



AUBURN
UNIVERSITY
MONTGOMERY

Montgomery, Alabama
1977-78

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CALENDAR 1977—1978

SUMMER 1977

1. May 30Last Day for Completing Application for Admission.
2. June 13-14Final Registration, 8:00 AM—7:00 PM.
3. June 15Classwork Begins—Regular Quarter & 5 Week Term.
4. June 15-16Schedule Adjustments.
5. June 20-21.....LAST DAY FOR REGISTERING OR ADDING
CLASSES PRIOR TO START OF 2ND CLASS PERIOD.
6. June 29Last Day for Refunds.
7. July 4.Independence Day Holiday.
8. July 14Classwork Ends for 5 Week Term Classes.
9. July 18-19Final Examinations for 5 Week Term Classes.
10. August 8-9PRE-REGISTRATION FOR FALL QUARTER
1:00—7:00 PM.
11. August 22Classwork Ends for Regular Quarter Classes.
12. August 23, 24, 25, 29Final Examinations for Regular
Quarter Classes
13. August 31 ALL GRADES DUE IN REGISTRAR'S OFFICE
AT 5:00 PM.
14. September 2Graduation for This Quarter Certified
Effective This Date. No Ceremony Held
This Date. Next Graduation Ceremony
at End of Spring 1978 Quarter.

AUM FINAL EXAM SCHEDULE					
Summer 1977					
	AUG 23	AUG 24	AUG. 25	AUG. 29	
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 1977

1. September 2Last Day for Completing Application
for Admission.
2. September 16New Student Orientation.
3. September 19-20Final Registration, 8:00 AM—7:00 PM.
4. September 21Classwork Begins.
5. September 21-22Schedule Adjustment.
6. September 26-27LAST DAY FOR REGISTERING OR ADDING
CLASSES PRIOR TO START OF SECOND
CLASS PERIOD.
7. October 5Last Day for Refunds.
8. November 14-15PRE-REGISTRATION FOR WINTER QUARTER
1:00—7:00 PM.
9. November 23-25Thanksgiving Holiday (No Classes Will
Be Held. Offices Open Wed. Nov. 23,
8:00 AM—5:00 PM, Closed Thurs.
24 & Fri. 25.)
10. November 29Classwork Ends.
11. Nov. 30, Dec. 1, 5 & 6Final Examinations.
12. December 8ALL GRADES DUE IN REGISTRAR'S OFFICE
AT 5 PM.
13. December 9Graduation For This Quarter Certified
Effective This Date. No Ceremony Held
on This Date. Next Graduation Ceremony
at End of Spring 1978 Quarter.

AUM FINAL EXAM SCHEDULE					
Fall 1977					
	NOV. 30	DEC. 1	DEC. 5	DEC. 6	
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.

WINTER 1978

- 1. December 19 (1977)Last Day for Completing Application
for Admission.
- 2. January 3 & 4Final Registration, 8:00 AM—7:00 PM.
- 3. January 5Classwork Begins.
- 4. January 5 & 6Schedule Adjustments.
- 5. January 9 & 10LAST DAY FOR REGISTERING OR ADDING
CLASSES PRIOR TO START OF SECOND
CLASS PERIOD.
- 6. January 19Last Day for Refund.
- 7. February 20-21PRE-REGISTRATION FOR SPRING QUARTER
1:00-7:00 PM.
- 8. March 13Classwork Ends.
- 9. March 14, 15, 16 & 20Final Examinations.
- 10. March 22ALL GRADES DUE IN REGISTRAR'S OFFICE
AT 5:00 PM.
- 11. March 24Graduation for This Quarter Certified
Effective This Date. No Ceremony Held
on This Date. Next Graduation Ceremony
at End of Spring 1978 Quarter.

AUM FINAL EXAM SCHEDULE					
Winter 1978					
MAR. 14		MAR. 15	MAR. 16	MAR. 20	
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 classes(es) in the squares: Read up to find the day and across to find the hour.

SPRING 1978

1. March 7Last Day for Completing Application
for Admission.
2. March 22 & 23Final Registration, 8:00 AM—7:00 PM.
3. March 27Classwork Begins.
4. March 27 & 28Schedule Adjustments.
5. March 29 & 30LAST DAY FOR REGISTERING OR ADDING
CLASSES PRIOR TO START OF SECOND
CLASS PERIOD.
6. April 10Last Day for Refunds.
7. May 15 & 16PRE-REGISTRATION FOR SUMMER QUARTER
1:00-7:00 PM.
8. May 30Classwork Ends.
9. May 31, June 1, 5 & 6Final Examinations.
10. June 6ALL GRADUATING SENIORS GRADES DUE IN
REGISTRAR'S OFFICE NOT LATER THAN
5:00 PM.
11. June 8All Other Grades Due in Registrars
Office Not Later Than 5:00 PM.
12. June 9ANNUAL FORMAL GRADUATION CEREMONY.

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

AUM FINAL EXAM SCHEDULE					
Spring 1978					
	MAY 31	JUNE 1	JUNE 5	JUNE 6	
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
Psychology	PSY
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 Teague, 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.
- 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; Ed.D., Auburn University.
- 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.
- Norsworthy, Gary F., *Director, Continuing Education*1976
 B.A., M.A., Ph.D., Florida State University.
- Pastorett, Richard T., *Director, Libraries*1969
 B.D., Mount St. Mary's Colleges; M.A., Florida State University.



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 200 students have been 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, 1976, AUM had a total student enrollment of 3855. In addition to the students enrolled in credit courses, over 1412 were enrolled in Continuing Education activities.

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 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 six major buildings—three classroom buildings, the library (first phase), the student center (first phase), and a physical education and athletic facility which was completed during the summer of 1976. A School of Business Building will be completed in the summer of 1977.

Goodwyn Hall contains approximately 100,000 square feet of space. The School of Science as well as the Division of Continuing Education are housed in Goodwyn Hall. Business will move to the new School of Business Building during the summer of 1977.

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.

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

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.

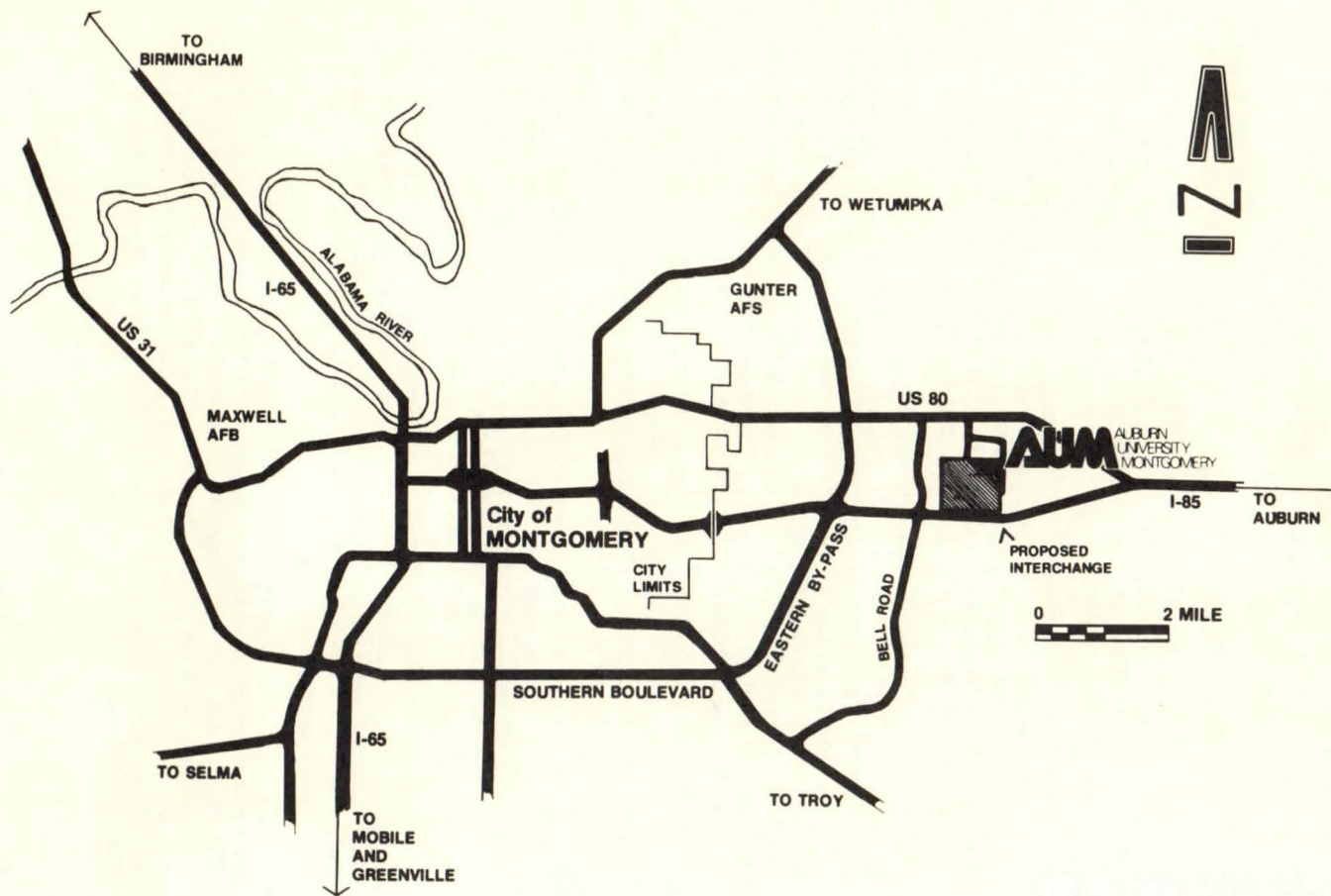
The Master of Business Administration Program is administered through the School of Business and is designed to prepare the student for administrative positions in business, government and other organizations. The program of study leading to the MBA degree consists of a prescribed pattern of graduate 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.

