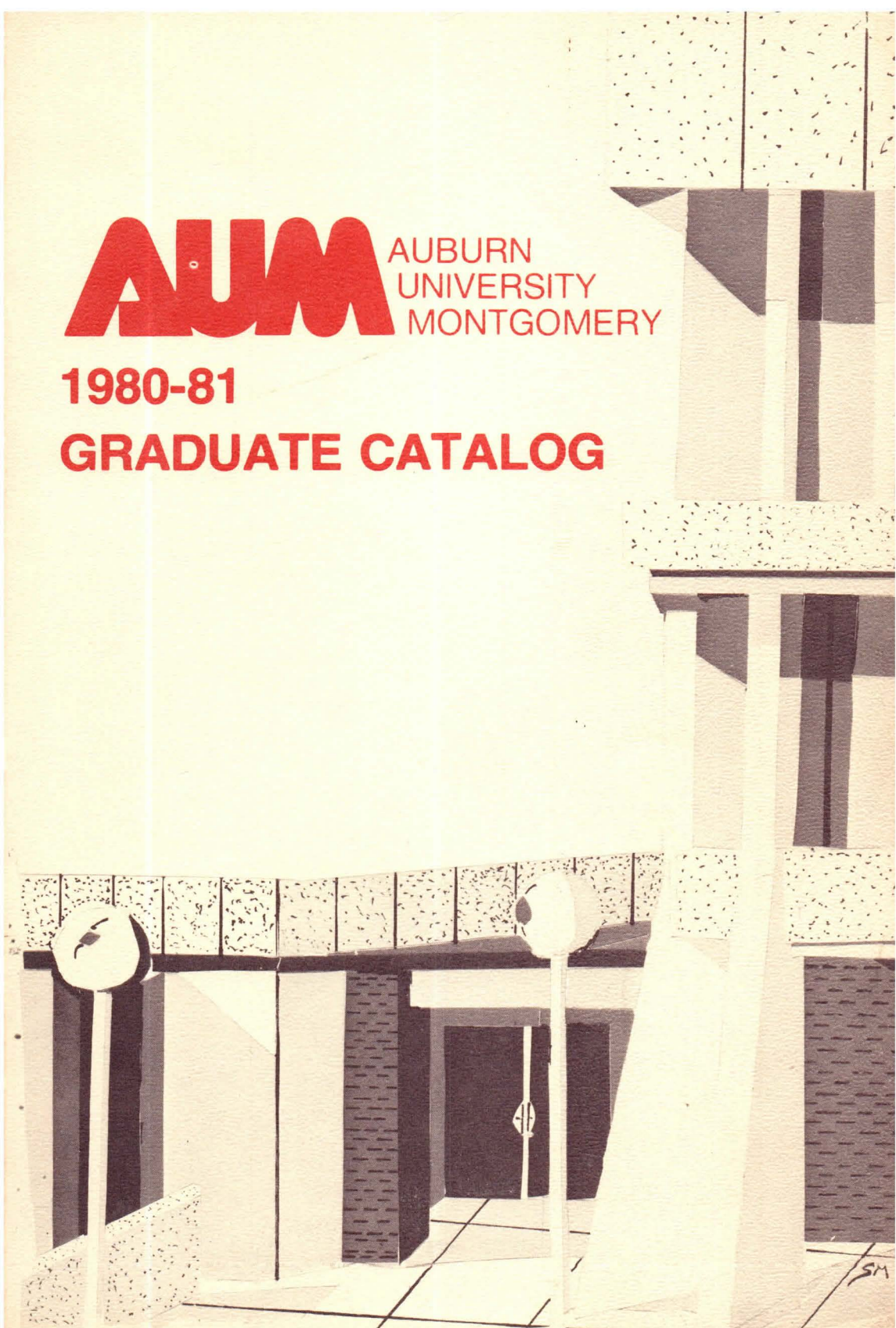




1980-81

GRADUATE CATALOG



Auburn University at
Montgomery campus
abstract by Steve Montgomery,
AUM Art major.



**Montgomery, Alabama
1980-81**

The University reserves the right to make changes as required in course offerings, curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the University. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

TABLE OF CONTENTS

University Calendar and Final Exam Schedule	3-6
Graduate Study Areas	7
Board of Trustees	8
Administrative Council	9
Advisory Board	10
Graduate Council	10
Objectives of Auburn University at Montgomery	11
History and Location	12-13
Campus and Buildings	13-15
General Information	17
Requirements	22
Student Financial Aid	24
Servicemen's Opportunity College (SOC)	28
The Division of Continuing Education	29
Weekend College	30
Graduate Work in the School of Business	31
Course Descriptions	35
Graduate Work in the School of Education	41
Course Descriptions	46
Graduate Work in the School of Liberal Arts	60
Course Descriptions	60
Graduate Work in the School of Sciences	72
Course Descriptions	73
Air University Graduate Program	89
Administrative Staff	91
Faculty Approved for Graduate Teaching	94
General Index	101



AUBURN
UNIVERSITY
MONTGOMERY

CALENDAR 1980-1981

SUMMER 1980

1. May 26 Last Day for Completing Application for Admissions.
2. June 5 New Student Orientation.
3. June 9 & 10 (8 A.M.—7 P.M.) Final Registration.
4. June 10 Regular Classwork Begins.
- June 14 Saturday Classwork Begins.
5. June 12 Tues./Thurs. Classes Last Day to Register or Add Classes.
- June 16 Mon./Wed. Classes Note: After the second class period
- June 21 Saturday Classes starts, prior written permission of the Dean is required.
6. June 24 Last Day for Refunds.
7. July 4 Independence Day Holiday.
8. July 23 & 24 (12 P.M.—7 P.M.) PRE-REGISTRATION for FALL QUARTER 1980.
9. July 22 LAST DAY TO SUBMIT APPLICATION for GRADUATION THIS QUARTER.
10. August 1 ALL GRADUATION WORKSHEETS (for Summer 1980 graduation) DUE IN REGISTRAR'S OFFICE NOT LATER THAN 5 P.M.
11. August 1 Student Housing Fee (Fall 80) Due.
12. August 5, Tues./Thurs. Classes LAST DAY TO DROP CLASSES.
- August 6 Mon./Wed. Classes DUE IN REGISTRAR'S OFFICE
- August 9 Saturday Classes BEFORE START OF CLASS THIS DAY.
13. August 12 Tues./Thurs. Classes Last Day of Classes.
- August 13 Mon./Wed. Classes
- August 16 Saturday Classes
14. August 15, 18, 19 & 20 Final Exams for Weekday Classes.
- August 16 Final Exams for Saturday Classes.
15. August 22 ALL GRADES DUE IN REGISTRAR'S OFFICE NOT LATER THAN 12 P.M.
16. August 22 Graduation for this quarter is certified effective this date. All requirements for graduation must be completed not later than 5 P.M. this date. No formal ceremony will be held until Spring quarter, 1981.

AUM FINAL EXAM SCHEDULE

SUMMER 1980

	Fri. August 15	Sat. August 16	Mon. August 18	Tues. August 19	Wed. August 20	
8-11 A.M.	1st Period Tues-Thurs	Last Class Period for Saturday Classes	1st Period Mon-Wed	2nd Period Tues-Thurs	2nd Period Mon-Wed	8-11 A.M.
1-4 P.M.	3rd Period Tues-Thurs	Final Exam for Saturday Classes	3rd Period Mon-Wed	4th Period Tues-Thurs	4th Period Mon-Wed	1-4 P.M.
6-9 P.M.	5th Period Tues-Thurs		5th Period Mon-Wed	6th Period Tues-Thurs	6th Period Mon-Wed	6-9 P.M.

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

1. September 2Last Day for Completing Application for Admission.
2. September 15New Student Orientation and Registration.
3. September 16 & 17 (8 A.M.—7 P.M.)Final Registration.
4. September 17Regular Classwork Begins.
5. September 20Weekend Classwork Begins.
6. September 27 Saturday ClassesLast Day to register or add Classes.
7. September 22 Mon./Wed. ClassesNote: After the second
September 23 Tues./Thurs. Classesclass period starts, prior written
permission of the Dean is required.
8. October 1Last Day for Refunds.
9. November 4 & 5 (12 P.M.—7 P.M.)PRE-REGISTRATION for
Winter 1981 quarter.
10. November 14LAST DAY TO SUBMIT APPLICATION FOR
GRADUATION THIS QUARTER.
11. November 15 Saturday ClassesLAST DAY TO DROP CLASSES
12. November 17 Mon.-Wed. ClassesDUE IN REGISTRAR'S OFFICE
13. November 18 Tues./Thurs. ClassesBEFORE START OF CLASS THIS DAY.
14. November 21GRADUATION WORKSHEETS for Fall 1980 graduation,
DUE IN REGISTRAR'S OFFICE NOT LATER THAN 5 P.M.
15. November 22 Saturday ClassesLast Day of Classes.
16. November 24 Mon./Wed. Classes
17. November 25 Tues./Thurs. Classes
18. November 26—28Thanksgiving Day Holiday. No Classes held.
Offices open 8 A.M.—5 P.M. Wed., Nov. 26.
Closed Nov. 27 & 28.
19. November 22 Saturday ClassesFinal Exams.
20. December 1 & 3 Mon./Wed. Classes
21. December 2 & 4 Tues./Thurs. Classes
22. December 1Student Housing Fee (Winter 1981) Due.
23. December 8ALL GRADES DUE IN REGISTRAR'S OFFICE
NOT LATER THAN 10 A.M.
24. December 12Graduation for this quarter is certified
effective this date. All requirements for graduation must
be completed not later than 5 P.M. this date. No formal ceremony
will be held until the end of Spring quarter 1981.
25. December 30New Student Orientation for
Winter 1981 quarter.

FALL 1980						
	Sat. Nov. 22	Mon. Dec. 1	Tues. Dec. 2	Wed. Dec 3	Thurs. Dec. 4	
8-11 A.M.	Last Class Period for Saturday Classes	1st Period Mon-Wed	1st Period Tues-Thurs	2nd Period Mon-Wed	2nd Period Tues-Thurs	8-11 A.M.
1-4 P.M.	Final Exam for Saturday Classes	3rd Period Mon-Wed	3rd Period Tues-Thurs	4th Period Mon-Wed	4th Period Tues-Thurs	1-4 P.M.
6-9 P.M.		5th Period Mon-Wed	5th Period Tues-Thurs	6th Period Mon-Wed	6th Period Tues-Thurs	6-9 P.M.

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

SPRING 1981

1. March 10 Last Day for Completing Application for Admission.
2. March 20 New Student Orientation.
3. March 24 & 25 (8 A.M.—7 P.M.) Final Registration.
4. March 25 Mon./Wed. Classes Class work Begins.
March 26 Tues./Thurs. Classes
March 28 Saturday Classes
5. April 4 Saturday Classes Last Day to Register or Add Classes
March 30 Mon./Wed. Classes Note: After the second class
March 31 Tues./Thurs. Classes period starts. Prior written permission
of the Dean is required.
6. April 8 Last Day for Refunds.
7. May 7 & 8 (12 P.M.—7 P.M.) PRE-REGISTRATION FOR SUMMER QUARTER.
8. May 11 LAST DAY TO SUBMIT APPLICATION
TO GRADUATE THIS QUARTER.
9. May 15 Student Housing Fee (Summer 1981) Due.
10. May 18 GRADUATION WORKSHEETS DUE IN
REGISTRAR'S OFFICE NOT LATER THAN 5 P.M.
11. May 20 Mon./Wed. Classes Last Day to Drop Classes.
May 21 Tues./Thurs. Classes Must be turned in to
May 23 Saturday Classes Registrar's Office before start
of class this day.
12. May 27 Mon./Wed. Classes Last Day of Classes.
May 28 Tues./Thurs. Classes
May 30 Saturday Classes
13. May 30 Saturday Classes Final Exams.
June 1 & 3 Mon./Wed. Classes
June 2 & 4 Tues./Thurs. Classes
14. June 5 ALL DEGREE CANDIDATE GRADES DUE
IN REGISTRAR'S* OFFICE NOT LATER THAN 12 P.M.
15. June 8 All other grades due in Registrar's office
not later than 12 P.M.
16. June 8 ANNUAL FORMAL GRADUATION CEREMONY.

*ALL DEGREE CANDIDATES ARE RESPONSIBLE FOR ARRANGING EARLY FINAL EXAMS WITH THEIR PROFESSORS.

AUM FINAL EXAM SCHEDULE

SPRING 1981						
	Sat. May 30	Mon. June 1	Tues. June 2	Wed. June 3	Thurs. June 4	
8-11 A.M.	Last Class Period for Saturday Classes	1st Period Mon-Wed	1st Period Tues-Thurs	2nd Period Mon-Wed	2nd Period Tues-Thurs	8-11 A.M.
1-4 P.M.	Final Exam for Saturday Classes	3rd Period Mon-Wed	3rd Period Tues-Thurs	4th Period Mon-Wed	4th Period Tues-Thurs	1-4 P.M.
6-9 P.M.		5th Period Mon-Wed	5th Period Tues-Thurs	6th Period Mon-Wed	6th Period Tues-Thurs	6-9 P.M.

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

MASTERS DEGREES, GRADUATE AREAS OF STUDY, AND ACADEMIC ABBREVIATIONS

SCHOOL OF BUSINESS – Master of Business Administration

Areas of study

Accounting
Economics
Finance
Information Systems
Management
Marketing
Quantitative Methods

Abbreviations

AC
EC
FI
IS
MN
MT
QM

SCHOOL OF EDUCATION – Master of Education

Areas of study

Early Childhood Education
Education Administration
Elementary Education
Foundations of Education
General Education
Guidance/Counseling
Safety Education
Secondary Education
Special Education

Abbreviations

ECE
AED
EED
FED
EDN
CED
STE
SED
SPE

SCHOOL OF LIBERAL ARTS – There are no Masters Degrees awarded by this school. The following areas of study and abbreviations are presently used to support Masters level programs in other schools at AUM.

Areas of study

Art
English
Geography
Geriatrics
History
Music
Sociology
Speech

Abbreviations

AT
EH
GY
GER
HY
MU
SY
SP

SCHOOL OF SCIENCES – Master of Science in Criminal Justice, Master of Science in Psychology, Master of Public Administration, or Master of Political Science.

Areas of study

Biology-
Criminal Justice
Government
Mathematics
Physical Sciences
Psychology
Public Administration

Abbreviations

BI
CJ
GV
MH
PHS
PG
PA

NOTE: Academic abbreviations listed here refer to courses offered and should not be confused with student identification symbols.

