

AUBURN UNIVERSITY AT MONTGOMERY
Montgomery, Alabama
1991-1992

GRADUATE CATALOG

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.

The University is fully accredited by the Southern Association of Colleges and Schools.



TABLE OF CONTENTS

University Calendar and Final Exam Schedules	4
Graduate Degrees	11
Board of Trustees	13
Advisory Board	13
Administrative Council	14
Graduate Council	15
Graduate Coordinators	15
Mission of the University	16
Goals of the University	16
History of the University	19
Location of the University	20
Campus and Buildings	21
Library	22
Student Housing and Residence Life	22
Fees and Charges	22
Student Financial Aid	24
Educational Benefits for Veterans	25
University Academic Regulations and Policies	28
Graduate Work in the School of Business	44
Course Descriptions	49
Graduate Work in the School of Education	56
Course Descriptions	62
Graduate Work in the School of Liberal Arts	84
Course Descriptions	84
Graduate Work in the School of Nursing	100
Course Descriptions	100
Graduate Work in the School of Sciences	102
Course Descriptions	102
Air University Graduate Program	128
Division of Continuing Education	130
Career Development Center	132
Faculty Approved for Graduate Teaching	133
Administrative/Professional Staff	143
Index	149

CALENDAR 1991-1992

SUMMER QUARTER 1991

1. Student housing fee (Summer Quarter) dueWed., May 15
2. Preregistration for Summer Quarter (current and previous AUM students only) (8 A.M.-3 P.M. by letter of invitation; 3:30-6:00 P.M. open preregistration) Fri., May 17
3. Extended preregistration (8 A.M.-5 P.M., Monday through Friday) Mon., May 20—Fri., May 31
4. Last day to pay for preregistration (by 5 P.M.) Fri., May 31
5. New undergraduate student orientation (by invitation) Wed., June 5
6. Final registration (8 A.M.-6 P.M.) Fri., June 7
7. Late registration fee begins Mon., June 10
8. Regular classwork begins:
 - Monday/Wednesday classes Mon., June 10
 - Tuesday/Thursday classes Tue., June 11
 - Weekend classes Sat., June 15—Sun., June 16
9. Last day to register/add classes Fri., June 14
 (NOTE: After the second scheduled class period starts, or after the first scheduled class period for classes that meet once per week, prior written permission of the dean of the school in which the course is offered is required to register or add a class.)
10. Schedule adjustment fee begins Mon., June 17
11. Last day for refunds Fri., June 21
12. Independence Day holiday (no classes) Thurs., July 4
13. Monday/Wednesday classes also meet at regular class periods Fri., July 12
14. Tuesday/Thursday classes also meet at regular class periods Fri., July 19
15. Last day to drop/resign Summer Quarter classes (completed forms due in Records Office no later than 5 P.M.) Fri., July 19
16. Last day to apply for Summer Quarter graduation Fri., July 19
17. Summer Quarter graduation worksheets due in Records Office Fri., July 26
18. Preregistration for Fall Quarter (current and previous AUM students only) (8 A.M.-3 P.M. by letter of invitation; 3:30 P.M.-6 P.M. open preregistration) Fri., Aug. 2
19. Extended preregistration for Fall Quarter Mon., Aug. 5—Fri., Aug. 16
20. Last day of classes:
 - Monday/Wednesday classes Wed., Aug. 7
 - Tuesday/Thursday classes Thurs., Aug. 8
 - Weekend classes Sat., Aug. 10—Sun., Aug. 11
21. Early Orientation Fri., Aug. 9
22. Final examinations (see examination schedule for weekday classes) Mon., Aug. 12—Sun., Aug. 18
23. All grades are due in Records Office no later than 5 P.M. Tue., Aug. 20
24. Graduation effective this date (All requirements for graduation must be completed by 5 P.M.) Tue., Aug. 20
25. Last day of Summer Quarter Tue., Aug. 20
 (NOTE: Formal graduation ceremony will be held Tuesday, December 17, 1991, at 7:30 P.M.)

SUMMER QUARTER 1991
ADDENDUM FOR HALF QUARTER CLASSES

First Half

1. Classes begin Mon., June 10
2. Schedule adjustment fee Wed., June 12
3. Last day for refunds Fri., June 14
4. Last day to drop Tue., June 25
5. Final examinations Wed. & Thurs., July 10 and 11

Second Half

1. Classes begin Mon., July 15
2. Schedule adjustment fee Wed., July 17
3. Last day for refunds Fri., July 19
4. Last day to drop Tue., July 30
5. Final examinations Wed. & Thurs., Aug. 14 and 15