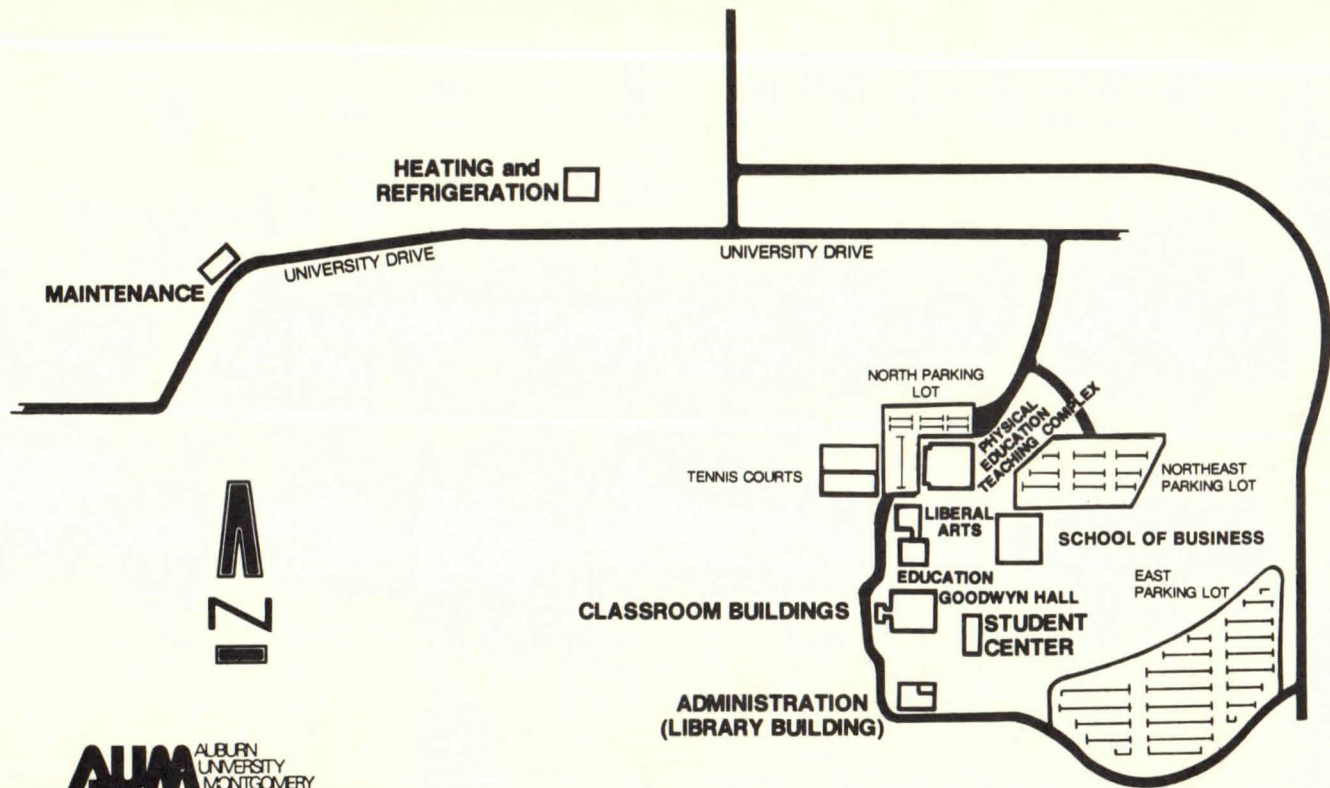
The School of Education offers graduate work leading to the Master of Education degree. Current graduate programs in education are designed primarily for elementary and secondary teachers, guidance counselors and school administrators.

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.

The master of Science in Community Psychology (MSPG) degree is offered by Auburn University at Montgomery through its Department of Psychology. The major objective of the degree is to produce persons trained at the intermediate level by providing advanced instruction in academic and applied psychology to those students desiring to acquire psychological knowledge and skill for purposes of community program services delivery and management.





AUM ALBURN UNIVERSITY MONTGOMERY
CAMPUS

The graduate degree program is available to bachelor degree holders in psychology or related fields who currently may be in, or who eventually may seek psychological administrative or psychological services delivery positions, and who wish to acquire competency at the intermediate level in the areas of behavioral observation, description, management, change, therapy and understanding.

In addition to acquiring skills of potentially immediate value, students in the Master of Science in Community Psychology degree program, who so desire, will receive preparation for advanced doctoral study to be taken elsewhere in the future.

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 Director of Graduate Studies. With the approval of the Director, 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, the MCJ, and the M.S. in Psychology 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 student. 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 Director of 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 nation 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 or cancellation of accounts due.

STUDENT FINANCIAL AID

The Office of Student Financial Aid, an operation of the Office of Student Affairs, administers the student financial aid programs which provide monetary assistance to students who, without such aid, would be unable to attend Auburn University at Montgomery. Student aid is awarded as a supplement to, not in lieu of, reasonable contributions from parental income, other parental resources, and the student's own resources and earnings. The maximum award will not exceed the sum actually needed to supplement these family resources.

The basic programs administered by the Office of Student Financial Aid are:

1. **Basic Educational Opportunity Grants (BEOG):** These are direct grants to students. Between Feb. 1, 1977, and March 15, 1978, an undergraduate student may apply if she or he is enrolled on at least a half-time basis in a program of study which is six months in length or longer.

Application is made directly to the Federal Government. To apply, the student must complete a form called "Application for Determination of Basic Grant Eligibility" for the 1977-78 academic year.

A student may get copies of the form from the Office of Financial Aid at AUM. Send the completed form in accordance with the instructions on the application. Within 4 to 6 weeks the student will receive notification of eligibility.

The university financial aid office actually makes grant disbursements.

2. **Supplemental Educational Opportunity Grants (SEOG):** These are for students with exceptional financial need who without the grant would be unable to continue their education.

A student is eligible to apply if she or he is enrolled at least half-time as an undergraduate student. The grant cannot exceed one-half the total aid received by the student. The amount cannot be less than \$200 or more than \$1500 a year.

Normally the grant may be received for up to 4 years, but may be received for 5 years if more time is necessary. The total that may be awarded is \$4,000 for a 4 year course of study or \$5,000 for a 5 year course.