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, Fob James, Governor, President
 (Ex-officio) Montgomery

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

Name	District	Home
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
Term Expires 1991		
William Nichols	Fourth	Sylacauga
Michael McCartney	Fifth	Gadsden
Morris Savage	Seventh	Jasper

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., *Chancellor* 1968
 B.S., M.S., Auburn University; Ph.D., Louisiana State University.
- Holsenbeck, Daniel C., *Vice Chancellor for Development* 1975
 B.S., Auburn; M.Ed., Johns Hopkins; Ph.D., Florida State University.
- Williams, James O., *Vice Chancellor for Academic Affairs and Director, Graduate Studies* 1969
 B.S., M.Ed., Ed.D., Auburn University.
- Barnett, Kathryn, *Dean, School of Nursing* 1979
 R.N., Parkland Memorial Hospital; B.S., George Peabody; M.S. University of Colorado; Ph.D., North Texas State University.
- 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.
- Chapman, Larry F., *Director, Athletics* 1977
 B.S., M.Ed., Auburn University.
- Clark, William D., *Dean, School of Business* 1969
 B.S., M.B.A., Ph.D., University of Arkansas.
- Conn, Joy D., *Acting Director, University and Alumni Relations* 1979
 A.B.J., University of Georgia.
- Dunlavy, Darold, *Vice Chancellor for, Student Affairs* 1971
 B.A., M.Ed., University of Montevallo.
- Jacobs, Grover T., *Vice Chancellor for, Finance* 1976
 B.S., Troy State University; M.S., George Peabody College; L.L.B., Jones Law Institute; Ed.D., Auburn University.
- Maertens, Norbert, *Dean, School of Education* 1978
 B.S., Mankato State University; M.A., Ph.D., University of Minnesota.
- Nance, Guinevera A., *Dean, School of Liberal Arts* 1971
 B.A., Texas Christian University; M.A., Ph.D., University of Virginia.
- Norsworthy, Gary F., *Dean, Continuing Education* 1976
 B.A., M.A., Ph.D., Florida State University.
- Pastorett, Richard T., *Director, Libraries* 1969
 B.D., Mount St. Mary's College; M.A., Florida State University.

ADVISORY BOARD

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

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

GRADUATE COUNCIL

John J. Boyne, A.B., M.A., Ph.D.	Director, Air Univ. Graduate Division
Ken C. Campbell, B.S., M.A., Ed.D.	Associate Prof. of Education
John D. Fair, B.A., M.A., Ph.D.	Associate Prof. of History
Ruth H. Gordon, B.S., M.S., Ph.D.	Professor of Nursing
Carl T. Grafton, B.S., M.A., Ph.D.	Associate Prof. of Government
James M. Higgins, B.B.A., M.P.A., Ph.D.	Assistant Prof. of Management
Larry Martin, B.P.E., M.S., Ph.D.	Assistant Prof. of Education
Carl D. McDevitt, B.A.A., M.S., Ph.D.	Assistant Professor of Management
George D. Schrader, B.S., J.D., M.B.A., M.P.S.	Assistant Professor of Criminal Justice
James O. Williams, B.S., M.Ed., Ed.D.	Director of Graduate Studies, Chairman





OBJECTIVES OF AUBURN UNIVERSITY AT MONTGOMERY

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

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

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

Developing graduates whose knowledge, intellectual discipline, and experience in the multiple aspects of our culture will be manifest in service to their fellow man, 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 implements 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, teacher education, and nursing.

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 in 1967 by Act 403 of the 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 of 1968, Dr. H. Hanly Funderburk, Jr. was appointed Vice President and chief administrator of the new institution called Auburn University at Montgomery. A 500-acre tract on the east side of Montgomery was purchased for the site of the new campus. The land, which was formerly part of the McLemore Plantation, is located approximately seven miles east of downtown Montgomery between Interstate 85 and Highway 80. Two architectural firms developed the master plans for the new campus and designed the original buildings which were occupied in the fall of 1971.

Prior to the establishment of AUM, The University of Alabama operated an extension center on Bell Street in downtown Montgomery. When the decision was made to establish AUM, Auburn University purchased the Bell Street facilities owned by the University of Alabama. 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 for several programs currently offered by AUM.

A broad-based academic institution, AUM is organized into six academic schools and one service or extension division. The academic schools are Liberal Arts, Sciences, Education, Nursing, Business and the Air University Graduate Division. All schools, with the exception of Nursing, offer graduate level courses. The Extension Division is the Division of Continuing Education.

The Air University Graduate Division is set up in cooperation with the Air University at Maxwell Air Force Base located in Montgomery. Through this cooperative effort, Master's degree programs are offered in Political Science, Business Administration and Education. These classes meet at Maxwell AFB in facilities provided by the Air University.

Classes on the AUM campus are held Monday through Thursday, from 8 a.m. to 10 p.m. Offering classes during the day and evening hours has been a standard practice at the university since Fall Quarter 1969, therefore providing students greater flexibility in scheduling classes. The total number of students enrolled at AUM during Fall Quarter 1979 was 4847. In addition to the students enrolled in credit courses, over 1400 persons were enrolled in Continuing Education activities.

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 seven major buildings—four classroom buildings, the library (first phase), the student center and a physical education and athletic facility.

Goodwyn Hall contains approximately 100,000 square feet of space. The School of Sciences, as well as the Division of Continuing Education, are housed in Goodwyn Hall.

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

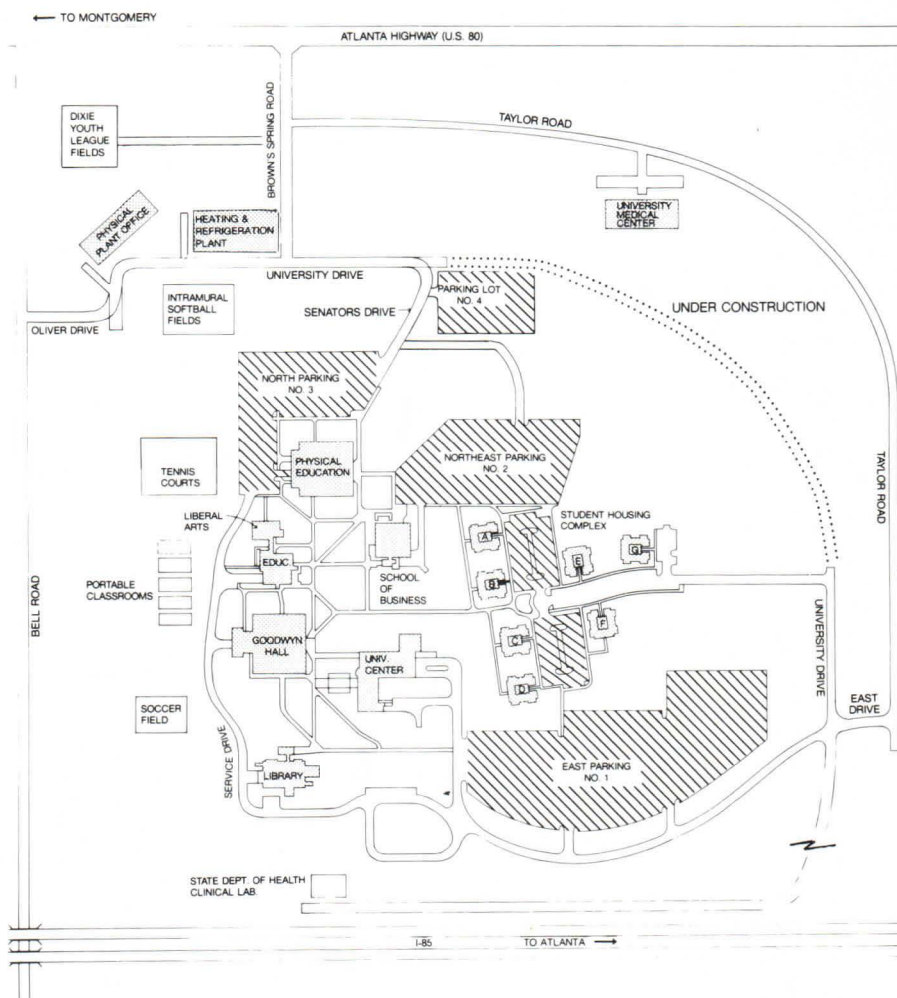
The School of Business is housed in a building on the east side of the campus, containing approximately 29,000 square feet of space. This building also houses the AUM Computer Center which has been equipped with both stand-alone equipment and terminals to the larger Auburn University Computer Center.

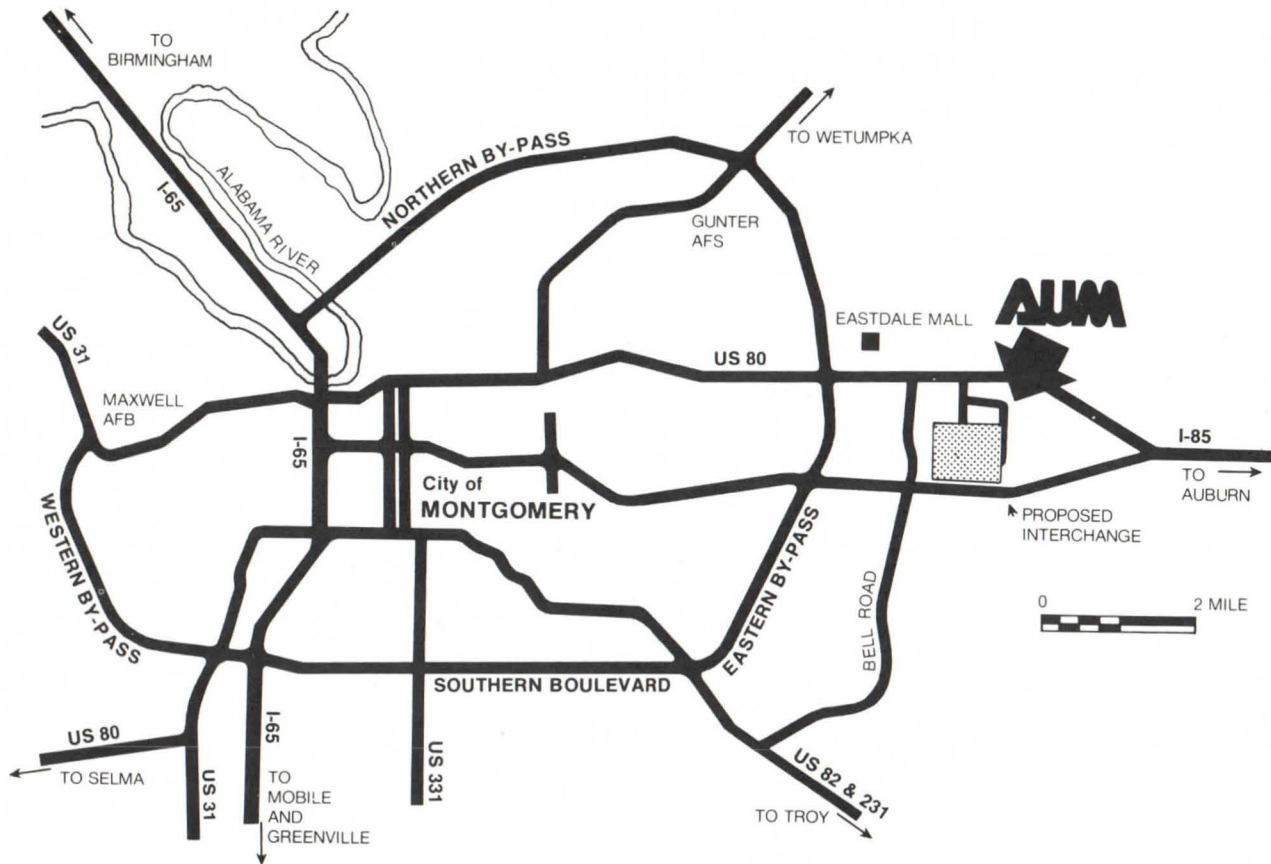
The Library Building contains some 50,000 square feet and houses both the Library and Administrative Offices. The ten-story tower portion will be added, it is hoped, within the next five years.

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

Student housing for approximately 336 students was occupied in September of 1979.







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) and Master of Science in Community Psychology (MSPG).

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 to students who desire to work toward a degree with broader disciplinary scope than Public Administration. Current courses emphasize the areas of American politics and comparative government as well as the behavioral 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.

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 score or other appropriate test 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 7: Student does not satisfy admission requirements and is admitted for specified 20 hours of provisional work which may be applied to the degree if an average of 2.0 is achieved.
- 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 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 numbered 600 or above and are open only to those students who have obtained graduate standing. All graduate level courses (those numbered 600 or above) have as prerequisite to enrollment, either specific courses or graduate standing.

Applying for Graduation

AUM students who are nearing completion of their degree requirements should apply for graduation two quarters before they anticipate graduating. This procedure will allow students and their advisors adequate time to plan enrollment to insure that program/course requirements are met for their particular degree.

Application is accomplished in the Registrar's Office on any week day, excluding registration days, between 8:00 A.M. and 5:00 P.M. A fee of \$10 is required to be paid at this time. University regulations require that all degree candidates be enrolled during the quarter of their graduation.

Deadlines for application are reflected in the calendar of events for each quarter as contained in this catalog. The Registrar will provide supplementary information to the applicant during the application process.

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.

VETERANS

Veterans enrolled under the Federal G.I. Bill P.L. 358 and P.L. 634 receive their allowance directly from the Government and are responsible for paying their fees and charges on the same basis as other students (this does not apply to P.L. 815 or P.L. 894).

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

Full-time students (10 hours or more)

Course Fee **\$185.00**

(Does not constitute full-time VA or Social Security)

Non-Resident Fee **\$185.00**

(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) **\$16.00**

Registration Fee **\$10.00**

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

STUDENT HOUSING FEES:

One bedroom apartment for two students **\$290/qtr/person**

Two bedroom apartment for four students **\$260/qtr/person**

One bedroom apartment used as private room
or for married couple **\$435/qtr**

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 the time of application for graduation. Transferred to any subsequent 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 **\$3.00**

REGISTRATION FEE CANCELLATION OR REFUNDS

If a student pays fees prior to the beginning of the quarter, then withdraws prior to the final registration date for new students, all fees will be refunded. If a 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. If a student resigns after the second week of classes because of personal illness or call to military service, all fees, less charges, will be refunded, except the sum of \$10.00 will be retained as a registration fee. Students suspended for disciplinary reasons are not eligible for refunds nor cancellation of accounts due.

Students processing schedule adjustment forms, after the refund date, are required to clear all financial obligations with the Finance Office.

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.

