs, Regional Medical Foundation*. 1974
B.S., Auburn University B.D., Emory University
- Daniel, Richard W., *Director, Continuing Education*. 1972
B.S., M.Ed., Ed.D., North Carolina State University
- Darity, Elizabeth, *Administrative Assistant*. 1974

- Davis, Pharis Lee, Jr., *Director of Admissions*. 1973
A.B., Bethany Nazarene College, M.A.D., Nazarene Theological Seminary,
M.Ed., University of Montevallo
- DeValera, Eugene K., *Correction Specialist, LEPA*. 1975
- Dotherow, James, *Counselor*. 1975
B.S., M.Ed., Auburn University at Montgomery
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