3. **The College Work-Study (CWS) Program:** This provides jobs for students who have great financial need and who must earn a part of their educational expenses. A student may apply if she or he is enrolled at least half-time as a GRADUATE or UNDERGRADUATE student.

The educational institution which participates in College Work-Study arranges jobs on campus or off campus with a public or private nonprofit agency, such as a hospital. If the student is found to be eligible, she or he may be employed for as many as 40 hours a week.

In arranging a job and determining how many hours a week the student may work under this program, the financial aid officer will take into account: (1) NEED for financial assistance; (2) CLASS SCHEDULE; and (3) HEALTH and ACADEMIC PROGRESS. In general, the salary received is equal to the current minimum wage.

APPLY THROUGH THE FINANCIAL AID OFFICE AT AUM. That office is responsible for determining eligibility and arranging the job.

4. **National Direct Student Loans (NDSL):** These loans are for students who are enrolled at least half-time and who need a loan to meet their educational expenses.

Loans are interest-free until the student completes or discontinues his college studies. Repayment begins nine months after the student graduates or leaves school. Additional deferment is granted to students entering the military service, Peace Corps or Vista. The repayment period may extend over a period of ten years at 3% non-cumulative interest rate.

The student must apply through the university's financial aid office. Loan cancellations are available to teachers in Head Start Programs, low-income areas, and special education.

5. **Guaranteed Student Loans:** This program enables a student to borrow directly from a bank, credit union, savings and loan association, or other participating lender who is willing to make the loan.

Application can be made by students enrolled at least half-time. The maximum amount allowed per year is \$2500, and the interest may not exceed 7%. The total allowed for undergraduate is \$7500, and for graduate alone is \$10,000 or in combination with undergraduate study.

6. **Tuition scholarships.** Academic excellence is considered in selecting scholarship recipients. Only full-time students are eligible for consideration.

Scholarships are awarded to students on an annual basis depending upon funds available. Students must maintain certain academic standards for scholarship renewals.

7. **Law Enforcement Education Program.** Under this program tuition grants are available to full or part-time students who are full time employees of a law-enforcement or related agency.

8. **AUM Emergency Loan Fund.** This program is available to graduates or undergraduates taking 10 hours or more at AUM. Normally up to \$100 can be approved in the case of unforeseen circumstances such as an accident, for which prior planning would have been impossible. Up to \$300 can be awarded with committee approval. Students obtaining emergency loans will have up to six months to repay without interest. An interest rate of 1% per month will be charged on the unpaid balance of overdue loans.

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 being 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 36117.

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 30 days of the Quarter. 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 30 days 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.

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 Director of Graduate Studies 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.

WEEKEND COLLEGE

The Weekend College program offers many adults, who are unable to attend college during the traditional university hours, the opportunity to begin or resume their education. Undergraduate as well as graduate credit courses are offered on a Friday, Saturday and /or Sunday schedule. In addition, some non-credit courses are scheduled.

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 department is willing to certify to the Director of Graduate Studies 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. Arrangements 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.
Total Basic Program		20 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.

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. Statistic I	5 Qtr. Hrs.
QM 676	Bus. and Econ. Statistics II	5 Qtr. Hrs.
Electives		10 Qtr. Hrs.
Total Core Program		50 Qtr. Hrs.
Total MBA Program		70 Qtr. Hrs.

THE INFORMATION SYSTEMS OPTION

In addition to the general program shown above, the School of Business offers the student an opportunity to concentrate in the area of Information Systems. The requirements for this option are as follows:

BASIC PROGRAM

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

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.

PROGRAMMING LANGUAGE REQUIREMENTS

Students having an adequate background in any of the following courses may be exempted by the Graduate Screening Committee or the Dean, School of Business.

CS 330	Programming Language FORTRAN	5 Qtr. Hrs.
CS 331	Programming Language COBOL	5 Qtr. Hrs.
CS 360	Programming Language ASSEMBLER	5 Qtr. Hrs.

CORE PROGRAM

The student must satisfactorily complete the following courses.

CS 556	Management Information Systems	5 Qtr. Hrs.
CS 560	Systems Analysis and Design	5 Qtr. Hrs.
CS 575	Data Base Systems	5 Qtr. Hrs.
CS 620	Software Design Management	5 Qtr. Hrs.
CS 625	Information Structures	5 Qtr. Hrs.
CS 650	Computer Systems	5 Qtr. Hrs.
CS 660	Systems Development	5 Qtr. Hrs.
QM 674	Business and Economic Statistics	5 Qtr. Hrs.
QM 675	Operations Research	5 Qtr. Hrs.

ELECTIVES

The student must satisfactorily complete three of the following courses.

CS 565	Computer Simulation for Business Decisions	5 Qtr. Hrs.
CS 570	Data Communication Principles	5 Qtr. Hrs.
CS 640	Social Implications of Information Systems	5 Qtr. Hrs.
QM 676	Business and Economic Statistics II	5 Qtr. Hrs.

PROGRAM REQUIREMENTS

Core Program	45 Qtr. Hrs.
Electives	15 Qtr. Hrs.
Total Program	60 Qtr. Hrs.

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.

541. CPA Problems in Auditing (2). Pr., 45 hours accounting.

The basic theory of auditing, structured review of subject matter covered in recent CPA auditing examinations, techniques of analyzing auditing questions and presenting answers; and latest developments in auditing.

542. CPA Problems in Law (1). Pr., 45 hours accounting.

Structured review of areas of law appearing on recent CPA law examinations; discussions of recent CPA law questions, including suggested answers.

543 CPA Problems in Theory (3) Pr., 45 hours accounting.

Basic accounting theory; structured review of areas of theory appearing on recent CPA theory examinations; discussion of recent CPA theory questions, including suggested answers.

544. CPA Problems in Practice (4). Pr., 45 hours accounting.

Structured review of subject areas covered on recent CPA examinations on practice; techniques of analyzing questions and problems and design of worksheets and solution format; practice in solving CPA type 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, or ACF 500.**

(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, or ACF 500.

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.

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.

Courses Primarily for Graduate Students

Economics

600. Macro Economic Analysis (5). Pr., EC 201, 202 or EC 505, 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 (5). 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.

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., CS 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., CS 555 or concurrently with CS 555.

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.

560. System Analysis and Design (5). Pr., CS 556 or Consent of Instructor.

A treatment of the definition and development of Computer Systems for business applications and the subsequent design, including such topics as input/output specifications, program coding, file organizations, implementation and testing, documentation, programming, measurement of performance, and control.

565. Computer Simulation for Business Decisions (5). Pr., CS 330 and QM 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 560 or concurrently with CS 560.

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 560, or concurrently with CS 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.
- 590. Special Problems (1-5)**
 Variable content in the Information Systems area.

Courses Primarily for Graduate Students

- 620. Software Design Management (5). Pr., CS 570 or CS 575.**
 Systems/program documentation and standards; economics of make/buy/lease decision 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.
- 625. Information Structures (5). Pr., CS575.**
 To introduce the student to structures representing logical relationships among elements of information, whether program or data, and to techniques for operating upon information structures. To examine the methods by which higher-level programming languages implement such structures and facilitate such techniques. Basic concepts of information. Linear lists. Multilinked structures. Sorting and searching.
- 640. Social Implications of Information Systems (5)., Pr., CS 620.**
 To present the perspective of possible social effects of the information systems environment. To explore the current and projected social and economic effects of information systems in organizations. To indicate the problems which come from too narrowly defining the boundaries of a system. To understand issues, implications and possible remedies.
- 650. Computer Systems (5). Pr., CS 620.**
 To provide a working view of hardware/software configurations as integrated systems. Hardware modules. Execution and operation software. Data and program handling software. Multiprogramming and multiprocessing environments.
- 660. Systems Development (5). Pr., CS 620.**
 Provide the student with supervised and structured practical experience in the development of a computer based system: Development of a system for a local organization or a system for a hypothetical application.

MANAGEMENT (MN)

Courses for Advanced Undergraduates and Graduates

Management

- 505. Labor Law and Legislation (5). Pr. MN 315.**
 Examination of topics on wage and hour legislation, equal employment opportunity and civil rights, employee benefits and insurance, workmen's compensation and occupational safety and health laws and employees' personal rights.