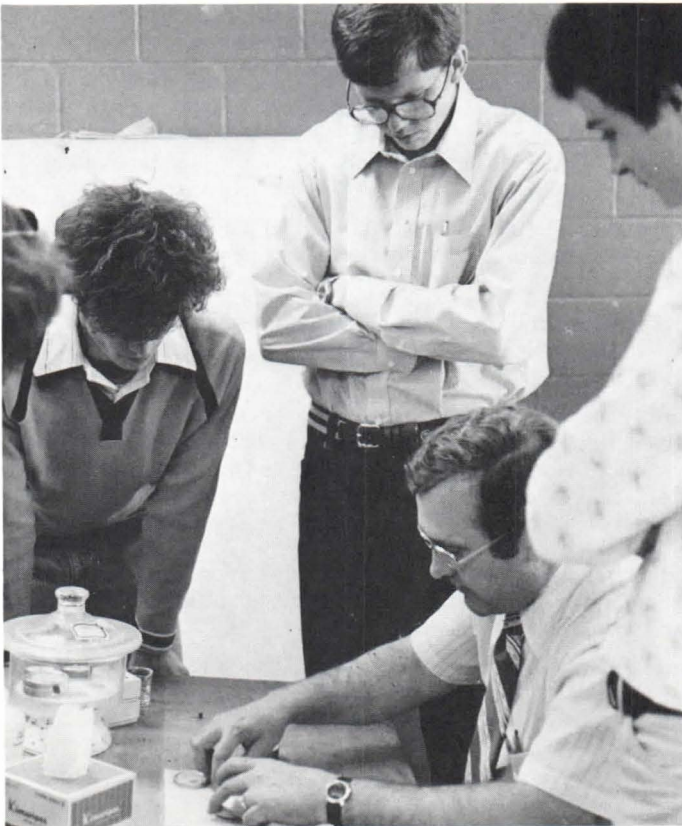
TIME LIMIT

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 whenever the active service requires that the student be relocated.

EQUAL OPPORTUNITY

Auburn University at Montgomery is an equal opportunity institution and, as such, provides equal opportunity for employment and advancement for all faculty and staff, and accords equal treatment to students in all matters relating thereto, without regard to race, creed, color, religion, national origin, sex, age, or handicap.

The Officer for the Handicapped for the University is Grover T. Jacobs, who is located in Room 103, the Library Building. He should be contacted with regard to any matter relating to the handicapped.



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. **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.

2. **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.

3. **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.

4. **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.
5. **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

Auburn University at Montgomery is fully approved by the Veterans Administration to give training. Veterans planning to attend school should make application directly to the Veterans Affairs Office at AUM.

Veterans Education Benefits will give you a monthly stipend which varies according to the number of credit hours for which you register 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 the 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 re-enters after a minimum 30 day training break may request advance payment. Advance payment must be requested at least 35 days prior to final registration. Under advanced payment the VA sends the first check, covering the initial two months of the quarter, to the school. Subsequent payments are mailed directly to the veteran. When possible, those enrolling under VA laws should have sufficient funds to finance themselves for one quarter or at least until payments begin coming from the Veterans Administration (approximately six weeks).

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

For complete information about these programs contact the Coordinator of Veterans Affairs, Auburn University at Montgomery, Montgomery, Alabama 36193.

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

I. Withdrawal

Students receiving VA Education Benefits may withdraw from a course without penalty if the withdrawal occurs before the deadline for late registration. 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 with WP will have this grade considered the same as audit and V.A. Benefits 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 should consult with the Coordinator of Veterans Affairs before resigning or dropping courses.

II. 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 department 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 ("D" grade or better).
- C. Students receiving V.A. Benefits who make a failing grade do not have to reimburse the VA for the benefits received. Accumulation of failing grades can become a barrier to the VA student being eligible to receive benefits for the completion of his proposed program.

Students 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.



SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The Servicemen's Opportunity College is a network of colleges and universities providing educational opportunities to the serviceman or civilian whose course work is interrupted by military or civilian obligations which have necessitated his relocation.

The SOC program is planned that when a student has met residence requirements (45 quarter hours at AUM), he may, through direction and prior approval of his advisor, take the remaining courses of his degree program at an accredited college or university in the proximity of his relocation. These approved courses may then be transferred to AUM and when all requirements have been met, the student may receive his degree from AUM.

The initiation and continuation in the SOC program is the responsibility of the individual student. The student's prior approval of courses to be taken and close communication with his advisor are essential.

For further information about SOC the student should contact his Dean, Department Chairman, Advisor or the SOC counselor. Correspondence to the SOC counselor should be addressed as follows:

SOC Counselor
Office of Admissions
Auburn University at Montgomery
Montgomery, Alabama 36193.



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.

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.

Location of Classes

Graduate and undergraduate 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.

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 college, the Division of Continuing Education has 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 workshops, counseling services, and other projects and services planned specifically for the adult student.

GERONTOLOGY

The Division is responsible for coordinating the course work which leads to the Specialist in Gerontology Certificate issued in cooperation with the University of Alabama.

CONFERENCES

The Division plans and conducts conferences and workshops in cooperation with other groups on campus and in the community. In addition, workshops and seminars are planned and developed by the Division after assessing the needs of groups in the community.

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.



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.

All MBA candidates must pass a comprehensive examination in order to complete the degree requirements. All departments in the School of Business will be represented on the examining committee. All candidates for graduation will be notified in writing of the date and time of the examination. A student may not take the comprehensive examination until any grade-point deficiencies are overcome. 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

AC 600	Essentials of Accounting and Finance	5 Qtr. Hrs.
EC 600	Economic Analysis	5 Qtr. Hrs.
MN 600	Essentials of Management and Marketing	5 Qtr. Hrs.
QM 610	Business and Economic Statistics I	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.

Core Program

AC 610	Managerial Accounting	5 Qtr. Hrs.
FI 663	Advanced Corp. Finance	5 Qtr. Hrs.
EC 610	Macro Economic Analysis	5 Qtr. Hrs.
EC 611	Micro Economic Analysis	5 Qtr. Hrs.
IS 600	Management Information Systems	5 Qtr. Hrs.
MN 680	Management Problems	5 Qtr. Hrs.
MT 615	Marketing Management	5 Qtr. Hrs.
QM 674	Business & Economic 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:

MBA Program with Concentration in Information Systems

Basic Program

Students who have an adequate background in one of the following may be exempted from the course by the Graduate screening committee or the Dean of the School of Business.

AC 600	Essentials of Accounting and Finance	5 Qtr. Hrs.
EC 600	Economic Analysis	5 Qtr. Hrs.
MN 600	Essentials of Management and Marketing	5 Qtr. Hrs.
QM 610	Business and Economic Statistics I	5 Qtr. Hrs.
Total Basic Program		20 Qtr. Hrs.

Programming Language Requirement

IS 331	COBOL	5 Qtr. Hrs.
--------	-------	-------------

Business Core

AC 610	Managerial Accounting	5 Qtr. Hrs.
MN 680	Management Problems	5 Qtr. Hrs.
EC 617	Managerial Economics	5 Qtr. Hrs.
MT 615	Marketing Management	5 Qtr. Hrs.
QM 674	Business & Economic Statistics II	5 Qtr. Hrs.
		25 Qtr. Hrs.

Information Systems Core Select five (5) of the following

IS 600	Management Information Systems	5 Qtr. Hrs.
IS 660	Systems Analysis and Design	5 Qtr. Hrs.
IS 675	Data Base Systems	5 Qtr. Hrs.
IS 620	Software Design Management	5 Qtr. Hrs.
IS 670	Data Communications Principles	5 Qtr. Hrs.
QM 675	Operations Research	5 Qtr. Hrs.
QM 676	Time Series Analysis & Forecasting	5 Qtr. Hrs.
TOTAL		25 Qtr. Hrs.

Program Requirements

Basic Program	20 Qtr. Hrs.
Language Requirement	5 Qtr. Hrs.
Business Core	25 Qtr. Hrs.
Information Systems Core	25 Qtr. Hrs.
	<hr/>
	75 Qtr. Hrs.

THE PERSONNEL MANAGEMENT OPTION

A second option to the general MBA program offers an opportunity for concentration in the area of Personnel Management. The requirements for this option are:

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.

AC 600	Essentials of Accounting and Finance	5 Qtr. Hrs.
EC 600	Economic Analysis	5 Qtr. Hrs.
MN 600	Essentials of Management and Marketing	5 Qtr. Hrs.
QM 610	Business and Economic Statistics I	5 Qtr. Hrs.

Core Program

The student must satisfactorily complete the following courses:

AC 610	Managerial Accounting	5 Qtr. Hrs.
FI 663	Advanced Corporate Finance	5 Qtr. Hrs.
EC 617	Managerial Economics	5 Qtr. Hrs.
QM 674	Business and Economic Statistics I	5 Qtr. Hrs.
MN 680	Management Problems	5 Qtr. Hrs.

Personnel Management Core

The student must also satisfactorily complete the following courses:

MN 611	Advanced Personnel Administration	5 Qtr. Hrs.
MN 615	Human Relations in Business Organizations	5 Qtr. Hrs.
MN 685	Advanced Labor Law and Collective Bargaining	5 Qtr. Hrs.
MN 610	Manpower Policy	5 Qtr. Hrs.
EC 650	Seminar in Labor Economics	5 Qtr. Hrs.

Program Requirements

Basic Program	20 Qtr. Hrs.
MBA Core Program	25 Qtr. Hrs.
Personnel Core Program	25 Qtr. Hrs.
	<hr/>
	70 Qtr. Hrs.

ACCOUNTING & FINANCE

Professor Roché (*Head*)

Associate Professors Bressler, Johnson, and Lake

Assistant Professors Becker, M. Golden, and Lett

Accounting (AC)

600. Essentials of Accounting and Finance (5). Pr., Graduate standing or permission of instructor.

A survey of financial accounting and financial analysis designed to acquaint the student with current practices and problems. May not be used as an elective.

610. Managerial Accounting (5). Pr., AC 202, or AC 600.

(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.

616. Audit Problems (5). Pr., 45 hrs. in accounting, Graduate Standing.

Advanced auditing problems; current developments affecting auditing profession including auditor's liability; study of auditing problems inherent in data processing systems.

617. Financial Accounting Theory (5). Pr., Graduate standing, 45 hrs. in accounting.

Concentrated study of theories of asset valuation and income determination and the structure of financial accounting.

620. Federal Taxes and Management Decisions (5). Pr., AC 600 or AC 202.

A study of how substantially different tax liabilities sometimes attach to nearly identical economic events. This knowledge explains why tax rules substantially alter human behavior at the individual and the business entity level.

650. Accounting Seminar (1–5). Pr., Graduate standing or permission of instructor.

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

690. Special Problems (1–5).

Variable content in the accounting and finance areas.

Finance (FI)**663. Advanced Corporation Finance (5). Pr., QM 674, and either FI 361 or AC 600.**

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

665. Advanced Investments and Security Analysis (5). Pr., FI 663 or permission of instructor.

Analysis of risk and strategies for developing efficient portfolios; qualitative and quantitative analysis of stocks and limited income securities; theories and techniques of security valuation; examination of securities markets and interest rate behavior in the context of national and international economic trends.

ECONOMICS (EC)

Associate Professors Lacy and Moberly

Economics**600. Economic Analysis (5). Pr., Graduate standing.**

An overview of MACRO and MICRO economics and the relationship of economic concepts to business problems; course may not be used as an elective.

610. Macro Economic Analysis (5). Pr., EC 201 or EC 600 Graduate standing.

The presentation, analysis and application of theories of national income, wages, interest, investment and consumption. Includes fiscal and monetary policies of Federal government.

611. Micro Economic Analysis (5). Pr., EC 202 or EC 600 Graduate standing.

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.

617. Managerial Economics (5). Pr., EC 202 or EC 600 Graduate standing.

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.

631. Economics of International Trade (5). Pr., EC 600 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.

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 (IS)

Associate Professors Golden (*Head*), and Friesse
Assistant Professor Remko

600. Management Information Systems (5). Pr., IS 331.

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.

620. Software Design Management (5). Pr., IS 600.

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., IS 675.

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., IS 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., IS 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., IS 620.

Provides 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.

670. Data Communications Principles (5). Pr., IS 660 or concurrently with IS 660

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

675. Data Base Systems (5). Pr., IS 660 or concurrently with IS 660.

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.

690. Special Problems (1-5).

Variable content in the Information Systems area.

MANAGEMENT (MN)

Associate Professors Higgins and Bigger
Assistant Professors Houser and Sweeney

Management**600. 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. May not be taken as an elective.

610. Manpower Policy (5). Pr., MN 660, Graduate standing.

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

611. Advanced Personnel Administration (5). Pr., MN 600 Graduate standing.

A seminar course examining current issues in private sector personnel administration such as OSHA, ERISA, discipline, evaluation and control.

613. Organization Theory (5). Pr., MN 600, Graduate standing.

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.

615. Human Relations in Business Organization (5). Pr., MN 600 Graduate standing.

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

640. Government and Business (5). Pr., MN 600 Graduate standing.

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

680. Management Problems (5). Pr., 30 Graduate hours or permission of instructor.

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

685. Advanced Labor Law and Collective Bargaining (5). Pr., MN 600 Graduate standing.

Analysis of legislative, legal responsibilities of private sector employers and workers. Collective bargaining procedures and union-management cooperation. A study of the theories and practices of negotiating and administering collective bargaining agreements with emphasis on relevant public policy issues effecting the private sector.

690. Special Problems (1-5)

Variable content in the management area.

MARKETING (MT)

Associate Professors Baxley, Ingram, and Tarver

Marketing**615. Marketing Management (5). Pr., MN 600 Graduate standing.**

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

635. Marketing Strategy (5). Pr., MT 615 and QM 674.

Advanced case course dealing with the wide range of Marketing Problems involving policy and strategy decisions faced by the Marketing Manager.

650. Marketing Seminar (1–5). Pr., Graduate standing.

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)

Associate Professor C. Golden (*Head*)

Assistant Professor McDevitt

610. Business and Economic Statistics I (5). Pr., Graduate standing.

Basic statistical methods as applied to business and economics. Includes descriptive measures, probability theory, random variables, probability models and sampling distributions, classical theory of estimation and testing. May not be used as an elective.

674. Business and Economic Statistics II (5). Pr., Graduate standing.

A study of statistical methodology found in Business and Economics. Selected parametric and nonparametric tests of significance, bivariate and multivariate regression, forecasting, time series, and exponential smoothing.

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. Forecasting (5). Pr., QM 674.

Time series forecasting and dynamic modeling using the Box-Jenkins approach to include univariate models and transfer functions.

690. Special Problems (1–5).

Variable content in the Quantitative Methods area.

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 correlating 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 are composed of both urban and rural environs, and include culturally diverse population and population with special needs. Students must adapt methods to accommodate these diverse backgrounds and career objectives.
4. The skills and knowledge essential to the educational leader can best be facilitated by a three phase program consisting of foundations courses in education, an area of specialization within the educational field and supporting courses and experiences.

MED Programs

Every student who is pursuing the Master of Education degree and/or Class A Certification 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.

Students desiring Class A certification in a teaching area (i.e., Elementary & Secondary Math) must meet Class B requirements in the same areas.

Exceptional Children Study

Students in Class A and/or Class AA programs must complete a course in educating exceptional children if this requirement has not been previously satisfied at the undergraduate level. SPE 619, Mainstreaming Exceptional Children meets this requirement at AUM.

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)

Master's Degree

The Master's Degree 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. 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.

AA Certification

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 A and AA Certification 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.