FALL QUARTER 1991

1. Student housing fee (Fall Quarter) due Thurs., Aug. 1
2. Preregistration for Fall Quarter (current and previous AUM students only) (8 A.M.-3 P.M. by letter of invitation; 3:30 P.M.-6:00 P.M. open preregistration) Fri., Aug. 2
3. Extended preregistration (8 A.M.-5 P.M., Monday through Friday) Mon., Aug. 5—Fri., Aug. 16
4. Last day to pay for preregistration (by 5 P.M.) Fri., Aug. 16
5. New student orientation Mon., Sept. 23
6. Final registration (8 A.M.-6 P.M.) Tue., Sept. 24
7. Late registration fee begins Wed., Sept. 25
8. Regular classwork begins:
 - Monday/Wednesday classes Wed., Sept. 25
 - Tuesday/Thursday classes Thurs., Sept. 26
 - Weekend classes Sat., Sept. 28—Sun., Sept. 29
9. Last day to register/add classes Tue., Oct. 1
 (NOTE: After the second scheduled class period starts, or after the first scheduled class period for classes that meet once per week, prior written permission of the dean of the school in which the course is offered is required to register or add a class.)
10. Schedule adjustment fee begins Wed., Oct. 2
11. Last day for refunds Tue., Oct. 8
12. Last day to apply for Fall Quarter graduation Fri., Oct. 25
13. Last day to drop/resign Fall Quarter classes (completed forms due in Records Office no later than 5 P.M.) Fri., Nov. 1
14. Fall Quarter graduation worksheets due in Records Office Fri., Nov. 8
15. Preregistration for Winter Quarter (current and previous AUM students only) (8 A.M.-3 P.M. by letter of invitation; 3:30 P.M.-6 P.M. open preregistration) Fri., Nov. 22
16. Extended preregistration for Winter Quarter Mon., Nov. 25—Fri., Dec. 13
17. Thanksgiving Holidays (no classes) Wed., Nov. 27—Sun., Dec. 1
18. Last day of classes:
 - Monday/Wednesday classes Wed., Dec. 4
 - Tuesday/Thursday classes Thurs., Dec. 5
 - Weekend classes Sat., Dec. 7—Sun., Dec. 8
19. Final examinations (see examination schedule for weekday classes) Mon., Dec. 9—Sun., Dec. 15
20. All grades due in Records Office no later than 5 P.M. Mon., Dec. 16
21. Graduation effective this date (All requirements for graduation must be completed by 12 Noon.) Tue., Dec. 17
22. Last day of Fall Quarter Tue., Dec. 17
 (NOTE: Formal graduation ceremony will be held Tuesday, December 17, 1991, at 7:30 P.M.)

WINTER QUARTER 1992

1. Preregistration for Winter Quarter (current and previous AUM students only) (8 A.M.-3 P.M. by letter of invitation; 3:30 P.M.-6:00 P.M. open preregistration) Fri., Nov. 22
2. Extended preregistration (8 A.M.-5 P.M., Monday through Friday) Mon., Nov. 25—Fri., Dec. 13
3. Student housing fee (Winter Quarter) due Mon., Dec. 2
4. Last day to pay for preregistration (by 5 P.M.) Fri., Dec. 13
5. New undergraduate student orientation (by invitation) Thurs., Jan. 2
6. Final registration (8 A.M.-6 P.M.) Fri., Jan. 3
7. Late registration fee begins Mon., Jan. 6
8. Regular classwork begins:
 - Weekend classes Sat., Jan. 4—Sun., Jan. 5
 - Monday/Wednesday classes Mon., Jan. 6
 - Tuesday/Thursday classes Tue., Jan. 7
9. Last day to register/add classes Thurs., Jan. 9
 (NOTE: After the second scheduled class period starts, or after the first scheduled class period for classes that meet once per week, prior written permission of the dean of the school in which the course is offered is required to register or add a class.)
10. Schedule adjustment fee begins Fri., Jan. 10
11. Last day for refunds Fri., Jan. 17
12. Monday/Wednesday classes also meet at regular class periods Fri., Feb. 7
13. Last day to apply for Winter Quarter graduation Fri., Feb. 7
14. Tuesday/Thursday classes also meet at regular class periods Fri., Feb. 14
15. Last day to drop/resign Winter Quarter classes (completed forms due in Records Office no later than 5 P.M.) Fri., Feb. 14
16. Winter quarter graduation worksheets due in Records Office Fri., Feb. 21
17. Preregistration for Spring Quarter (current and previous AUM students only) (8 A.M.-3 P.M. by letter of invitation; 3:30 P.M.-6:00 P.M. open preregistration) Fri., Feb. 28
18. Extended preregistration for Spring Quarter Mon., Mar. 2—Fri., Mar. 13
19. Last Day of Classes:
 - Monday/Wednesday classes Wed., Mar. 4
 - Tuesday/Thursday classes Thurs., Mar. 5
 - Weekend classes Sat., Mar. 7—Sun., Mar. 8
20. Final examinations (see examination schedule for weekday classes) Mon., Mar. 9—Sun., Mar. 15
21. All grades due in Records Office no later than 5 P.M. Tue., Mar. 17
22. Graduation effective this date (All requirements for graduation must be completed by 5 P.M.) Tue., Mar. 17
23. Last day of Winter Quarter Tue., Mar. 17
 (NOTE: Formal graduation ceremony will be held Saturday June 6, 1992, at 7:30 P.M.)