- 520. Essentials of Management and Marketing (5). Pr., Graduate Standing.**
A broad overview of management and marketing principles with emphasis on current research, practices and problems.
- 534. Purchasing (5). Pr., MT 331, Junior Standing.**
Objectives, control and the direction of industrial purchasing. (Same as MT 534).
- 573. Logistics Management (5). Pr., MT 572 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. (Same as MT 573).

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.
- 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., 30 Graduate Hours 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., ED 505, Graduate Standing or Consent of Instructor.**
Decision theory and criteria for decision-making concerning output, pricing, capital budgeting, scale of operative functions.
- 607. Managerial Economics (5). Pr., EC 505, 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 or Consent of Instructor.**
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 (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, Junior standing.

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

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., MT 572 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.

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

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

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, and 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 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 marketing area.

QUANTITATIVE METHODS (QM)

Courses for Advanced Undergraduates and Graduates.

510. Quantitative Methods for Managers (5). Pr., Graduate Standing.

A survey of statistical and operational research techniques useful in managerial decision making.

590. Special Problems (1-5)

Variable content in the Quantitative Methods area.

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

Graduate programs in Education are 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 correlary area. In some instances (most notably in the area of Counselor Education) 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 objective.
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.

MED Programs

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.

All MED programs require acceptable performance on a comprehensive examination prepared by a committee in the appropriate department. Each student must write the *Master's Comprehensive Examination* during or preceding the quarter in which graduation is anticipated. The examination is divided into two areas: *Foundations of Education* and *Area of Specialization*. Students should consult their advisor for specific information prior to registration.

AA Programs

The student who is pursuing the AA Certification program must complete a minimum of 45 quarter hours of graduate work beyond the master's degree 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 upon departmental requirements and the student's needs and goals. *The student must meet class A certification requirements in the area in which he is pursuing the AA program.*

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 MED program in Counselor Education contains two basic options with flexibility allowed in 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. 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. Since AUM recommends to the state the student's qualification for certification, AUM now has a policy that a letter grade of "B" or higher must be earned in all the Practicums before a recommendation for certification will be made.

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

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

The AA Certification program in Counselor Education is designed exclusively for those students who pursue a counseling career in educational settings. Entrance into the AA program in Counselor Education requires that the student meet certification requirements at the A level in Counselor Education. As with the MED program, the student should consult with a faculty member in Counselor Education in the planning of a specific program. This planning procedure will take into account the previous graduate coursework so that an integrated program of preparation can be designed to meet the unique interests, needs and background experiences of each individual.

EARLY CHILDHOOD EDUCATION (ECE)

The Early Childhood Education program at the MED and AA Specialist's Diploma levels is designed to increase the student's knowledge of young children, research methods, curriculum development, and teaching techniques.

Satisfactory completion of the Master's Degree program will lead to Alabama Class A certification in Early Childhood Education.

An individual program will be planned for each student in cooperation with an advisor. Students should contact the Coordinator of Early Childhood Education in the Department of Curriculum and Instruction for further assistance.

EDUCATIONAL ADMINISTRATION AND SUPERVISION (AED)

The A and AA certification programs in Educational Administration and Supervision 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 instructional leaders, 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.

ELEMENTARY EDUCATION (EED)

The Elementary Education program is designed to provide the graduate student with improved performance in teaching, research, and curriculum development skills, at the MED and AA Specialist's Diploma levels.

The graduate elementary student may pursue one of three options in the Elementary Education program leading to certification in the following areas: (1) graduate certification in general Elementary Education, (2) graduate dual certification in Elementary and Early Childhood Education, and (3) graduate certification in Elementary Education with an endorsement in Reading.

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, social studies, sociology, and traffic safety.

A specific program of courses leading toward the master's degree or AA certification 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.

Graduate Programs in Secondary Education

Master's Degree	AA Certification
Majors	Majors
Art	
Biology	Biology
Business	Business
Chemistry	
English	English
History	History
Mathematics	Mathematics
Political Science	Political Science
and Government	and Government
Sociology	Sociology
Traffic Safety	

SPECIAL EDUCATION (SPE)

A program leading to certification in Special Education may be pursued through a dual objectives plan at the Elementary Level in the areas of Mental Retardation and Learning Disabilities and at the Secondary Level in the area of Mental Retardation.

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 emphasis 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)

Graduate Courses

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 helping. Overview and introduction to counseling professions. Experimental and didactic in nature. (Required for MED).

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. (Required for AA, optional for MED).

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. (Required for AA).

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. (Required for MED).

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. (Required for MED).

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. (Required for MED).

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. Registration for CED 631 presupposes registration for CED 659 the following quarter. (Required for MED).

632. Organization and Administration of Guidance Services. (5). Pr., AA standing.

For the advanced student in a AA program this course covers the administrative practice, role of staff in regard to the counseling and guidance program, organizational patterns for programs, possible ways of initiating programs and means of evaluating programs. (Required for AA).

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. (Required for MED school counselors).

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. (Required for AA).

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. (Required for AA).

646. Studies in Education. (1-10). 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. (Required for AA).

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. (Required for AA).

659. Practicum in Area 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. (Required for MED).

660. Advanced Praticum 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. (Required for AA).

999. Master's Comprehensive Examination. (0)

EARLY CHILDHOOD EDUCATION (EDE)

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 development 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)**

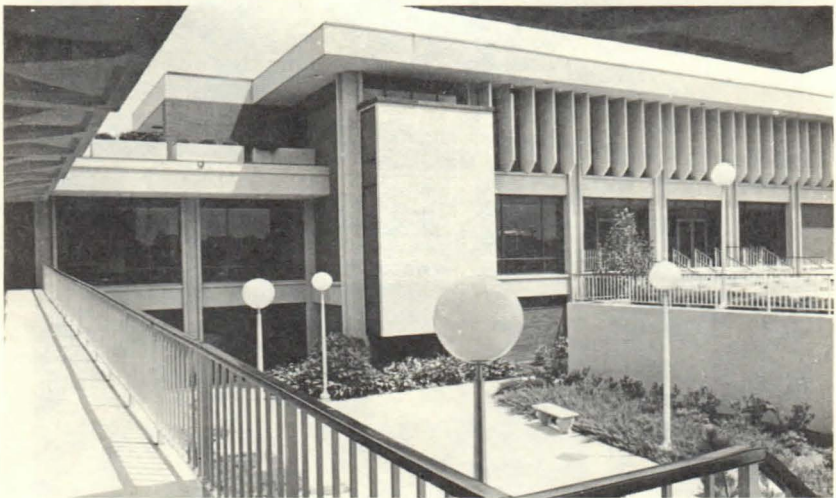
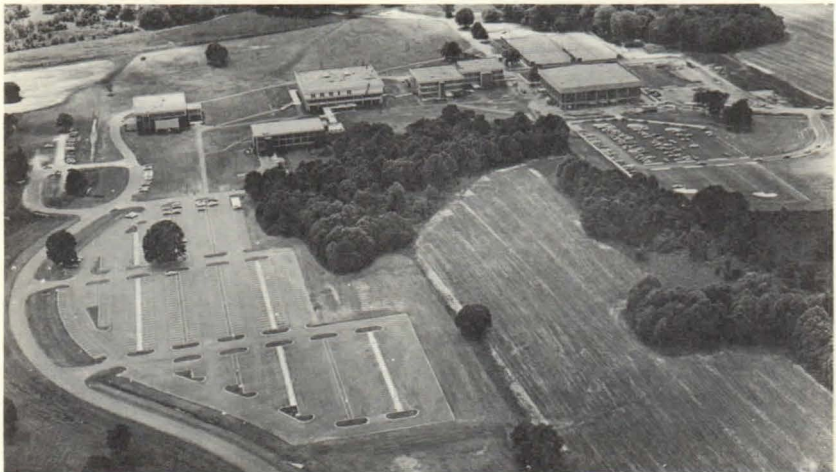
NOTE: The Alabama State Department of Education requires applicants for the class A Superintendent-Principal Certificate to submit proof of 3 years' successful experience as a teacher or school administrator within five years immediately preceding the date the certificate is to bear.