AA Certification

The Class AA Superintendent-Principal Certification Program is based on the philosophy that educational administration is a continuing process. The increasing complexity of instructional, social, political, and legal concerns is constantly altering

the roles of those who hold the positions of educational leadership. Therefore, the educational administrator must engage in developmental activities appropriate to update his professional knowledge and skills which are unique to his position.

The objectives of the AA certification program are to provide the individual student the opportunity to:

1. Further refine the basic competencies required for the successful completion of the Class A certification program.
2. Develop those specialized competencies which are required to accomplish his professional goals.

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 A and AA certification levels. A student may choose to pursue a program of study 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)

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 area of Secondary Education for further assistance in this area.

Graduate Programs in Secondary Education

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

SPECIAL EDUCATION (SPE)

Programs leading to certification in Special Education may be pursued in the areas of Mental Retardation and Learning Disabilities. 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.



EDUCATIONAL FOUNDATIONS AND SECONDARY EDUCATION

Professor Boyer (Head)

Associate Professors Bender, McElroy, Nivens, and Simpson

Assistant Professor Portis

Instructor Crippen

FOUNDATIONS OF EDUCATION (FED)**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 is on 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.

683. Relationship Skills in the Classroom (5). Pr., Graduate standing.

Coursework emphasizes 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. This course may be taught concurrently with FED 483.

690. Measurement and Evaluation in Teaching (5). Pr., Graduate standing.

Methods, procedures, and evaluative instruments for determining teaching effectiveness, pupil learning, and attainment of educational goals in cognitive, psychomotor, and affective areas. This course may be taught concurrently with FED 490.

SECONDARY EDUCATION (SED)

NOTE: The Alabama State Department of Education requires applicants for the class A Secondary 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.

The following sectional notations apply for SED 651, 652 and 654: (B) Business, (L) Language Arts, (M) Mathematics, (S) Science, (O) Social Science, (Q) Traffic Safety.

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.

640. Seminar. (3–10). Pr., Graduate standing.

May be repeated for credit not to exceed 10 hours.

651. 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. 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).**EDUCATION—GENERAL (EDN)****649. Individualized Instruction (1–10).**

Experiences designed to give the elementary and secondary teachers a variety of instructional techniques in individualized instruction. Includes overview, assessment, and evaluation techniques, learning strategies, and management practices.

651. Workshop in Education (1–10). Content to be determined for special workshops.

This course may be taught concurrently with EDN 451.

659. Practicum in Education (1–5). Independent directed study or field experience to be determined.

This course may be taught concurrently with EDN 459.

SAFETY EDUCATION (STE)

600. Principles of Traffic Safety Education I (5). Pr., Graduate standing.

A study of materials and methods needed in organizing a Traffic Safety Program in the Secondary Schools. Emphasis is placed on the classroom phase of Traffic Safety. Extensive reading and critical analysis of literature in the field relating to classroom content is required. This course is necessary for State Certification in Traffic Safety. This course may be taught concurrently with STE 400.

601. 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. Development of comprehensive teaching units to include objectives, procedures, methods, etc., are required. This course is necessary for State Certification in Traffic Safety.

602. General School Safety (5). Pr., Graduate standing.

A study of the overall Safety Education Program in Grades K-12. Included will be the philosophy, function, procedures, and practices for use at home, and in occupational and recreational areas. Extensive research in a specifically selected area of safety is required. This course is necessary for State Certification in Traffic Safety. This course may be taught concurrently with STE 402.

610. Multi-Vehicle Range (5). Pr., Graduate standing.

An advanced study in Traffic Safety Education to prepare teachers in planning, organizing, and operating a multi-vehicle driving range. Laboratory experiences are provided, in addition to in-depth classroom study.

620. Traffic Safety Simulation Programming & Instruction (5). Pr., Graduate standing.

A study to prepare instructors of Traffic Safety to effectively use driving simulators in their secondary school program. This course includes actual teaching experience on a Driver Simulator System, and provides advanced theory of operation of digital electronic devices.

630. Traffic Law (5). Pr., Graduate standing.

The aspects of federal and state laws and judicial interpretations applicable to traffic safety are examined, which include liability and insurance. An analysis of the judicial process and law enforcement in traffic safety education is made.

640. Traffic Management (5). Pr., Graduate standing.

An introductory course for superintendents, principals, teachers, and teachers of Traffic Safety Education. An analysis of the management of traffic through education, enforcement, and engineering. Individual and group research of available literature are essential elements of this course.

646. Studies in Safety Education (1–5). Pr., Department Approval.

Study of special problems in safety education 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 overall program of the student. A maximum of 5 quarter hours may be earned toward MED.

COUNSELOR EDUCATION (CED)

Graduate Courses

622. Introduction to the Helping Services (5). Pr., Departmental 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. Experiential and didactic in nature.

626. Career Theories (2). CED 622 or Departmental 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. Ordinarily offered as a block with CED 638.

627. Problems in Counseling (3). Pr., Departmental Approval.

Designed to develop competency in the application of counseling theory and research findings with special emphasis on environmental problems. Ordinarily offered as a block with CED 640.

628. Counseling Theory and Practice I (5). Pr., CED 622 or Departmental Approval.

Introduction to theory construction and understanding. Emphasis on the development of a personal theory of counseling that integrates the research, concepts and application of effective individual counseling relationships. Experiential and didactic in nature.

629. Counseling Theory and Practice II (5). Pr., CED 628.

A continuation of CED 628 providing further insights into other theoretical formulations of counseling as well as some preliminary practical application under supervision.

630. Group Dynamics in Counseling (2). Pr., CED 628 and Department Approval.

Basic course in understanding contemporary theories of group analysis, concepts, etc. as they pertain to counseling. Provides an opportunity for actual participation in a group so that learning has a more personalized impact. Ordinarily offered as a block with CED 631.

631. Group Procedures in Counseling (3). 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. Ordinarily offered as a block with CED 630.

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 to initiating programs and means of evaluating programs.

633. Analysis of the Individual (5). Pr., Department Approval.

This course enables counseling and guidance personnel to acquire knowledge, understanding and skills necessary to obtain and appraise information about the pupil as an individual and as a member of a group. Attention is given to the use of traditional standardized testing procedures and data collection. Primary emphasis, however, is placed on innovative and multicultural approaches for securing and analyzing information about pupils for use within the school and counseling setting.

638. Information Services in Guidance and Counseling (3). Pr., Department Approval.

Designed to assist school counselors to develop an understanding of curriculum development and its relationship to counseling; the educational and occupational information service and its relationship to counseling. Emphasis will be placed on the collection and use of information about and with students as well as on the techniques and resources available for implementing these services.

640. Consultation Skills and Practices (2). 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. Ordinarily offered as a block with CED 627.

646. Studies in Education (1–10). Pr., Departmental Approval.

Independent study in an area within the field of Guidance and Counseling area to be selected in consultation with the professor who will supervise this study.

650. Seminar in Guidance (5). Pr., permission of instructor.

Provides an opportunity for advanced graduate students and professors to pursue cooperatively selected concepts and theoretical formulations.

656. Research and Evaluation in Counseling and Guidance (5). Pr., permission of instructor.

Designed to provide study and experience in measurement, appraisal, and evaluation of a broad range of objectives in counseling and guidance. Emphasis on criteria, techniques and research procedures necessary to evaluate guidance programs and outcomes.

659. Practicum in Area Specialization (10). Pr., CED 631 or Department Approval.

The practicum provides advanced graduate students with supervised experiences which emphasize the application of concepts, principles, and competencies related to individual and group counseling.

660. Advanced Practicum in Area of Specialization (10). 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.

999. Master's Comprehensive Examination (0). Pr., Department Approval.

The Master's Comprehensive Examination is required of all candidates for the M.Ed. Provides an opportunity for the student to demonstrate the integration of coursework experiences. Must be taken during the final two quarters of enrollment in the M.Ed. program.

ADMINISTRATION AND PHYSICAL EDUCATION

Associate Professors Brown (Head), Chapman, Elrod, and Gordon
Assistant Professor East
Instructors Gibbons and Schweers

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. Practicum in 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).

CURRICULUM AND INSTRUCTION

Professors Maertens, and F. Brown

Associate Professors Campbell (Head), Martin, Warren, and Willard

Assistant Professors Graham, Griswold, and Remko

Instructors Arnold, Baggett, and Prater

NOTE: The Alabama State Department of Education requires applicants for the class A Elementary, ECE or Special Education Certificate to submit proof of 3 years successful experience as a teacher within five years immediately preceding the date the certificate is to bear.

EARLY CHILDHOOD EDUCATION (ECE)**607. Guidance of Young Children (5). Pr., Graduate standing.**

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. Advanced research by individuals is required. This course may be taught concurrently with ECE 407.

608. Working with Parents of Young Children (5). Pr., Graduate 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. Advanced research by individuals required. This course may be taught concurrently with ECE 408.

611. Current Program Trends in Early Childhood Education (5). Pr., Department Approval.

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

613. Curriculum and Teaching of Language Arts and Social Studies (5). Pr., Department Approval.

A critical study of the pre-primary and primary level language arts and social studies instructional programs. Special emphasis will be placed on the analysis of curriculum content and the reappraisal of teaching practices appropriate for the normal or exceptional young child.

614. Curriculum and Teaching of Mathematics and Science (5). Pr., Department Approval.

A critical study of the pre-primary and primary level mathematics and science instructional programs. Special emphasis will be placed on the analysis of curriculum content and the reappraisal of teaching practices appropriate for the normal or exceptional young child.

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.

625. Organization and Administration in Early Childhood Education (5). Pr., ECE 611, 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.

629. Supervision Practicum in Early Childhood Education (5) Pr., Advanced Graduate Status and Department Approval.

Integration of theory and practice of personnel and program supervision of early childhood education. Designed specifically to provide practical field supervisory experience of one or more early childhood teachers.

646. Studies in Education (1–10). Pr., Department Approval.

Independent study of an early childhood area 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-Problems in Early Childhood Education (3–10). Pr., ECE 611 and two other courses in Early Childhood Education. May be repeated for credit not to exceed 60 hours.

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

659. Practicum in Early Childhood Education (3–10). Pr., Department Approval. 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.

999. Master's Comprehensive Examination (0).

ELEMENTARY EDUCATION (EED)

The following sectional notations apply for EED 651 and EED 652; (L) Language Arts, (M) Mathematics, (S) Science, (O) Social Science.

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.

651. 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. Curriculum and Teaching in Areas in Specialization (5). Pr., Department Approval.

A critical study of teaching practices and reappraisal of selected experiences and content for curriculum improvement.

999. Master's Comprehensive Examination (0).

READING EDUCATION (RED)**615. Teaching Reading with Children's Books (5). Pr., Graduate standing.**

A literature approach to the teaching of reading is emphasized. Diagnosis, techniques for meeting individual needs and interests in reading, and a wide variety of reading materials and media are examined. Field experiences are provided. This course may be taught concurrently with RED 415.

616 Reading in the Content Areas (5) Pr., Graduate standing.

Effective reading instruction in content areas is discussed. Emphasis is on materials and techniques for the teaching of critical reading skills relating to content areas of the middle/junior high and high school. This course may be taught concurrently with RED 416.

640. Individualizing Reading Instruction (5). Pr., Graduate standing.

Reading instruction utilizing the individualized approach to include the role of reading in total school and community, providing for individual differences of readers, examination of materials and methods.

641. Diagnostic Procedures in Reading (5). 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., RED 641 and 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., RED 641 and RED 642.

Clinical experiences in diagnosing and remediating children with problems in reading and related areas.

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.

659. 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 acquiring in previous courses. The experiences are within a school or community environment appropriate to teaching learning reading.

999. Master's Comprehensive Examination. (0)

SPECIAL EDUCATION (SPE)**603. Advanced Workshop in Special Education (1–10). Pr., Graduate standing.**

This course may be taught concurrently with SPE 403.

605. Classroom Management of Exceptional Children (5). Pr., Graduate standing.

Theoretical base for and the practical use of formal and informal techniques for the classroom management of exceptional children.

607. Advanced Study of Arts and Crafts for the Exceptional Child (5). Pr., Graduate 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. Advanced research in the subject is required. This course may be taught concurrently with SPE 407.

610. Mainstreaming Exceptional Children (5). Pr., Graduate standing.

Classroom identification of exceptional children. Effective use of time, space and equipment. Effective classroom management.

611. Advanced Study of the Characteristics and Nature of Mental Retardation (5). Pr., Graduate standing.

Social, psychological and educational implications of mental retardation are considered including the interpretation of psychological tests. Advanced research on the subject is required. This course may be taught concurrently with SPE 411.

612. Advanced Study of the Methods and Materials for Teaching the Mentally Retarded (5). Pr., Graduate standing and permission 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. Advanced research in the subject is required. This course may be taught concurrently with SPE 412.

630. Advanced Study of the Education of Children with Special Learning Disabilities (5). Pr., Graduate standing.

Existing theories and instructional programs for children with special learning disabilities. Administrative arrangements, classroom management, individual educational evaluation and programming are emphasized. Advanced research on the subject is required. This course may be taught concurrently with SPE 430.

631. Diagnostic/Prescriptive Approaches for Exceptional Children (5). Pr., SPE 430/630 or SPE 411/611 and Graduate standing.

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

645. Advanced Study of The Severely Mentally Retarded (5). Pr., Graduate standing.

An indepth study of severe mental retardation with special emphasis on implications for the education and training of the severely retarded individual. Advanced research on the subject is required. This course may be taught concurrently with SPE 445.

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.

650. D, R. (D) Learning Disabilities, (R) Mental Retardation. Seminar in Area of Specialization (1-10). Pr., Department Approval.

Advanced graduate students and professors pursue cooperatively selected concepts and theoretical formulations. May be repeated for credit not to exceed 10 hours.

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.

653. Organization and Administration of Special Education Programs (5). Pr., Graduate standing.

An examination of state and federal laws, rules, and regulations and how they pertain to the organization and administration of special education programs. The unique problems of exceptional children will be examined through the use of actual case studies and simulation.

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

Supervised field experiences in area of specialization.

999. D, R. (D) Learning Disabilities, (R) Mental Retardation. Master's Comprehensive Examination (0).

HPE 616. Adapted Programs in HPE (5). Pr., Graduate standing.

A course designed to guide the student in the development of adaptive and corrective programs to meet the needs of exceptional children. Emphasis is placed on the physical, mental, social and emotional characteristics of exceptional children. The identification and diagnosis of various discrepancies is also included. This course may be taught concurrently with HPE 416.

STUDENT AFFAIRS COMMITTEE

Students who have concerns about student evaluation, advising, recruitment, retention, student welfare and other similar concerns, should contact either the current chairperson of the Student Affairs Committee of the School of Education, or a faculty member as the initial step toward solution of problems related to the School of Education.