- 646. Studies in Education (1-10). Pr., Department Approval.**
Study of a special problem in administration, supervision, guidance or higher education using research techniques. Maximum of 5 hours may be earned toward the MED.

- 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. Introduction to Educational Administration and Supervision. (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 Principalship Practicum (5). Pr., AED 681, AED 683, and AED 687.**
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.

999. Master's Comprehensive Examination. (0)

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 (1-10). 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. Maximum of 5 hours may be earned toward MED.
- 650. Seminar in Reading (1-5). Pr., Department Approval.**
Study of instructional techniques and innovations in reading to include interaction with prominent authorities in the field, miniworkshops, special projects, and supervision in elementary classroom settings.
- 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.
- 999. Master's Comprehensive Examination. (0)**

SECONDARY EDUCATION (SED)

Courses Accepted For Graduate Credit Only

- 646. Studies in Education (1-10). Pr., Graduate Standing.**
Independent study in major area to be selected in consultation with the professor who will supervise the study. Maximum of 5 hours may be earned toward the MED.
- 650. Seminar. (3-10). Pr., Graduate Standing.**
May be repeated for credit not to exceed 10 hours.
- 651. L, M, S, O, Q, (L) Language Arts, (M) Mathematics, (S) Science, (O) Social Science, (Q) Traffic Safety. 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, Q, (L) Language Arts, (M) Mathematics, (S) Science, and (O) Social Science. (Q) Traffic Safety. 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.
- 999. Master's Comprehensive Examination. (0)**

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 program 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 and Departmental Approval.**

Supervised field experiences in area of specialization.

- 999. Master's Comprehensive Examination. (0)**

SAFETY EDUCATION (STE)

- 510. Principles of Traffic Safety Education I (5) Pr. Graduate Standing.**

A study of materials and methods needed in organizing and conducting a Traffic Safety program in the secondary schools. Emphasis is placed on the *classroom* phase of Traffic Safety. This course is necessary for State certification in Traffic Safety.

- 511. Principles of Traffic Safety Education II (5) Pr. Graduate Standing.**

A study of materials and methods needed in organizing and conducting the *in-car* phase of a Traffic Safety Program. Behind-the-Wheel instruction will be emphasized, but planning, implementing and scheduling of three and four phase programs utilizing simulation and multi-vehicle ranges will be covered. This course is necessary for State certification in Traffic Safety.

GRADUATE WORK
IN
THE SCHOOL OF LIBERAL ARTS

The School of Liberal Arts offers a limited number of graduate courses in Art, English, Geography, History, Sociology, and Speech which at present are designed primarily to support the Master's Degree Program in Education. Courses taught in the School of Liberal Arts which are approved for graduate credit are as follows:

ART (AT)

- 501. Individual Studio Work II (5). Pr., Dept. Approval.**
Work designed to meet the specific needs of individual students. May be repeated for credit.
- 535. Painting IV (5). Pr., AT 434.**
An extension of the painting sequence.
- 544. Printmaking IV (5). Pr., AT 341 or 342 or 343.**
Advanced work in printmaking media.
- 581. Public School Art (5). Pr., Junior Standing.**
Materials and methods for the development of art activities in elementary and secondary schools.

ENGLISH (EH)

- 550. Contemporary Poetry (5). Pr., Junior Standing.**
The chief modern poets of England and America.
- 551. Shakespeare I (5). Pr., Junior Standing.**
A study of the plays written before 1600, emphasizing comedies.
- 552. Shakespeare II (5). Pr., Junior Standing.**
A study of the plays written after 1600, stressing tragedies.
- 556. The English Romantic Movement (5). Pr., Junior Standing.**
Romantic Poetry from Blake through Keats.
- 557. Victorian Poetry and Prose (5). Pr., Junior Standing.**
The major poets and non-fiction writers from 1830 to 1890.
- 559. Poetry and Prose of the English Renaissance (5). Pr., Junior Standing.**
The nondramatic literature of the Tudor Period.
- 560. Advanced English Grammar (5). Pr., Junior Standing or permission of Instructor.**
A study of the history and structure of English grammar. Standard and non-standard varieties of English. How to teach basic English grammar.

- 561. Development of the English Drama (5). Pr., Junior Standing.**
English Drama, exclusive of Shakespeare, from the beginning to 1642.
- 562. Eighteenth Century Literature (5). Pr., Junior Standing.**
Poetry and prose from Dryden through Cowper.
- 563. Restoration and Eighteenth Century Drama (5). Pr., Junior Standing.**
A study of comedy and tragedy from Dryden through Sheridan.
- 581. British Novel I (5). Pr., Junior Standing.**
The development of fiction from the Greek Romances through the novels of the 18th century, with emphasis on the British novelists of the Eighteenth Century.
- 582. British Novel II (5). Pr., Junior Standing.**
The British novel from Jane Austen to Thomas Hardy.
- 583. British Novel III (5). Pr., Junior Standing.**
A study of the major British novelists of the Twentieth Century.
- 591. American Poetry (5)., Junior Standing.**
Major American poets from the Colonial times to present.
- 592. American Drama (5). Pr., Junior Standing.**
American dramatic and stage history from Colonial times to the present, with emphasis on developing tastes and techniques.
- 595. Southern Literature (5). Pr., Junior Standing.**
Representative Southern writers from Colonial times to the present.
- 597. The Urban Novel (5). Pr., Junior Standing.**
Focuses on novels which reflect the urban milieu and which treat themes significant to the complexities of urbanization and industrialization.
- 654. Studies in Nineteenth Century English Literature (5).**
A study of the major Victorian writers and of trends and developments in English literature during the Nineteenth Century.
- 662. Studies in Twentieth Century Literature (5).**
Studies in the major figures and genres of Twentieth Century British and American Literature. The specific topic will be announced at each scheduling of the course.
- 671. Studies in American Literature (5).**
A study of the major American writers and genres. The specific focus will be announced at each scheduling of the course.

GEOGRAPHY (GY)

- 520. Urban Geography (5).**
The location, character, and growth of urban centers, with special attention to their interior patterns of land use and cultural development.

HISTORY (HY)

- 509. United States Diplomacy to 1890 (5). Pr., Junior Standing.**
Study of the principal events in the United States and relationships with foreign powers from 1776 to 1890.
- 510. United States Diplomacy since 1890 (5). Pr., Junior Standing.**
The emergence of the United States from hemispheric power to total involvement in world affairs.
- 511. Social and Intellectual History of the United States to 1876 (5). Pr., Junior Standing.**
An analysis of the permanent patterns of ideas and emotions which have characterized the thinking and actions of Americans from the Colonial period to 1876.
- 512. Social and Intellectual History of the United States since 1876 (5). Pr., Junior Standing.**
A study of those ideas and emotions which appear to have significantly influenced Americans since 1876.
- 513. The South to 1865 (5). Pr., Junior Standing.**
The study of the origins, growth, and distinctive social, economic, cultural, and ideological patterns of the South from 1607 to 1865.
- 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.
- 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)., Junior Standing.

A study of contemporary social, technological, and environmental problems in historical perspective.

629. Biographical Studies (5). Pr., Graduate Standing or departmental approval.

An in depth study of the major historic figures of the world. Special emphasis will be placed on those persons whose careers are of national and international importance. Selection of biographical subjects will be announced at the beginning of the course.

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.

512. The Aging Process: Interventive Services (5).

Focus is on the nature and problems of old age; needs of the elderly; theoretical explanations of the aging process; and the delivery of social services to the elderly. An understanding of grief, mourning, and reactions of dying persons to imminent death is emphasized.

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).

598. Independent Study (1-5). Pr., Consent of Instructor.

Independent reading and/or research in selected areas of sociology.

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 acoustical 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 MSCJ 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 Issues5
CJ 685	Legal Dimensions of Criminal Justice5
CJ 696	Applied Statistics in Criminal Justice5
CJ 697	Research Methods in Criminal Justice5
	—
	Total20

AREAS OF CONCENTRATION

LAW ENFORCEMENT PLANNING AND MANAGEMENT

CJ 655	Trends in Police Administration5
CJ 656	Special Problems in Police Administration5
	—
	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
		<hr/>
		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.