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 and MUSIC (AT, MU)

Professor Schwarz (Head)
Assistant Professors Coley, Mills
Instructor Lund
Adjunct Assistant Professor Brown
Adjunct Instructors Gordon, Whetstone

ART

601. Individual Studio Project (5). Pr., Department Approval

Graduate work in the various disciplines designed by the student with approval of faculty involved. May be repeated for credit. This course may be taught concurrently with AT 401.

634. Painting (5).

Graduate Painting; optional problems and media. May be repeated for credit.

651. Colloquium in the Arts (5).

The commonalities and differences between the visual arts, music and literature are investigated. Research and discussion may center around an historical period, style or motive. This course may be taught concurrently with AT 451.

652. Reading in Art History (5). Pr., AT 251, 252.

Research in the literature in respect to an art historical period, personage or problem. May be repeated once for credit. This course may be taught concurrently with AT 452.

681 Public School Art (5).

Materials and methods for the development of art activities in elementary and secondary schools. This course may be taught concurrently with AT 481.

695. Ceramics 1 (5). Pr., AT 111 and 121 or permission of Instructor.

An introduction to the properties and uses of clay involving handbuilding techniques for creative purposes and basic glazing and firing techniques.

696. Ceramics 2 (5). Pr., AT 695

An introduction to the potter's wheel and methods related to functional pottery making and design. Continued handbuilding techniques with an emphasis on form and expression. Basic clay and glaze formulation.

697. Ceramics 3 (5). Pr., AT 696

Advanced directed study in ceramics.

MUSIC

696. Music in the Elementary School (5).

Insight into skills, techniques and knowledge of music are provided the teacher. Appropriate materials adapted to social and musical interests of children are studied and evaluated. This course may be taught concurrently with MU 496.

ENGLISH (EH)

Associate Professors Hill (Head), Billingslea, Nance, and Williams
Assistant Professors Jones and Willis

605. Advanced English Grammar (5).

Intensive Study of English grammar from the transformational, structural, and traditional perspectives; examination of Black English. (May be offered concurrently with EH 405.)

606. Rhetoric and Style (5).

Study of style and its relationship to composition; methods for producing and teaching effective writing. (May be offered concurrently with EH 406.)

608. Literary Criticism (5).

Advanced study of the history of critical theory from Aristotle to the present, emphasizing the evolution of aesthetic concepts predominant in the study of Western literature. (May be offered concurrently with EH 408.)

615. Medieval Literature (5).

A study of English Literature from the Old English elegy through Morte D'Arthur. It will consider the historical milieu which produced the major secular and religious genres and trace their development up to the Renaissance. (May be offered concurrently with EH 415.)

616. Chaucer (5).

A detailed study of Chaucer's minor works and *The Canterbury Tales*, together with the linguistic, literary, and historical backgrounds of his age. (May be offered concurrently with EH 416.)

621. Poetry and Prose of the English Renaissance (5).

The non-dramatic literature of the Tudor period, stressing the humanist poets and prose writers. The history of the period will be emphasized along with the stylistic and generic relationship between Renaissance and Modern literature. (May be offered concurrently with EH 421.)

622. Development of the English Drama (5).

A study of English drama from the liturgical and cycle plays through the Tudor and Stuart periods, with emphasis on Marlowe, Jonson, and Webster. (May be offered concurrently with EH 422.)

626. Shakespeare I (5).

Comedies, histories, tragedies, and romances of Shakespeare's developmental period as a dramatic artist. Elizabethan philosophical, religious, political, and historical background. (May be offered concurrently with EH 426.)

627. Shakespeare II (5).

Comedies, histories, tragedies, and romances of Shakespeare's later period. Shakespearian biography and criticism. (May be offered concurrently with EH 427.)

631. Poetry and Prose of the Seventeenth Century (5).

The nondramatic literature of the seventeenth century with an emphasis on the stylistic and generic contributions of John Milton, the Metaphysical poets, and the important prose writers. (May be offered concurrently with EH 431.)

641. Eighteenth Century Prose and Poetry (5).

A study of the poetry and prose writings of the Neo-classical Age, with an emphasis on Dryden, Swift, and Pope; and the philosophical, religious, and political backgrounds of their writings. (May be offered concurrently with EH 441.)

642. Restoration and Eighteenth Century Drama (5).

An examination of the evolution of the English drama from the reign of Charles II to the late Eighteenth Century, including the comedy of wit and manners, heroic tragedy, domestic melodrama, and the "laughing comedy" of Sheridan and Goldsmith. (May be offered concurrently with EH 442.)

643. British Novel I (5).

A study of the evolution of the British novel from its experimental stages in the early eighteenth century to its emergence as an established literary genre by 1800. (May be offered concurrently with EH 443.)

650. Studies in Nineteenth Century Literature (5).

A study of the major Victorian writers and of trends and developments in English literature during the nineteenth century.

651. The English Romantic Movement (5).

An intensive study of the social, political, and aesthetic aspects of the English Romantic movement and of the writers from Blake through Keats who constitute the major poets of this period. (May be offered concurrently with EH 451.)

653. British Novel II (5).

Advanced study of the development of the British novel in the nineteenth century, with emphasis upon the relationship of the novel to the predominant social concerns of the Victorian period. (May be offered concurrently with EH 453.)

655. Victorian Poetry and Prose (5).

An in-depth examination of the writings of Tennyson, Browning, Arnold, Carlyle, and other selected Victorian poets and essayists; with special emphasis on the impact of the Industrial and Scientific Revolutions on nineteenth century thought as reflected in their works. (May be offered concurrently with EH 455.)

663. British Novel III (5).

The technique and form of the modern novel, its themes, narrative developments, and styles as seen in close study of the works of major twentieth century British novelists. (May be offered concurrently with EH 463.)

670. 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.

671. American Poetry (5).

A study of American poets, emphasizing a major figure of nineteenth and twentieth century poetry. Selected works of such masters as Whitman, Dickinson, Frost, Eliot, Stevens, and Williams. (May be offered concurrently with EH 471.)

672. American Drama (5).

American dramatic and stage history from colonial times to the present, with emphasis on developing tests and techniques in the twentieth century; selected plays by such dramatists as O'Neill, Wilder, Hellman, Williams, Miller, and Albee. (May be offered concurrently with EH 473.)

673. American Novel I (5).

The development of the American novel from the beginnings to 1914, with emphasis on modes of Romanticism, Realism, and Naturalism. (May be offered concurrently with EH 473.)

674. American Novel II (5).

The development of the American novel from 1914 to the present, with emphasis on developing ideology and technique in the twentieth century. (May be offered concurrently with EH 474.)

675. American Theatre and Drama I (5).

The history of the American Stage and American dramatic literature from Colonial Times to 1911 including the works of Tyler, Dunlap, Stone, Bird, Mowatt, Aiken, Baker, Harrigan, Howells, Hoyt, Herne, Moody, Mitchell, and Fitch. (May be offered concurrently with EH 475.)

676. American Theatre and Drama II (5).

A study of major developments in the history of American Theatre from 1911 to the present, emphasizing the works of playwrights such as O'Neill, Williams, Wilder, Hellman, Miller, Inge and Albee. (May be offered concurrently with EH 476.)

677. Southern Literature (5).

A study of Southern writers from William Byrd to the present, with special emphasis upon the modern "Southern Renaissance." (May be offered concurrently with EH 477.)

680. Studies in Twentieth Century Literature (5).

Studies of the major figures and genres of Twentieth Century British and American Literature, with the specific topic announced at each scheduling of the course.

681. Contemporary Poetry (5).

Analyses of the major twentieth century poets and poetic movements of Britain and/or America, treating their background, development, influence, and particular achievement, both thematic and technical. (May be offered concurrently with EH 481.)

683. European Fiction (5).

A comparative study of the works of major European novelists of the nineteenth and twentieth centuries, emphasizing the German, French, and Russian contributions to fiction. (May be offered concurrently with EH 483.)

698–699. Readings in English (5–10)

Individual study programs in literature or language as determined by the instructor and student. A minimum of two written assignments required.

GEOGRAPHY (GY)

Adjunct Instructor E. Sheldon

620. Urban Geography (5).

An intensive study of the location, character, and growth of urban centers, with special attention to their interior patterns of land use and cultural development. (This course may be taught concurrently with GY 420.)

GERONTOLOGY (GER)

Professors Boyles, Cairns, and Savage
Associate Professor Slattery
Assistant Professors Adams, Rankin, and Vocino

680. The Aging Process (5).

An advanced study of the sociological approaches to the aging process. Examination of the special problems of the aged in American society: sociological, psychological and physiological aspects. (This course may be taught concurrently with GER 480.)

682. Legal Aspects of Aging (5).

An in-depth analysis of the political and legal realities confronting older adults. An examination of historic and current legislative programming relevant to the aging, and strategies of political involvement and influence-building. (This course may be taught concurrently with GER 482.)

684. Research in Aging (5).

An intensive study of the methods and techniques currently employed in studying the aging process and aging populations. (This course may be taught concurrently with GER 484.)

687. Aging and Health Care (5).

An in-depth study of the biology of aging. Normal senescence and pathological conditions common to the aged. Preventive health measures, management of chronic conditions, and rehabilitative services. (This course may be taught concurrently with GER 487.)

688. Implementation and Evaluation of Programs for Older Adults (5).

An advanced analysis of organizational structure and function of current programs for older adults. Administrative and management principles of program evaluation. Models of planning, programming, and budgeting systems. (This course may be taught concurrently with GER 488.)

HISTORY (HY)

Professors Sterkx (Head) and Dodd
Associate Professor Fair
Assistant Professor Berkley

607. United States, 1900 to the Present (5).

An advanced study of the United States with emphasis upon the social, intellectual, political and economic developments facing the nation from 1900 to the present. Emphasis will also be placed upon individual investigation of select problems of the period. This course may be taught concurrently with HY 407.

610. United States Diplomacy from Early Times to the Present (5).

An intensive study of the principle forces and factors bearing on the foreign relationships of the United States with the world from 1776 to the present. Special emphasis and analysis will be focused on the emergence of the United States as a World power and its involvement in the principle wars of the 19th and 20th centuries. This course may be taught concurrently with HY 410.

612. Social and Intellectual History of the United States (5).

An in depth study of the ideas, emotions, and writings which have characterized the thinking and actions of Americans from 1776 to the present. This course may be taught concurrently with HY 412.

613. The South in 1865 (5).

A detailed study of the origins, growth, and distinctive social, economic, political, cultural, and ideological patterns of the South from 1607 to 1865. This course may be taught concurrently with HY 413.

614. The South since 1865 (5).

A detailed study of the major trends in the South since the Civil War emphasizing the social, economic, and political developments from 1865 to the present. This course may be taught concurrently with HY 414.

619. Critical Issues in American History (5).

An advance study in depth of the significant political, economic, and foreign controversies which have influenced the development of the United States, 1607–1980's. This course may be taught concurrently with HY 419.

620. Critical Issues in European History (5).

An analytical study in depth of selected political, economic and international controversies which have influenced the development of Europe from 1650 to the present. This course may be taught concurrently with HY 420.

629. French Revolution and Napoleon (5).

A detailed study of revolutionary ideas and events in France and Europe from 1789 to 1815. Emphasis placed on the forces and factors causing revolution and reaction. This course may be taught concurrently with HY 429.

630. Biographical Studies (5).

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. This course may be taught concurrently with History 430.

640. Readings in History (1–5). Honors Course.

An in depth study of History readings followed by oral and/or written reports, discussions of authors, and evaluation and discussion of materials with the director of the course. Areas in the United States, Europe, Latin America and Far East. This course may be taught concurrently with HY 440.

647. Social and Intellectual History of Modern Europe (5).

An advanced study of the major intellectual currents and social movements in Europe from the seventeenth century to the present. This course may be taught concurrently with HY 447.

650. History of China Since 1800 (5).

An in depth study of modern China from 1800 to the establishment of the People's Republic of China. Emphasis on the reaction of traditional China to the coming of the West and the emergence of the modern Chinese state. This course may be taught concurrently with HY 450.

651. History of Chinese Communism (5).

A detailed analysis of the social, economic, political, and intellectual factors in modern Chinese history that led to the victory of the Chinese Communist Party in 1949. Study will also be concentrated on the subsequent course of events of the People's Republic of China. This course may be taught concurrently with HY 451.

653. History of Modern Japan (5).

A detailed study of Japan's contact with the Western world and emergence as a modern state, industrial society, and world power from 1800 to the present. Emphasis will also be placed on Japan's involvement in wars, the allied occupation, and its recovery in recent decades. This course may be taught concurrently with HY 453.

675. Origin and Growth of Towns (5).

A detailed 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 from earliest times to the 18th century. This course may be taught concurrently with HY 475.

676. The Industrial Revolution (5).

An analytical study of the development of industrialism and its consequences in Europe and other parts of the world. Special emphasis will be placed on the major industrial powers. This course may be taught concurrently with HY 476.

677. Urban History of the United States (5).

An in depth study of urbanization of the United States from the colonial period to the present. This course may be taught concurrently with HY 477.

680. Technology, Society and the Environment (5).

A detailed study of contemporary social, technological, and environmental problems in historical perspective. This course may be taught concurrently with HY 480.

685. Modern Britain (5).

A detailed analysis of the forces contributing to the development of contemporary British civilization. Special emphasis will be given to political, economic, and social forces contributing to Britain's decline as an imperial and world power in the twentieth century. This course may be taught concurrently with HY 485.

SOCIOLOGY (SY)

Associate Professors Harrison (Head), Bogie, and Sheldon
Assistant Professors Broadfoot, Rankin, and Tieman

601. Population Problems (5).

An in-depth study of the problems of quantity and quality of population including problems of composition, distribution and migration. Attention is given to Alabama population. (This course may be taught concurrently with SY 401.)

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

An advanced study of the development of sociological theory from the Nineteenth Century to the present. (This course may be taught concurrently with SY 402.)

604. Seminar in Race and Culture (5). Pr., permission 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. Urban Sociology (5). Pr., Sy 201.

An intensive analysis of the growth and decline of cities with special emphasis on ecological demographic characteristics, associations and institutions, class system, and housing and city planning. (This course may be taught concurrently with SY 405.)

606. Sociology of Educational Leadership (4 or 5). Pr., permission 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.

607. Sociological Analysis of American Society (5). Pr., Sy 201.

A concentrated 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. (This course may be taught concurrently with SY 407.)

608 Industrial Sociology (5). Pr., Sy 201.

An in-depth analysis of business organizations and industrial relations. Emphasis given to organization principles in the economic life within a social system such as a factory or business establishment. (This course may be taught concurrently with SY 408.)

609. Sociology of Religion (5). Pr., Sy 201.

An in-depth study of religion, including the effect of religion on behavior and attitudes and the reciprocal relationship of religion to other societal institutions. Major aspects of religion in the United States are examined. (This course may be taught concurrently with SY 409.)

610. 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. (This course may be taught concurrently with SY 410.)

623. Sociology of Deviant Behavior (5). Pr., SY 201.

An advanced analysis of various types of norm violations such as drug abuse, suicide and mental illness. (This course may be taught concurrently with SY 423.)