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.

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.

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 is 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.

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.

GV 580. Voting Behavior (5). Pr., GY 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.

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.

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.

COMMUNITY PSYCHOLOGY PROGRAM

The objective of the Master of Science in Psychology program is to provide those individuals who are involved in the delivery of psychological services and the administration or supervision of community mental health programs the opportunity to acquire useful practical skills along with a strong academic background to facilitate their professional growth and effectiveness. Students wishing to continue in doctoral study elsewhere will also be provided with a solid academic foundation from which to proceed.

The Master of Science in Psychology will consist of a minimum of 50 quarter hours of coursework beyond the bachelors degree. There is a common core of 22 hours, with the remainder of the 50 hour minimum to be determined after consultation with the student's faculty advisor. In certain instances, additional coursework may be necessary to overcome deficiencies identified in the student's record or performance.

Requirements for the degree Master of Science in Psychology are:

- Completion of a minimum of 50 hours beyond the bachelors degree.
- Completion of comprehensive examinations in the core areas and the specialty areas.
- Completion of credible practicum or laboratory experiences.
- Competence with the tools of application including tests, techniques and statistics.

Following is the listing of core courses for the Master of Science in Psychology curriculum.

CORE COURSES

- PG 611. Pro-Seminar in General Psychology, 5 hrs.**
- PG 614. Pro-Seminar in Professional Issues, 1 hr.**
- PG 619. Research Design and Analysis, 5 hrs.**
- PG 620. Theories and Systems of Applied Psychology, 5 hrs.**
- PG 650. Applications of the Psychology of Learning, 6 hrs.**

PSYCHOLOGY (PG)

- 515. Introduction to Tests and Measurement (5). Pr., MH 267.**
Theory of measurement.
- 516. Test Construction and Administration (5). Pr., MH 267.**
Techniques of measurement with group assessment stressed.
- 531. Social Psychology (5).**
Study of the role of individual behavior and its relation to group behavior.
- 533. Personality (5).**
The study of personality theories and types and the utility of such formulations.
- 535. Behavior Pathology (5).**
The study of abnormal behavior with emphasis on diagnosis and prescriptive treatment.
- 540. Physiological Psychology (5), 4 hrs. lec., 5 hrs. lab.**
The study of behavioral mechanisms, neurophysiology and the role of the central nervous system in behavior.

- 545. Animal Behavior (5), 4 hrs. lec., 3 hrs. lab.**
Analysis of learned and unlearned behavior and its evolutionary development, integrating the contributions of ethological and behavioral research.
- 549. Behavior Modification I: Foundations (5), 4 hrs. lec., 3 hrs. practicum.**
The study and application of learning techniques for self-modification.
- 550. Learning (5). Pr., Theories of learning and their logical foundations.**
- 551. Behavior Modification II: Intermediate (5), 4 hrs. lec., 3 hrs. practicum.**
The study of behavioral techniques applied to altering human behavior in institutional settings.
- 552. Behavior Modification III: Advanced (5), 4 hrs. lec., 3 hrs. practicum.**
The application of behavioral change techniques to problems of social and community significance.
- 553. Behavior Modification IV: Issues (5).**
Analysis of ethical, legislative, and policy areas associated with the practice of behavior modification.
- 561. Industrial Psychology (5).**
The role of scientific psychology as applied in industrial environments.
- 562. Training and Supervision of Industrial Personnel (5).**
Application of the principles of learning to the training of factory, office, sales, and managerial employees.
- 564. Recruiting, Selecting and Evaluating Personnel (5).**
Psychology as applied in personnel acquisition, selection, and assessment.
- 565. Leadership Psychology (5).**
Analysis of supervisory and executive behavior with emphasis directed toward specification of skills to be performed.
- 566. Engineering Psychology (5).**
Applications of psychological principles to the man-machine interface.
- 580. History of Psychology (5).**
Evolution of psychology from physics, physiology and philosophy to a behavior science.
- 581. Political Psychology (5).**
Analysis of political behavior of man.
- 611. Pro-Seminar in General Psychology (5). CORE COURSE.**
Reviews the general nature of psychology from an applied and theoretical base. Problem areas, research areas, and application areas will be investigated individually and with guidance.
- 614. Pro-Seminar in Professional Issues (1). CORE COURSE.**
A study of professional values, ethics, and assumptions. The issues associated with human dignity will be explored.

- 617. Development and Child Psychology (5).**
Study of human life span and behavior with emphasis on behavioral acquisition.
- 618. Seminar in Psychology (5). Pr., PG 611.**
A topical course which may be repeated by the student in various topics. Included as topics will be: A. Mental Retardation and Exceptionality; B. Crime, Delinquency, and Correction; C. Community and Institutional Mental Health; D. Rehabilitation, Treatment and Therapy; E. Program Planning and Process; F. Advanced Research Methodology; G. Behavioral Communication Processes.
- 619. Research Design and Analysis (5). Pr., PG 301/319, and MH 267. 3 hrs. lec., 4 hrs. lab. CORE COURSE.**
Procedures and philosophy of scientific methodology, statistical techniques and hypothesis testing.
- 620. Theories and Systems of Applied Psychology (5). CORE COURSE.**
A study of historical developments leading to various systematic formulations in psychology. Present trends will be placed in perspective of behavioral findings.
- 650. Applications of the Psychology of learning (6), 4 hrs. lec., 4 hrs. lab. CORE COURSE.**
The study of behavior acquisition and maintenance with emphasis on learning principles and complex processes.
- 660. Measurement of Human Behavior (5), 3 hrs. lec., 4 hrs. lab.**
Analysis and practicum in observing, measuring, assessing and evaluating human behavior with emphasis on behavioral interviewing and the development of checklists and rating scales.
- 670. Individual Testing (6), 2 hrs. lec., 10 hrs. lab.**
Supervised practice in the administration and interpretation of individual intelligence tests.
- 675. Advanced Testing (5), 3 hrs. lec., 4 hrs. lab. Pr., PG 670.**
The use of psychological tests for purposes other than the assessment of intelligence.
- 690. Independent Study and Project (1 to 10).**
Topics relevant to the individual's program which are not available in the remainder of the curriculum may be investigated with one objective being the production of a publication or the derivation of a significant finding. May be repeated for a total not to exceed 10 hours.
- 695. Practicum in Psychology (2 to 10).**
Content and placement to be arranged by student and department. May be repeated for a total of 10 hours.

Other Graduate Work in the SCHOOL of SCIENCES

In addition to the Master's Degree Programs in Public Administration, Psychology, and Political Science, the School of Sciences offers a limited

number of graduate courses in Mathematics, Chemistry, and Biology 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)

501* General Virology (5). Lec. 4, Lab. 4, Pr., BI 301, Junior Standing or departmental permission.

The molecular biology of bacterial, plant, and animal viruses; pathogenesis, diagnosis; and procedures for isolation, cultivation, and purification.

502. Microbial Ecology (5). Lec. 4, Lab. 4, Pr., BI 301 and Pr. or Coreq. BI 420 or departmental permission.

Studies of the actions of environmental factors upon the bacterial flora and of the actions of microbes upon their environments.

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.

515. Vertebrate Physiology (5). Lec. 4, Lab. 4, Pr., Junior Standing or departmental permission.

Study of the physiological processes and specializations of vertebrates.

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.

545. Animal Behavior (5). Pr., Junior standing and 20 hours of biological science or departmental approval. (Same as PG 545)

Analysis of learned and unlearned animal behavior and its evolutionary development, integrating the contributions of ethological and behavioral approaches.

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.

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.

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.

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.

CHEMISTRY (CH)

510. Physical Chemistry (5). Pr., 25 hours chemistry.

A study of kinetic phenomena which influence chemical reactions. Taught in Fall of even-numbered years.

511. Physical Chemistry II (5). Pr., 25 hours chemistry.

A study of chemical bonding and thermodynamics. Taught in Fall of odd-numbered years.

520. Biochemistry (5). Pr., 25 hours chemistry.

A standard biochemistry course designed to meet the requirements of students in the health and biological sciences.

530. Instrumental Chemical Analysis (5). Lec. 3, Lab. 6, Pr., 25 hours of chemistry including CH 201.

The use of visible, ir, uv, and atomic absorption spectroscopy, gas chromatography and potentiometric methods of analysis.

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.

567. Mathematical Statistics I (5). Pr., MH 264.

Probability spaces, combinatorics, multidimensional random variables, characteristic functions, special distributions, limit theorems, stochastic processes.

568. Mathematical Statistics II (5). Pr., MH 567.

A continuation of MH 567. Statistical inferences, estimation and hypothesis testing, regression analysis, sequential analysis and non-parametric methods.

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.

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 36117.**
- 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, 36117.** 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

- Batson, Theodore Ralph, *Assistant Professor of Education* . . . 1975
B.S., Livingston University; M.A., University of South Alabama; Ph.D., University of Southern Mississippi.
- Baxley, Edwin C., *Associate Professor, Marketing* . . . 1976
B.B.A., Baylor University; M.B.A., Louisiana State University; Ph.D., Louisiana State University.
- 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., *Associate Professor of Management and Head of Department* . . . 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.
- Boyer, Joe L., *Associate Professor of Education and Head of Department* . . . 1971
B.S., Tennessee A&I; M.S., University of Illinois; Ph.D., Ohio State University.
- Boyles, Wiley R., *Dean, School of Sciences and Professor of Psychology* . . . 1970
B.S., University of Chattanooga; Ph.D., University of Tennessee.
- Boyne, John J., *Director of Air University Graduate Program and Professor of Government* . . . 1968
A.B., M.A., University of Alabama; Ph.D., University of North Carolina.
- Brown, Richard W., Jr., *Assistant Professor of Education and Head of Department* . . . 1974
B.S.E., Delta State University, M.Ed., Ed.D., University of Mississippi.
- Cairns, Eldon J., *Professor of Biology and Head of Department* . . . 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., *Associate Professor of Education and Head of Department* . . . 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 University.
- Clark, William D., *Dean, School of Business and Professor of Management*1969
B.S., M.B.A., Ph.D., University of Arkansas.
- Consalvi, Conrad, *Associate Professor of Psychology*1976
B.A., Temple University; M.A., Ph.D., Vanderbilt University.
- Crippen, Donald, *Adjunct Instructor*1975
B.S., Auburn University; M.S., Troy State University.
- 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.
- Elliott, Robert H., *Assistant Professor of Government*1976
B.A., M.A., Mississippi State University; Ph.D., University of Houston.
- 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.
- Golden, Mary, *Assistant Professor of Accounting*1973
B.B.A., Memphis State University; M.B.A., Memphis State University; CPA (Tennessee).
- Gordon, Bruce G., *Assistant Professor of Education*1971
B.S., State College of New York at Buffalo; Ed.D., University of Georgia.
- 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, Barker, *Associate Professor of Education*1975
B.S., Memphis State University. M.A., George Peabody College; Ed.D., University of Tennessee.
- 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.
- Hebert, Richard J., *Assistant Professor of Medical Technology and Physical Science*1976
B.S., Southern Louisiana; M.S., Ph.D. Louisiana State University; ASCP.
- Hill, Joseph B., *Associate Professor of Mathematics and Head of Department*1969
B.A., M.A., Washington State University; Ph.D., Auburn University.
- Hill, Patricia N., *Assistant Professor of English and Head of Department*1971
A.B., Spring Hill College; M.A., Ph.D., Auburn University.
- Higgins, James M., *Assistant Professor of Management*1976
B.B.A., Emory University; M.P.A., Ph.D., Georgia State 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., Auburn University at Montgomery; M.S., Ph.D., Michigan State University.
- Jenkins, W.O., *Professor of Psychology*1976
B.A., Colgate University; Sc.M., Brown University; Ph.D., Yale University.
- Johnson, Raymond M., *Assistant Professor of Business*1970
B.S., M.B.A., University of Southern Mississippi; M.S., Ph.D., Oklahoma State University.
- Jones, Judith P., *Assistant Professor of English*1972
B.A., Hollins College; M.A., Ph.D., Auburn University.
- Lacy, Allen Wayne, *Assistant Professor of Economics*1976
B.S., M.S., Auburn University; Ph.D., Iowa State University.
- Lake, Robert C., *Assistant Professor of Accounting*1971
B.S., M.B.A., Louisiana State University in New Orleans; C.P.A. (Louisiana), DBA, Louisiana Technical University.
- Lockhart, Kathleen A., *Assistant Professor of Psychology*1976
B.A., M.A., Ph.D., University of Florida.
- Lunsford, Hollis, *Assistant Professor of Accounting*1974
B.S., University of Maryland; M.B.A., USAFITWPAFB, 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.

- McDevitt, Carl D. *Assistant Professor of Management*1975
B.A.A., M.S., Auburn University; Ph.D., University of Georgia.
- McElroy, Derwyn, *Associate Professor of Education*1976
B.S., Florida State University; M.Ed., Ed.D., Auburn University.
- Manske, Nathan W., *Adjunct Assistant Professor of Criminal Justice*1976
B.S., California State University at Long Beach; M.P.A., University of Southern California at Los Angeles.
- Martin, Larry, *Associate Professor of Education*1976
B.P.E., M.S., Ph.D. Purdue University.
- Maxson, Robert C., *Dean, School of Education and Associate Professor 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., Auburn University at Montgomery.
- 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.
- Nivens, Maryruth K., *Assistant Professor of Education*1975
B.S., Denver University; M.S., Ph.D. Purdue University.
- Osterhoff, William E., *Associate Professor of Criminal Justice*1974
B.A., Syracuse University; M.A., Ph.D., University of Alabama.
- 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; Ph.D. Texas Tech University.
- Permaloff, Anne, *Assistant Professor of Government*1975
M.A., Ph.B., Wayne State University; Ph.D., University of Minnesota.
- 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., 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.
- Remko, John W. *Assistant Professor of Information Systems* ..1976
B.S., M.S., Ed.D., Northern Illinois University.

- 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.
- Savage, Peter, *Professor of Government*1976
B.A., University of South Africa; M.A., Yale University; Ph.D., Cornell University.
- 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.
- Schrader, George D., *Assistant Professor of Criminal Justice* ..1976
B.S., J.D., University of Kentucky; M.B.A., University of Dayton; M.P.S., Auburn University.
- Schrier, Michael Douglas, *Assistant Professor of Education* ...1974
B.A., Hope College; M.S., Western Michigan University; Ph.D., Michigan State 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 Profssor of Education*1974
B.S., M.Ed., Auburn University; Ed.D., Memphis State University.
- Slattery, Patrick D., *Assistant Professor of Psychology and Head of Department*1973
B.A., M.A. Ed., Ph.D., Arizona State University.
- Sterkx, Henry E., *Professor of History and Head of Department*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., *Assistant Professor of Government and Head of Department*1974
B.S., M.S., University of Wisconsin; Ph.D., Southern Illinois University.

- Warnock, Timothy, *Adjunct Instructor of Government*1973
Ph.D., Univeristy 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.
- White, Barnetta, *Assistant Professor of Education*1976
B.A., West Virginia State College; M.A., Ph.D., Atlanta 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

- Beale, Betty, *Direction Service Coordinator, SELRC*1976
B.A., University of Alabama; M.Ed., Georgia State University.
- 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.
- Bolden, Myra, *Administrative Assistant*1975
- Booker, Carolyn W., *Correction Specialist, AYS*1975
B.S., Auburn University at Montgomery.
- Brewer, Bruce, *Assistant Director of Admissions*1976
B.A., M.A., University of Alabama.
- Burgess, John, *Coordinator of Field Programs, Con. Ed.*1975
B.S., M.Ed., Auburn University.
- Carter, David W., *Director, SEAHSA*1974
B.S., Auburn University; B.D., Emory University.
- Clemmons, Mary, *SELRC Training Technician*1976
B.S., Troy 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, *Correction Specialist, AYS*1975
- Dunlavy, Darold, *Dean of Student Affairs*1971
B.A., M.Ed., University of Montevallo.