630. 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. (Additional requirements assigned to graduate students.) (This course may be taught concurrently with SY 430.)

631. Social Psychology (5). Pr., SY 201.

Major theoretical orientations and advanced research techniques in social psychology. (Same as PG 625.) (This course may be taught concurrently with SY 431 and PG 425.)

698. Independent Study (1–5). Pr., permission of instructor.

Advanced independent reading and/or research in selected areas of sociology.

SPEECH AND THEATRE (SP)

Associate Professors Gaines (Head) and Cornell
Assistant Professor Hornsby
Instructors Brown, Eckersley

631. The Dramatic Literature and Theatre History of Western World I. (5). Pr., Graduate standing.

This course will trace theatre history from the rituals of ancient civilizations to the middle of the 19th Century. It will also cover Dramatic Literature from the Greeks through the 19th Century French well-made play. This course may be taught concurrently with SP 431.

632. The Dramatic Literature and Theatre History of Western World II. (5). Pr., Graduate standing.

This course will trace theatre history and dramatic literature from Ibsen to today. It will deal extensively with the theatre of our day. This course may be taught concurrently with SP 432.

650. Principles of Speech Pathology (5). Pr., Graduate standing.

Advanced studies of speech disorders found in a public school setting. Includes description and discussion of identification methods, referral sources, and speech improvement techniques. This course may be taught concurrently with SP 250.

651. Speech Pathology I (5). Pr., Graduate standing.

Advanced studies in disorders of articulation with emphasis on diagnosis and methods of remediation. Participation in clinical activities required. This course may be taught concurrently with SP 451.

652. Speech Pathology II (5). Pr., Graduate standing.

Advanced studies in disorders of voice and rhythm, with emphasis on diagnosis and remediation. Participation in clinical activities required. This course may be taught concurrently with SP 452.

653. Speech Pathology III (5). Pr., Graduate standing.

Advanced studies in language development and disorders with emphasis on diagnosis and remediation of language delay and disorders. Participation in clinical activities required. This course may be taught concurrently with SP 453.

660. Introduction to Audiology (5). Pr., Graduate standing.

Advanced study of the principles of auditory reception, the hearing mechanism and the problems involved in measuring, evaluating, and conserving hearing. Independent study and research required. This course may be taught concurrently with SP 460.

661. Hearing Pathology (5). Pr., Graduate standing.

Types and causes of auditory disorders; advanced study of the principles of special auditory tests for site of lesion. Independent study and research required. This course may be taught concurrently with SP 461.

662. Aural Rehabilitation, Habilitation and Hearing Conservation (5). Pr., Graduate standing.

Advanced study of the rehabilitation of aurally handicapped children and adults with emphasis on auditory training, speech reading, and hearing aids. Independent study and research required. This course may be taught concurrently with SP 462.

675. American Theatre and Drama I. (5). Pr., Graduate standing.

The history of the American Stage and American dramatic literature from Colonial Times to 1911 including the works of Tyler, Dunlap, Stone, Bird, Mowatt, Aiken, Baker, Harriagen, Howels, Hoyt, Herne, Moody, Mitchell, and Fitch.

676. American Theatre and Drama II. (5).Pr., Graduate standing.

A study of major developments in the history of American theatre from 1911 to the present emphasizing the works of playwrights such as O'Neill, Williams, Wilder, Hellman, Miller, Inge and Albee.

698. Independent study (1-5). Pr., permission of instructor.

Advanced independent reading and/or research in selected areas of Speech and Theatre. This course may be taught concurrently with SP 498.



GRADUATE WORK IN THE SCHOOL OF SCIENCES

CRIMINAL JUSTICE PROGRAM

Associate Professors McCreedy (Head) and Osterhoff
Assistant Professors Schlotterback and Schrader

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 course-work.

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

- A. A written comprehensive examination to include questions in the following content areas:
 1. Organizational theory and administrative behavior
 2. Criminal Justice: Structure and Process
 3. The student's area of concentration
- B. Presentation of a graduate paper.
 1. Students choosing this option must prepare a graduate paper on an appropriate subject, approved by his/her faculty advisor.
 2. The student must make a formal oral and written presentation of his/her paper before an examining board of three faculty members.
 3. Students must register for two quarters of directed research while completing the graduate paper.
- C. Course work specialization in a department other than criminal justice. To select the course work option, the student must meet the following conditions.
 1. The student must have completed a minimum of 35 quarter hours toward the MSCJ degree with a minimum grade point average of 2.3.
 2. The student must submit a written petition to his/her advisor, explaining the option selected and how that option is consistent with the student's career objectives.
 3. The petition must be approved by the student's advisor.

CORE COURSES

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

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

CJ 655	Trends in Police Administration	5
CJ 656	Special Problems in Police Administration	5
		<hr/>
		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)**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.

651. Criminal Justice: Planning and Analysis (5).

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

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 Policy 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). Pr., Graduate standing. This course may be taught concurrently with CJ 490 Special Topics in Criminal Justice.

Advanced study in criminal justice topics and areas of current interest. Course may be repeated as topics change. Graduate students may be assigned additional outside coursework over and above undergraduate assignments.

691. Directed Research (1–10). Pr. Graduate standing and permission of instructor.

Independent research into criminal justice problems, issues, and theories. Credit may not exceed (5) for any single project except the optional graduate paper.

695. Criminal Justice Internship (1–10). Pr., Graduate standing and permission of instructor.

Supervised experience in an administrative setting which provides the opportunity to integrate theory and practice in criminal justice agencies. Credit may not exceed (5) for any single internship.

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.

GERONTOLOGY (GER)

Professors Boyles, Cairns, and Savage
Associate Professors Slattery and Vocino
Assistant Professors Adams and Rankin

680. The Aging Process (5).

An advanced study of the sociological approaches to the aging process. Examination of the special problems of the aged in American society; sociological, psychological and physiological aspects. (This course may be taught concurrently with GER 480.)

682. Legal Aspects of Aging (5).

An in-depth analysis of the political and legal realities confronting older adults. An examination of historic and current legislative programming relevant to the aging, and strategies of political involvement and influence-building. (This course may be taught concurrently with GER 482.)

684. Research in Aging (5).

An intensive study of the methods and techniques currently employed in studying the aging process and aging populations. (This course may be taught concurrently with GER 484.)

687. Aging and Health Care (5).

An in-depth study of the biology of aging. Normal senescence and pathological conditions common to the aged. Preventive health measures, management of chronic conditions, and rehabilitative services. (This course may be taught concurrently with GER 487.)

688. Implementation and Evaluation of Programs for Older Adults (5).

An advanced analysis of organizational structure and function of current programs for older adults. Administrative and management principles of program evaluation. Models of planning, programming, and budgeting systems. (This course may be taught concurrently with GER 488.)

THE PUBLIC ADMINISTRATION PROGRAM

Professors Boyne and Savage

Associate Professors Vocino (Head), Grafton, Permaloff, Rabin, and Wells

Assistant Professors Elliot and B. Moody

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 in 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. Students must take 50 quarter hours of course work. Thirty hours are in required core courses; 20 hours represent electives to be chosen from the public administration and government courses offered for graduate credit. Students who have strong undergraduate backgrounds in the social sciences, business administration, the health sciences, urban studies, planning, or who have appropriate career experience closely related to such fields will be considered to have sufficient preparatory foundation for admission if they meet the general admission requirements of the Graduate School. 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)

There are 6 required courses in the program:

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.

PA ELECTIVES:

The elective curriculum in the MPA program has several areas of concentration. Students taking three or more courses in a designated area of concentration will be considered to have a specialty in that area and such will be certified to prospective employees by the Government faculty.

AREAS OF CONCENTRATION

PERSONNEL ADMINISTRATION: PA 605, PA 641, PA 664, PG 514

HEALTH CARE ADMINISTRATION: PA 681, PA 682, PA 683

STATE AND LOCAL ADMINISTRATION: GV 630, GV 631, PA 613, PA 616,
PA 637

PLANNING AND TECHNOLOGY: PA 617, PA 618, PA 637, PA 638, PA 639

POLICY ANALYSIS: PA 606, PA 608, CJ 696

608. Seminar in Decision Making (5).

A review of decision making techniques and procedures currently in use in public agencies.

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.

617. 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. This course may be taught concurrently with GV 417.

618. Science, Technology, and Public Policy (5).

This course deals with the impact of science and technology on social, political, and economic systems, and with governmental decision-making for science and technology.

GV 631. 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. This course may be taught concurrently with GV 431.

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 639. State and Federal Planning (5).

An examination of the politics and administration of state and federal planning covering such topics as the economy, manpower, science and technology, energy resources, the environment, and use.

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 or Graduate standing.

Analyzes the processes of administrative rule-making.

PA 664. Recruiting, Selecting, and Evaluating Personnel (5). Pr., PG 661 and Junior or Graduate standing.

Application of psychological principles to recruiting, selecting, and evaluating personnel. This course may be taught concurrently with GV 464.

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 (5).

In depth examination of contemporary problems in the delivery of health care.

PA 690. Special Problems in Public Administration and Political Science (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 of the faculty.

Each intern has the responsibility, in consultation with his advisor, 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 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 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 objective of the Master's Degree in Political Science (M.P.S.) is to provide a basic understanding of governments and governing procedures and problems to those students with varied undergraduate backgrounds who are in or seeking careers in higher or secondary education, the legal profession, state or local government, the federal bureaucracy, journalism, or any quasi-public organization which monitors the political process.

The MPS program consists of a common core of 5 courses and 25 additional hours of study which may be selected from any government or public administration offerings acceptable for graduate credit. With the consent of the MPS advisor, a student may take up to 15 hours of course work from any other discipline offering graduate courses. These 15 hours would be applied toward the 25 elective hours required. Awarding of the degree is conditional on completion of 50 graduate quarter hours, meeting of Graduate School requirements, and passing of a Master's Comprehensive Examination at the end of the course work.

COURSES IN THE M.P.S. PROGRAM (GV)

There are 5 required courses in the program:

GV 611. Seminar in American Government (5).

A systematic examination of functions, problems and issues within the political and constitutional framework of selected areas of American Government.

GV 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.

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.

PA 601. Introduction to Public Administration (5).

Processes, functions, theories, practices and systems from the literature of public administration.

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.

GV ELECTIVES:

GV 610. 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. This course may be taught concurrently with GV 410.

GV 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.

GV 630. Problems in Metropolitan Politics. (5). Pr., GV 102 and Junior or Graduate standing.

Focuses upon selected problems of metropolitan areas and their possible resolution through public policy. This course may be taught concurrently with GV 430.

GV 650. 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. This course may be taught concurrently with GV 450.

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 680. Voting Behavior (5). Pr., GV 101.

Analyzes the personal, social, and constitutional basis of the behavior of electorates. This course may be taught concurrently with GV 480.

GV 685. Seminar in International Organization (3-5).

A systematic analysis of development, organization and functions of institutions for international peace, and their relevance to the resolution of conflict.

GV 690. Special Problems in Public Administration (1-10).

Advanced research in specific areas of public administration (as arranged).

GV 691. Directed Readings in Political Science and Public Administration (1-10).

Credit to be arranged.

COMMUNITY PSYCHOLOGY PROGRAM

Professors Jenkins and Boyles
Associate Professors Slattery (Head), Beck, and Katz
Instructors Long and Witherspoon

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.

Persons pursuing the Master of Science in Psychology will receive general preparation to function as services providers at the intermediate level within the community. In addition they will have the option of preparing themselves in the specialty areas of Applied Diagnosis, Behavior Modification, Behavior Therapy, School Psychology, and Mental Retardation. A student elects specialty preparation from many elective courses available in the graduate school curriculum.

The graduate degree program will consist of a minimum of 50 quarter hours of coursework beyond the bachelors degree. There is a common core of 23 hours, with the remainder of the student's program of studies 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 of performance.

Requirements for the degree Master of Science in Psychology are:

- Successful completion of a minimum of 50 hours beyond the bachelors degree.
- Successful completion of an integrative comprehensive examination.
- Successful completion of credible practicum or laboratory experience.
- Competency with the tools of application including tests techniques, and statistics.

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

PG CORE COURSES:

PG 610. Pro-Seminar in Issues & Ethics, 3 hrs.

PG 619. Research Methods, 5 hrs.

PG 620. Theories and Systems of Psychology, 5 hrs.

PG 621. Community Psychology, 5 hrs.

PG 650. Principles and Theories of Learning, 5 hrs.

PG COURSE DESCRIPTION:

610. Pro-Seminar in Issues and Ethics (3). CORE COURSE. Pr., 20 hrs. of graduate psychology credit.

A study of a professional values, ethics, and assumptions. Emphasis will be on American Psychological Association guidelines. This course will be offered Winter and Summer quarters.

611. Advanced General Psychology (5).

This course covers topics, facts, terminology, and concepts of the discipline of psychology. Offered Fall quarter.

612. Principles of Behavior Modification (5). Lec. 4, Prac. 3. Pr., Department Approval.

Learning reviewed with emphasis on the modification of human behavior. Group and single subject research, data gathering instruments and designs are compared, constructed and used in a supervised practicum. Offered Fall and Spring quarters.

613. Advanced Behavior Modification (5). Lec. 4, Prac. 3 Pr., PG 612, Department Approval.

Analysis of the literature of behavior modification and participation in a supervised practicum. May be repeated for a maximum of 15 hours credit. Offered Winter and Summer quarters.

614. Personnel Selection and Utilization (5). Pr. PG 611, or 10 hrs. graduate psychology credit.

Application of behavior principles to recruiting, selecting, evaluating, and training of factory, office, labor, and professional personnel. Offered Spring quarter.

615. Principles of Psychological Assessment (5).

Theory of psychological measurement and techniques of item and test construction. Offered Summer and Winter quarters.

617. Development and Child Psychology (5).

A study of human life span and behavior with emphasis on behavioral acquisition as related to maturation. Offered Spring quarter.

618. Theories of Personality (5). Pr., PG 611 or 10 hrs. of psychology graduate credit.

A systematic examination of the theoretical and methodological characteristics of approaches to the study of personality which have been influential in the area. Offered Winter quarter.

619. Research Methods (5). CORE COURSE.

This course is about investigative techniques of applied research with special emphasis on principles and practices of design and data analysis. Offered Fall and Spring quarters.

620. Theories and Systems of Psychology (5). CORE COURSE.

A study of historical developments leading to various systematic foundations in contemporary psychology. Offered Winter and Summer quarters.

621. Community Psychology (5). CORE COURSE.

Introducing the general area of community psychology. Theory and practice are described with emphasis on community service, agencies and resources. Offered Fall and Spring quarters.

623. Advanced Behavior Pathology (5). Pr., PG 611 or 10 hrs. of graduate psychology credit.

Exploration of the characteristics of behaviorally disordered clients often referred to the psychologist in institutional settings. Emphasis on assessment or treatment of neurotic and personality disorders with some attention to the subtle aspects of psychotic behavior. Offered Fall quarter, odd numbered years.

624. Principles of Psychological Therapy (5). Pr., PG 615, 518, 623, and PG 650.

Students will be familiarized with the commonly used short-term approaches to the treatment of psychological and behavioral disorders. Offered Fall quarter.

625. Advanced Social Psychology (5).

An examination of the selected theory and research in such areas as the socialization process, interpersonal dynamics, conformity, and attitude formation change.

626. Leadership and Supervision (5).

Analysis of supervision and executive behavior and their relation to behavior of subordinates. Offered Winter quarter.

650. Principles and Theories of Learning (5), CORE COURSE.

An analysis of traditional and contemporary learning theories. Offered Winter and Summer quarters.

660. Measurement of Human Behavior (5), 3 hrs. Lec., 4 hrs. Lab. Pr., 20 hrs. of graduate credit.

Analysis and practicum in observing, measuring, assessing and evaluating human behavior with emphasis on behavioral interviewing and the development of checklists and rating scales. Offered Winter quarter, even numbered years.

670. Individual Testing (6), 2 hrs. Lec., 10 hrs. Lab. Pr., PG 615.

Supervised practice in the administration and interpretation of individual intelligence tests. Offered Winter and Summer quarters.

675. Advanced Testing (5), 3 hrs. Lec., 5 hrs. Lab. Pr., PG 615, 670.

The use of psychological tests for purposes other than the assessment of intelligence. Offered Spring quarter.

676. Psychodiagnosis (5). Pr., PG 615, 670, 675.

Instruction and practice in making inferences regarding the psychological resources and adjustment status of individual referred for behavioral assessment. A variety of diagnostic instruments will be discussed, administered and interpreted as batteries. Offered Fall quarter.

681. Seminar in Psychology (5).

A topical course reflecting student and faculty interest. It may be repeated by the student in various topics.

690. Independent Study and Project (1–10).

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 a derivation of a significant finding. May be repeated for a total not to exceed 10 hours.

695. Practicum in Psychology (2–10).

Content and placement to be arranged by student and department. May be repeated for a total of 10 hours.

999. Master in Psychology Comprehensive Examination (0).

An integrative examination which demonstrates the student's mastery of the core courses and a speciality area.

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)**603. General Virology (5). Lec. 4, Lab 4 Pr., BI 301, Graduate standing or Department Approval.**

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

605. Microbial Physiology (5), Lec 4, Lab 4, Pr., BI 301, and organic or biochemistry. Graduate standing or Department Approval.

Microbial metabolic pathways for energy production and for synthesis, cell ultrastructural synthesis and functions, and molecular genetics.

606. Microbial Ecology (5), Lec. 4, Lab. 4 Pr., BI 301 and Pr. or Coreq. BI 420 or Department Approval.

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

610. 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 mechan-

ics by which organisms achieve an orderly progression of changes during their life cycles.

615. Vertebrate Physiology (5), Lec. 4, Lab. 4 Pr., Graduate standing or Department Approval.

Study of the physiological processes and specializations of vertebrates.

621. Population Ecology (5), Lec. 4, Lab. 2 Pr., BI 420 or permission of instructor.

This course deals with ecological and evolutionary phenomena at the population level of organization, particularly population size and dynamics, natural population regulation, dispersion, and dispersal.

622. Pollution Ecology (5), Lec. 4, Lab. 4 Pr., permission of instructor.

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

635. 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.

645. Animal Behavior (5). Pr., Graduate standing and 20 hours or biological science or Department Approval.

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

670. Microtechnique (5), Lec. 4, Lab. 4 Pr., Department Approval.

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.

695. 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.

698. Independent Study (1–5; may be repeated for a maximum of 5 hours). Pr., Graduate standing and Department Approval.

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.

699. Seminar in Biology (1). Pr., Required of all majors; open to all minors. Graduate standing or Department Approval.

Lectures, discussions, literature reviews by staff, students, and guest speakers. Suggest enrollment at same time in BI 695.

PHYSICAL SCIENCE (PHS)

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

A study of kinetic phenomena which influence chemical reactions. Taught in Fall of even-numbered years. This course may be taught concurrently with CH 410.

611. Physical Chemistry II (5), Lec. 4, Lab. 3. Pr., 25 hours chemistry.

A study of chemical bonding and thermodynamics. Taught in Fall of odd-numbered years. This course may be taught concurrently with CH 411.

620. Biochemistry (5), Lec. 4, Lab. 3. Pr., 25 hours chemistry or Biology.

A standard biochemistry course designed to meet the requirements of students in the health and physical sciences. An emphasis is placed on the chemistry of proteins and carbohydrates.

630. 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. An emphasis will be placed on operational variables for modern equipment. This course may be taught concurrently with CH 430.

MATHEMATICS (MH)

611. History of Mathematics (5). Pr., MH 163 or Department Approval.

A first course beginning with Babylonian and Egyptian mathematics, including the contributions of the Greeks, and the development of elementary mathematics through calculus. This course may be taught concurrently with MH 411.

623. Complex Analysis (5). Pr., MH 321.

Complex numbers, limits, differentiation. Analytic functions. Integration, conformal mappings. Reimann surfaces. This course may be taught concurrently with MH 423.

640. Mathematical Models and Simulation (5). Pr., MH 267 and MH 265.

Use of models and simulation for solving problems in applied mathematics. Techniques of setting up, solving and interpreting models as well as the introduction to certain standard models. This course may be taught concurrently with MH 440.

647. Foundations of Plane Geometry (5). Pr., MH 163.

Axiomatic development of a plane geometry. Emphasis is placed on development of proofs by students. This course may be taught concurrently with MH 447.

650. Topology (5). Pr., MH 321.

Metric spaces, continuity, sequences, equivalent metrics; topological spaces, continuity and homeomorphisms, products; connectedness; compactness. This course may be taught concurrently with MH 450.

660–661. Numerical Analysis I, II (5–5). Pr., MH 266 and knowledge of an elementary computer language.

Polynomial approximation, numerical differentiation and integration, solutions of ordinary differential equations (initial value problems), error analysis. These courses may be taught concurrently with MH 460–461 respectively.

667. Mathematical statistics I (5). Pr., MH 264.

Probability spaces, combinatorics, multidimensional random variables, characteristic functions, special distributions, limit theorems, stochastic processes. This course may be taught concurrently with MH 467.

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

A continuation of MH 567. Statistical inferences, estimation and hypothesis testing, regression analysis, sequential analysis and nonparametric methods. This course may be taught concurrently with MH 468.

691. Special Problems (1–5). Pr., permission 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 and Business Administration. 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 36193.**
- 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, 36193.** 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 to 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 at Montgomery—Air University Graduate Program, Building 830, Maxwell AFB, Alabama, 36112 or by calling 264-2257 (area code 205) or AUTOVON Maxwell AFB.



ADMINISTRATIVE STAFF

Beale, Betty, <i>Direction Service Coordinator, SERRC</i>	1976
B.A., University of Alabama; M.Ed., Georgia State University.	
Berry, James, <i>Director of Financial Aid</i>	1972
B.S., Auburn University; M.S., Troy State University.	
Bitter, John, <i>Health Planner, SEAHSA</i>	1977
B.A., M.S., Troy State University.	
Bolden, Myra, <i>Administrative Assistant</i>	1975
Bowden, Carolyn G., <i>Food Service Manager</i>	1979
Boyd, Zack A., <i>Research Associate</i>	1978
B.A., University of South Alabama; M.S., Auburn University at Montgomery.	
Brewer, Bruce, <i>Coordinator Cooperative Education</i>	1976
B.A., M.A., University of Alabama.	
Brown, Faye M., <i>Director, SERRC</i>	1971
B.S., Jacksonville State; M.Ed., Ed.D., University of Alabama.	
Cain, W. Vernon, <i>Program Coordinator, SERRC</i>	1976
B.S., M.Ed., West Georgia College; Ed.D., University of Alabama.	
Carlisle, Robert, <i>Health Planner, SEAHSA</i>	1977
B.S., Auburn University; M.S., Purdue University.	
Carter, David W., <i>Director, SEAHSA</i>	1974
B.S., Auburn University; B.D., Emory University.	
Clark, Michael R., <i>Educational Programmer, SERRC</i>	1979
B.S., Troy State University; M.Ed., Auburn University.	
Clark, Robert E., <i>Systems Analyst II</i>	1978
B.A., M.B.A., Auburn University at Montgomery.	
Conn, Joy D., <i>Acting Director of University and Alumni Relations</i> ...	1979
A.B.J., University of Georgia.	
Cooley, Stephen T., <i>Coordinator of Special Programs, Continuing Education</i>	1978
B.A., M.Ed., Auburn University.	
Darity, Elizabeth, <i>Administrative Assistant</i>	1974
Davis, George, <i>Purchasing Manager</i>	1978
B.S., Auburn University.	
Davis, Pharis Lee, Jr., <i>Director of Admissions</i>	1973
A.B., Bethany Nazarene College; M.A.D., Nazarene Theological Seminary; M.Ed., University of Montevallo.	
Douglass, MaryAnne, <i>Bursar, Finance</i>	1978
B.A., University of South Florida.	
Dunlavy, Darold, <i>Vice Chancellor for Student Affairs</i>	1971
B.A., M.Ed., University of Montevallo.	
Hart, Charlyne, <i>Coordinator, Women's Programs & Community Services</i>	1974
B.A., Mississippi College; M.Ed., Auburn University at Montgomery.	

Holman-Eagerton, Linda, <i>Research Associate</i>	1976
B.S., M.S., Auburn University at Montgomery.	
Jacobs, Grover T., <i>Vice Chancellor for Finance</i>	1976
B.S., Troy State University; M.S., George Peabody College; L.L.B., Jones Law School; Ed.D., Auburn University.	
Jones, Carey W., <i>Chief of Security</i>	1975
Associate, Alabama Christian College.	
Lassiter, Charlie Mae, <i>Research Associate</i>	1974
B.S., Alabama State University.	
Love, Voncile, <i>Admissions Counselor</i>	1977
B.S., Huntingdon College; M.S., Auburn University at Montgomery.	
Mapp, Clifford, <i>Project Review Director, SEAHSA</i>	1979
B.A., Oakwood College.	
Marshall, Earl H., Jr., <i>Accountant, Finance</i>	1979
B.S., Tuskegee Institute.	
Marz, David, <i>Accountability Data Analyst, SERRC</i>	1975
B.S., M.A., Ohio State University.	
Matthews, Patricia A., <i>Coordinator of Conferences,</i> <i>Continuing Education</i>	1978
A.B., Wesleyan College; M.Ed., Auburn University at Montgomery.	
McCaskey, Thomas, <i>Director of Plan Implementation, SEAHSA</i>	1975
B.A., Samford University; M.Div., Mideastern Baptist Seminary.	
McClelland, William F., <i>Registrar</i>	1973
B.M.E., University of Kansas; M.Ed., Wichita State University.	
Meriwether, Dene, <i>Health Planning Assistant, SEAHSA</i>	1975
B.S., Huntingdon College.	
Merritt, Dick E., <i>Director, Housing</i>	1978
B.S., Auburn University.	
Mobbs, Patricia A., <i>Media & Materials Training Specialist, SERRC</i> ..	1979
B.S., M.Ed., A.A., Auburn University.	
Moone, Linda B., <i>Manager, Personnel</i>	1977
B.S., Auburn University.	
Neel, Harry E. (Buster), <i>Manager, Accounting</i>	1976
B.A., Huntingdon College.	
Norsworthy, Gary F., <i>Dean, Continuing Education</i>	1976
B.A., M.A., Ph.D., Florida State University	
Phillips, Robert L., <i>Director, Physical Plant</i>	1971
Pollard, Dempsey, <i>Manager, Auxiliary Services</i>	1973
B.S., Huntingdon College.	
Smith, Edward, <i>Research Associate</i>	1978
B.A., University of Maryland College Park.	
Spikes, Carolyn, <i>Budget Analyst II</i>	1978
B.S., M.B.A., Auburn University at Montgomery.	
Steele, Linda J., <i>Educational Programmer, SERRC</i>	1979
B.S., M.A., Ed.S., University of Alabama.	

- Stone, Charles, *Public Affairs Specialist*1980
B.A., Athens College.
- Strickland, Jon C., *Research Associate*1979
A.A., Mason City Junior College; B.A., Duke University; M.P.A., Auburn Univ. at Montgomery.
- Stuckey, Merri W., *Health Planning Assistant, SEAHSA*1977
B.S., University of Montevallo.
- Tomczak, Edward, *Admissions Counselor*1976
B.S., Fordham University; M.Ed., Auburn University at Montgomery.
- Troup, Paul A., *Program Manager, SERRC*1972
B.S., Syracuse University; M.S., University of Alabama.
- Veres, John G., III, *Research Associate*1978
B.S., M.S., Auburn University at Montgomery.
- Ward, Jayne, *Administrative Assistant, SEAHSA*1976
- Wood, Keith, *Assistant Director of Admissions*1979
B.S., Auburn University at Montgomery.
- Wright, James V., *Educational Programmer, SERRC*1976
B.S., Stillman College; M.Ed., Alabama State.
- Yonclas, Nicholas, *Director of Plan Development, SEAHSA*1974
B.S., New York University; M.P.N., Tulane University.



FACULTY APPROVED FOR GRADUATE TEACHING

- Adams, Caroline S., *Assistant Professor of Biology*1974
B.A., Drew University; M.A., Ph.D., Southern Illinois University.
- Ballard, Lee, *Adjunct Instructor of Education*1979
B.S., Alabama State University; M.S., Alabama State University; AA, Alabama State University.
- Baxley, Billy D., *Adjunct Instructor of Education*1979
B.S., Troy State University; M.Ed., Auburn University; Ed.D., Auburn University.
- Baxley, Edwin C., *Associate Professor of Marketing*1976
B.B.A., Baylor University; M.B.A., Louisiana State University; Ph.D., Louisiana State University.
- Beck, Esther A., *Assistant Professor of Psychology*1974
A.A., Enterprise State Jr. College; B.S. Troy State University; M.S., Ph.D., Auburn University.
- Becker, Robert C., *Assistant Professor Accounting*1976
B.B.A., University of Minnesota; M.B.A., Auburn University.
- Bender, Robert C., *Associate Professor, School of Education*1973
B.S., Wayne State University; M.Ed., Eastern Michigan University; Ed.D., University of Maine.
- Berkley, Gerald W., *Assistant Professor of History*1979
B.A., Oklahoma City University; M.A., University of Hawaii; Ph.D., University of Hong Kong.
- 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., *Associate Professor of English*1970
B.A., University of Mississippi; M.A., Johns Hopkins University; Ph.D., University of Wisconsin.
- Bogie, Donald W., *Associate Professor of Sociology*1971
B.A., Georgetown College; M.A., Ph.D., University of Kentucky.
- Boyer, Joe L., *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.
- Bressler, Ray B., *Assistant Professor of Management*1975
B.B.A., University of Cincinnati; M.B.A., Indiana University; Ph.D., Georgia State University.