- Garnett, Sara Jane, *Administrative Assistant, MACHSI*1977
- Hart, Charlyne, *Coordinator, Women's Programs & Community Services*1974
B.A., Mississippi College; M.Ed., Auburn University at Montgomery.
- Jacobs, Grover T., *Director of Finance*1976
B.S., Troy State University; M.S., George Peabody College; LL.B., Jones Law School; Ph.D., Auburn University.
- Jones, Carey W., *Chief of Security*1975
Associate, Alabama Christian College.
- Jones, Mike, *Assistant Director of University Relations*1977
B.A., University of Alabama.
- Lassiter, Charlie Mae, *Administrative Assistant*1974
B.S., Alabama State University.
- Lee, Mickey, *RRC Field Coordinator, SELRC*1977
B.S., Slippery Rock State College; M.Ed., Ed.S., Edinboro State College.
- Marz, David, *Accountability Data Analyst, SELRC*1975
B.S., M.A., Ohio State University.
- McCaskey, Thomas, *Director of Plan Implementation, SEAHSA* 1975
B.A., Samford University; M.Div., Mideastern Baptist Seminary.
- McClelland, William F., *Registrar*1973
B.M.E., University of Kansas; M.Ed., Wichita State University.
- McClure, Frances B., *ALRC State Consultant, SELRC*1975
B.S., University of Tennessee; M.A., University of Alabama.
- Moone, Linda, *Manager, Personnel*1977
B.A., Auburn University.
- Moseley, Gladys, *Data Collections Manager, SEAHSA*1974
- Muller, Jon B., *Training & Evaluating Specialist, Alabama Youth Services*1975
- Neel, Harry E. (Buster), *Bursar and Purchasing Manager*1976
B.A., Huntingdon College.
- Norsworthy, Gary F., *Director, Continuing Education*1976
B.A., M.A., Ph.D., Florida State University.
- Oakes, Charles, *Director of Project Review, SEAHSA*1976
A.B., M.A., University of California; Ph.D., Emory.
- Phillips, Robert L., *Maintenance Supervisor*1971
- Pollard, Dempsey, *Supervisor, Auxiliary Services*1973
B.S., Huntingdon College.
- Shiflett, Barry, *Coordinator, Cooperative Education*1976
B.S., M.Ed., Auburn University at Montgomery.
- Simonds, Judy, *Accounting Manager*1976
B.S., LSU; M.S., Alabama A&M.
- Steagall, Susan, *Admissions Counselor*1976
B.A., Agnes Scott College; M.Ed., Auburn University at Montgomery.
- Tomczak, Edward, *Administrative Assistant, Admissions* ...1976
B.S., Fordham University.
- Troup, Paul A., *Program Manager, SELRC*1972
B.S., Syracuse University; M.S., University of Alabama.

Ward, Jayne, <i>Administrative Assistant, SEAHSA</i>	1976
Yonclas, Nicholas, <i>Director of Plan Development, SEAHSA</i> ..	1974
B.S., New York University; M.P.H., Tulane University.	

GENERAL STAFF

Allen, Karen S., <i>Typist A</i>	1976
Finance	
Allgood, Ruth, <i>Clerk A</i>	1976
Library	
Benson, Rebecca L., <i>Key punch Operator</i>	1975
Computer Center	
Beville, Betty, <i>Typist A</i>	1977
Business	
Boyles, Macalyn, <i>Secretary/Steno</i>	1973
Business	
Bradford, Patricia, <i>Senior Clerk</i>	1976
Financial Aid	
Bray, Rosa, <i>Typist A</i>	1975
Sciences	
Brewer, Mary, <i>Typist A</i>	1976
Sciences	
Brown, Gary, <i>Maintenance Custodian</i>	1976
Building and Grounds	
Camp, Nancy, <i>Clerk</i>	1977
Library	
Catchings, Cindy, <i>Typist A</i>	1976
Sciences	
Chance, Cindy, <i>Clerk</i>	1976
Admissions	
Chapman, Tommie, <i>Cashier</i>	1972
Finance	
Chase, Margaret, <i>Typist A</i>	1976
Liberal Arts	
Chillous, Jacquelyn, <i>Clerk A</i>	1974
Admissions	
Coburn, Julia, <i>Typist A</i>	1977
Education	
Cooper, Carolyn, <i>Library Assistant</i>	1977
Library	
Early, Johnnie, <i>Typist A</i>	1975
Southeast Alabama Health Systems	
England, Susan, <i>Secretary/Steno</i>	1975
SELRC	
Floyd, Carol, <i>Clerk A</i>	1971
Finance	

Forman, Janice, Typist A	1973
Continuing Education	
Gafford, Pam, Typist A	1976
Liberal Arts	
Gambles, Trunetta, Cashier	1972
Bookstore	
Gay, Alice, Clerk,	1977
Admissions	
Golson, Carolyn, Clerk A	1975
Bookstore	
Guilford, Laura, Library Assistant	1972
Library	
Heinen, Hildreth, Secretary/Steno	1969
Liberal Arts	
Humphries, Bobbie, Technical Assistant A	1974
Learning Resources Center	
Jackson, Barbara, Secretary/Steno	1975
Finance-Personnel	
Jenks, Phyllis, Typist A	1976
SELRC	
Jones, Bonnie, Switchboard Operator	1976
Buildings and Grounds	
Jones, Cathy, Typist A	1976
Education	
Jones, Lydia, Typist A	1975
Education	
Kelly, James V., Training & Evaluating Asst.	1976
Alabama Youth Services	
Keily, Mary, Training Technician,	1976
SELRC	
King, Linda, Typist A	1975
SELRC	
Langley, Greta, Senior Clerk	1977
GED Test Center	
Mason, Sara, Cafeteria Manager	1973
Cafeteria	
McCabe, Marcia, Typist A	1976
Education	
Meriwether, Dene, Typist A	1975
SEAHSA	
Moore, Lynn, Clerk	1976
Library	
Nichols, Dennis L., Programmer	1975
Computer Center	
Patel, Shailesh, Computer Systems Analyst	1976
Computer Systems	
Patterson, Sarah, Typist A	1976
Liberal Arts	
Pritchett, Shirley, Typist A	1976
Business	

Rayhill, Kay, Typist A	1975
Business	
Richey, Johnnie, Secretary	1975
Sciences	
Riddle, Ann, Secretary/Steno	1970
Air University	
Riddle, Christene, Clerk A	1974
Student Affairs	
Rountree, Penelope, Typist A	1976
SEAHSA	
Ruffer, Judy, Secretary	1976
Community Health Sciences	
Samford, Michelle, Typist	1976
Bookstore	
Schweizer, Katheryn, Senior Secretary	1975
Continuing Education	
Shirley, Kerry, Secretary/Steno	1977
Finance	
Smiley, Sylvia, Secretary	1970
Library	
Spain, Earline, Secretary/Steno	1974
Education	
Talley, Jane, Secretary/Steno	1975
SELRC	
Taylor, Pamela E., Secretary/Steno	1975
General Administration	
Taylor, Rabon, Asst. Building Service Foreman	1976
Buildings & Grounds	
Terry, Molly, Typist A	1976
Sciences	
Tucker, JoAnn, Clerk A	1974
Library	
Turner, Barbara, Senior Auditing Clerk	1976
Finance-Accounting	
Turner, Brenda, Typist A	1976
Education	
VanRyzin, Carolyn, Clerk	1975
Student Affairs	
Veres, Jon G., Training & Evaluating Asst.	1976
Alabama Youth Services	
Vinson, Bonnie, Typist A	1975
Finance	
Waldo, Kathleen, Clerk A	1976
Library	
Wall, Jane, Typist A	1975
Finance	
Ward, Gail, Typist A	1976
SELRC	
Watson, Sue Ann, Typist A	1976
University Relations	

Welch, Martha, Senior Clerk	1975
Student Affairs	
Williams, Maxine, Secretary	1972
Buildings & Grounds	
Wilson, Sybillene, Typist A	1975
Sciences	
Wynn, Rinda, Typist A	1975
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