- Brown, Richard W., Jr., *Associate Professor of Education, Head of Department* 1974
B.S.E., Delta State University; M.Ed., Ed.D., University of Mississippi.
- Bumpers, Marion, *Adjunct Instructor of Education* 1978
A.B., Alabama College-Montevallo; M.A., University of Alabama.
- 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.
- 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.
- Carr, Veronica, *Instructor of Education* 1976
B.S.E., Southwest Texas State University; M.A., University of Texas at Austin.
- Chambless, Donald A., *Associate Professor of Mathematics* 1973
B.S.M.E., Auburn University; M.S., University of Tennessee; Ph.D., Tulane University.
- Clark, William D., *Dean, School of Business and Professor of Management* 1969
B.S., M.B.A., Ph.D., University of Arkansas.
- Coleman, Toby F., *Adjunct Assistant Professor* 1975
A.B., M.A., Ph.D., University of Alabama.
- Coley, Phillip, *Assistant Professor of Art* 1972
B.F.A., M.F.A., University of Georgia.
- Cooper, William E., Jr., *Assistant Professor of Biology* 1976
B.A., University of Richmond; M.S., Ph.D., Kansas State University.
- Cornell, Richard A., *Associate Professor of Speech* 1976
B.F.A., Ohio University; M.S., Vanderbilt University; Ph.D., Northwestern.
- Crippen, Donald, *Instructor of Education* 1975
B.S., Auburn University; M.S., Troy State University.
- Crowley, Joseph, *Assistant Professor of English* 1979
A.B., University of Toronto; Ph.D., University of North Carolina.
- Dodd, Donald B., *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, *Associate 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.
- Ford, Doris E., *Adjunct Assistant Professor of Government* 1979
B.S., Howard University; M.S., Howard University; M.Phil., George Washington University; Ph.D., George Washington University.

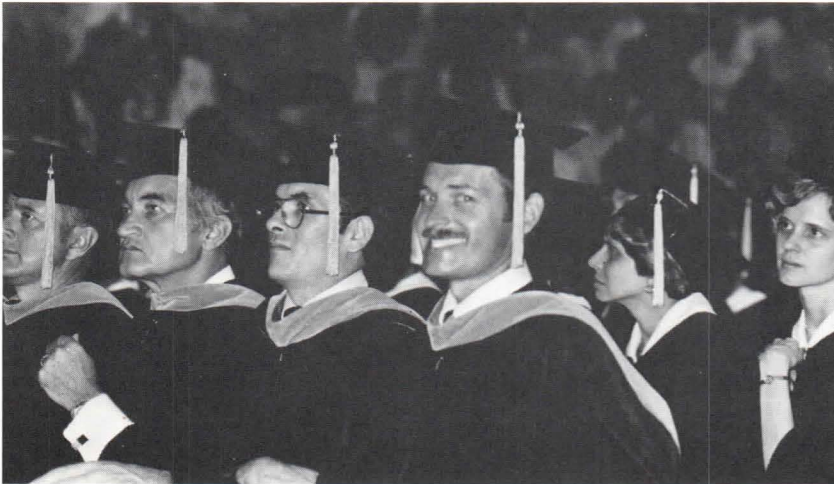
- Friese, Charles L., *Associate Professor of Business*1979
B.E., John Hopkins University; M.S., University of Missouri-Rolla;
Ph.D., University of Missouri-Rolla.
- Gaines, Robert A., *Associate Professor of Speech & Theatre and
Head of Department*1977
B.A., College of William and Mary; M.A., University of Maryland;
Ph.D., Indiana University.
- Gobrecht, William, *Adjunct Assistant Professor of Criminal Justice* ..1976
B.S., J.D., University of Cincinnati.
- Golden, Charles W., *Associate Professor of Management &
Marketing and Head of Department*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;
D.B.A., Mississippi State University; CPA (Tennessee).
- Gordon, Bruce G., *Associate 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, *Assistant Professor of Education*1972
B.S., Louisiana State University; M.A., Ed.S., University of Alabama.
- Grinstein, Georges G., *Assistant Professor of Mathematics*1977
B.S., City College of New York; M.S., New York University; Ph.D.,
University of Rochester.
- Griswold, Diane, *Assistant Professor of Education*1979
B.S., Auburn University; M.A., Auburn University; Ph.D., Arizona
State University.
- Guy, R. Meade, *Adjunct Professor of Education*1979
B.S., University of Alabama; M.S., Auburn University; Ed.D., Auburn
University.
- Hamilton, John B., Jr., *Associate Professor of Physical Science*1972
B.A., Bellarmine College; Ph.D., Case Western Reserve University.
- Hamilton, Kenneth L., *Adjunct Assistant Professor*1980
B.S., University of Georgia; M.S., MSIM, Georgia Tech; Ph.D., Georgia
Tech.
- Harrison, Danny E., *Associate Professor of Sociology and Head of
Department*1972
B.A., Mississippi State University; M.C.E., Emory University; M.S.,
Ph.D., Mississippi State University.
- Harvey, Linda M., *Adjunct Assistant Professor of Education*1978
B.A., Millsaps College; M.Ed., Mississippi College; Ed.D., Auburn
University.
- Higgins, James M., *Assistant Professor of Management*1976
B.B.A., Emory University; M.P.A., Ph.D., Georgia State University.

- 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., *Associate Professor of English and Head of Department* 1971
A.B., Spring Hill College; M.A., Ph.D., Auburn University.
- Houser, Henry, *Assistant Professor of Management* 1978
B.S., North Carolina State; M.S., University of Texas; M.S., University of Missouri; Ph.D., St. Louis University.
- Ingram, Jerry J., *Associate Professor of Business* 1970
B.S., M.A., University of Alabama; Ph.D., University of Arkansas.
- Jeffries, Kenneth, *Assistant Professor of Accounting* 1979
B.S., Eastern Kentucky University; M.B.A., University of Connecticut; C.P.A. (Kentucky).
- Jenkins, W. O., *Professor of Psychology* 1976
B.A., Colgate University; Sc.M., Brown University; Ph.D., Yale University.
- Johnson, Raymond M., *Associate Professor of Business* 1970
B.S., M.B.A., University of Southern Mississippi; M.S., Ph.D., Oklahoma State University.
- Jones, Judith P., *Associate Professor of English* 1972
B.A., Hollins College; M.A., Ph.D., Auburn University.
- Katz, Judd A., *Associate Professor of Psychology* 1973
B.A., M.A., Arizona State University; Ed.D., University of Georgia.
- Lacy, Allen Wayne, *Associate Professor of Economics* 1976
B.S., M.S., Auburn University; Ph.D., Iowa State University.
- Lake, Robert C., *Associate Professor of Accounting* 1971
B.S., M.B.A., Louisiana State University in New Orleans; C.P.A. (Louisiana); DBA, Louisiana Technical University.
- Long-Hall, Carolyn, *Instructor of Psychology* 1974
B.S., Auburn University; B.A., Auburn University at Montgomery; M.S., University of Georgia.
- Maertens, Norbert, *Dean, School of Education* 1978
B.S., Mankato State University; M.A., University of Minnesota; Ph.D., University of Minnesota.
- Martin, Larry, *Associate Professor of Education* 1976
B.P.E., M.S., Ph.D., Purdue University.
- McCreedy, Kenneth R., *Associate Professor of Criminal Justice and Head of Department* 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.

- Miller, Joe H., *Adjunct Assistant Professor of Education* 1979
B.S., Wayne University-Detroit; M.A., University of Michigan; Ed.D., Indiana University.
- Mills, Bruce, *Adjunct Assistant Professor* 1980
B.S., Lincoln Mem. University; M.B.A., University of Missouri; ABD, Denver University.
- Moberly, H. Dean, *Associate Professor of Economics* 1970
B.S., Abilene Christian College; M.S., Texas Tech University; Ph.D., Texas A & M University.
- Moody, W. Bradley, *Assistant Professor of Government* 1972
B.A., Southwest Texas State College; Ph.D., University of Texas.
- Mungenast, Andrew J., *Adjunct Instructor* 1973
B.A., Southern Colorado State College; M.S., George Washington University; M.B.A., Auburn University.
- Nance, Guinevera A., *Dean, School of Liberal Arts and Associate Professor of English* 1971
B.A., Texas Christian University; M.A., Ph.D., University of Virginia.
- Nanney, Jimmy R., *Associate Professor of Mathematics* 1970
A.A., Itawamba Junior College; B.S., M.S., Ph.D., University of Mississippi.
- 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.
- Oswalt, Talmadge, *Adjunct Assistant Professor of Education* 1974
B.S., University of Alabama; M.T.A., Montevallo University; Ed.D., Auburn University.
- Parsa, John, *Associate Professor of Management* 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.
- Phillips, Frankie O., *Adjunct Assistant Professor of Education* 1979
B.S., Troy State College; M.Ed., Auburn University; Ed.D. University of Georgia.
- Prater, Norma Jean, *Instructor of Education* 1975
B.S., University of Alabama; M.S., Florida State University.
- Rabin, Jack M., *Associate 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.
- Remko, Virginia, *Assistant Professor of Education* 1978
B.S., M.S., Ed.D., Northern Illinois University.
- Richardson, William S., *Assistant Professor of Physical Science* 1977
B.A., Huntingdon College; Ph.D., University of Alabama.

- Roché, Quentin C., *Professor of Business and Head of Department* 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.
- 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.
- Schwarz, Joseph E., *Professor of Art and Head of Department* 1977
B.F.A., Ohio Wesleyan University; M.F.A., University of Illinois; Ph.D., Ohio State University.
- Simpson, F. Morgan, *Assistant Professor of Education* 1974
B.S., M.Ed., Auburn University; Ed.D., Memphis State University.
- Slattery, Patrick D., *Associate Professor of Psychology and Head of Department* 1973
B.A., M.A.Ed., Ph.D., Arizona State University.
- Snorggrass, Joseph, *Adjunct Instructor of Sciences* 1977
B.A., University of Kansas; M.P.A., Ohio State; M.C.R.P., Ohio 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.
- Swanson, Ronald G., *Adjunct Assistant Professor of Psychology* 1974
B.S., Central Michigan University; M.S., Ph.D., North Texas State University.
- 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., *Associate Professor of Management* 1972
B.S., M.S., University of Southern Mississippi; Ph.D., University of Arkansas.
- Teggins, John E., *Professor of Physical Sciences and Head of Department* 1971
B.Sc., Sheffield University; M.A., Ph.D., Boston University.
- Tieman, Cheryl R., *Assistant Professor of Sociology* 1976
B.A., M.A., Ph.D., University of Kentucky.
- Vocino, Thomas J., *Associate Professor of Government and Head of Department* 1974
B.S., M.S., University of Wisconsin; Ph.D., Southern Illinois University.
- Warren, Janet, *Associate Professor of Education* 1974
B.S., M.Ed., Ed.D., Auburn University.

- Wells, Raymond B., *Associate Professor of Government* 1974
 B.A., M.A., Mississippi State University; Ph.D., Texas Tech University.
- Whetstone, Nita, *Adjunct Instructor of Art* 1978
 B.A., Agnes Scott College; MFA University of Chicago.
- Willard, Julia L., *Associate 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 of Education, Vice Chancellor for Academic Affairs* 1969
 B.S., M.Ed., Ed.D., Auburn University.
- Willis, Susan, *Assistant Professor of English* 1978
 B.A., Emory University; M.A., Ph.D., University of Virginia.
- Woods, Paul Carlton, *Associate Professor of Mathematics* 1972
 B.A., M.S., Ph.D., Florida State University.
- Wright, James A., *Adjunct Instructor in Department of Government* 1978
 B.A., M.R.P., University of North Carolina.



INDEX

A

AA Programs	42, 43
Accounting and Finance	35
Academic Abbreviations	7
Administration and Supervision	43, 51
Administrative Council	9
Administrative Staff	91
Administrator and Counselor Education	49
Admission Requirements	18
Advisory Board	10
Air University Graduate Program	89
Admissions Policy	89
Application for Graduation	20
Art and Music	60
Assistance Programs	24

B

Biology	85
Board of Trustees	8
Business—School of	31
Accounting	35
Economics	36
Finance	35
Graduate Study Requirements	31
Information Systems	32, 37
Management	38
Marketing	39
Personnel Management	34
Quantitative	40

C

Calendar	3-6
Campus and Buildings	13
Contents—Table of	2
Continuing Education, Division of	29
Credit Workshops	29
Encore	29
General Information	30
Off-Campus Graduate Programs	29
Weekend College	30
Correspondence Work	22
Counselor Education	42, 47
Course Load	22
Criminal Justice	72, 73
Corrections/Juvenile Justice	73
Law Enforcement Planning and Management	73
Curriculum and Instruction	53

D

Degrees Offered	7, 17
-----------------------	-------

E

Early Childhood Education	43, 54
Economics	36
Education—School of	41
AA Program	42, 43
Administration and Supervision	43, 51
Counselor Education	42, 49
Early Childhood Education	43, 54
Elementary Education	44, 55
Foundations of Education	42, 46
General Education	47
Safety Education	48
Secondary Education	44, 47
Special Education	45, 57
English	61

F

Faculty Approved for Graduate Teaching	94
Fees and Charges	20, 21
Final Exam Schedule	3-6
Finance	35
Financial Assistance	24
Foundations of Education	42, 46

G

General Education	47
General Information	17
Geography	64
Gerontology	65, 75
Grade Requirements	22
Graduate Council	10
Graduate Student Classifications	19
Graduate Degrees and Study Area	7
Graduation Requirements	19

H

History	65
History of Auburn University at Montgomery	12
Housing fees	21

I

Information Systems	32, 37
---------------------------	--------

L

Liberal Arts—School of	60
Art and Music	60
English	61

Index	103
Geography	64
Gerontology	65
History	65
Sociology	68
Speech and Theatre	69
Location	13, 15, 16

M

Management	38
Marketing	39
Mathematics	87
Music	61

O

Objectives of Auburn University at Montgomery	11
Off-Campus Graduate Programs	29

P

Part-Time Study	27
Personnel Management	34
Physical Education	
Physical Sciences	87
Political Science	79
Psychology	81
Public Administration	76

Q

Quantitative Methods	40
----------------------	----

R

Reading Education	56
Refunds	22

S

Safety Education	48
Sciences—School of	72
Biology	85
Criminal Justice	72, 73
Gerontology	75
Mathematics	87
Physical Sciences	87
Political Science	79
Psychology	81
Public Administration	76
Secondary Education	44, 47
Servicemen's Opportunity College	28
Sociology	68
Special Education	45, 57
Speech and Theatre	69
Student Financial Aid	24

T

Transfer of Credit 26

V

Veterans20, 25

W

Weekend College 30





AUBURN UNIVERSITY AT MONTGOMERY
MONTGOMERY, ALABAMA 36117