SPRING QUARTER 1992

1. Preregistration for Spring Quarter (current and previous AUM students only) (8 A.M.-3 P.M. by letter of invitation; 3:30 P.M.-6:00 P.M. open preregistration) Fri., Feb. 28
2. Student housing fee (Spring Quarter) due Mon., Mar. 2
3. Extended preregistration (8 A.M.-5 P.M., Monday through Friday) Mon., Mar. 2—Fri., Mar. 13
4. Last day to pay for preregistration (by 5 P.M.) Fri., Mar. 13
5. New undergraduate student orientation (by invitation) Wed., Mar. 18
6. Final registration (8 A.M.-6 P.M.) Fri., Mar. 20
7. Late registration fee begins Mon., Mar. 23
8. Regular classwork begins:
 - Weekend classes Sat., Mar. 21—Sun., Mar. 22
 - Monday/Wednesday classes Mon., Mar. 23
 - Tuesday/Thursday classes Tue., Mar. 24
9. Last day to register/add classes Thurs., Mar. 26
 (NOTE: After the second scheduled class period starts, or after the first scheduled class period for classes that meet once per week, prior written permission of the dean of the school in which the course is offered is required to register or add a class.)
10. Schedule adjustment fee begins Fri., Mar. 27
11. Last day for refunds Fri., Apr. 3
12. Monday/Wednesday classes also meet at regular class periods Fri., Apr. 24
13. Last day to apply for Spring Quarter graduation Fri., Apr. 24
14. Tuesday/Thursday classes also meet at regular class periods Fri., May 1
15. Last day to drop/resign Spring Quarter classes (completed forms due in Records Office no later than 5 P.M.) Fri., May 1
16. Spring Quarter graduation worksheets due in Records Office Fri., May 8
17. Preregistration for Summer Quarter (current and previous AUM students only) (8 A.M.-3 P.M. by letter of invitation; 3:30-6 P.M. open preregistration) Fri., May 15
18. Extended preregistration for Summer Quarter Mon., May 18—Fri., May 29
19. Last day of classes:
 - Weekend classes Sat., May 23—Sun., May 24
 - Monday/Wednesday classes Wed., May 27
 - Tuesday/Thursday classes Thurs., May 28
20. Final examinations (see examination schedule for weekday classes) Sat., May 30—Thurs., June 4
21. Grades due in Records Office no later than 5 P.M. Fri., June 5
22. Graduation effective this date (All requirements for graduation must be completed no later than 12 Noon, Friday, June 5, 1992) Sat., June 6
23. Last day of Spring Quarter Sat., June 6
 (NOTE: Formal graduation ceremony will be held Saturday, June, 6, 1992, at 7:30 P.M.)

**AUM
FINAL EXAM SCHEDULE**

Summer 1991

	Mon. Aug. 12	Tues. Aug. 13	Wed. Aug. 14	Thurs. Aug. 15	
8-11 A.M.	2nd Period M-W	2nd Period T-Th	1st Period M-W	1st Period T-Th	8-11 A.M.
1-4 P.M.	4th Period M-W	4th Period T-Th	3rd Period M-W	3rd Period T-Th	1-4 P.M.
6-9 P.M.	6th Period M-W	6th Period T-Th	5th Period M-W	5th Period T-Th	6-9 P.M.

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

**AUM
FINAL EXAM SCHEDULE**

Fall 1991

	Mon. Dec. 9	Tues. Dec. 10	Wed. Dec. 11	Thurs. Dec. 12	
8-11 A.M.	1st Period M-W	1st Period T-Th	2nd Period M-W	2nd Period T-Th	8-11 A.M.
1-4 P.M.	3rd Period M-W	3rd Period T-Th	4th Period M-W	4th Period T-Th	1-4 P.M.
6-9 P.M.	5th Period M-W	5th Period T-Th	6th Period M-W	6th Period T-Th	6-9 P.M.

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

AUM
FINAL EXAM SCHEDULE

Winter 1992

	Mon. Mar. 9	Tues. Mar. 10	Wed. Mar. 11	Thurs. Mar. 12	
8-11 A.M.	2nd Period M-W	2nd Period T-Th	1st Period M-W	1st Period T-Th	8-11 A.M.
1-4 P.M.	4th Period M-W	4th Period T-Th	3rd Period M-W	3rd Period T-Th	1-4 P.M.
6-9 P.M.	6th Period M-W	6th Period T-Th	5th Period M-W	5th Period T-Th	6-9 P.M.

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

AUM
FINAL EXAM SCHEDULE

Spring 1992

	Mon. June 1	Tues. June 2	Wed. June 3	Thurs. June 4	
8-11 A.M.	1st Period M-W	1st Period T-Th	2nd Period M-W	2nd Period T-Th	8-11 A.M.
1-4 P.M.	3rd Period M-W	3rd Period T-Th	4th Period M-W	4th Period T-Th	1-4 P.M.
6-9 P.M.	5th Period M-W	5th Period T-Th	6th Period M-W	6th Period T-Th	6-9 P.M.

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

GRADUATE DEGREES

SCHOOL OF BUSINESS

Degree	Curriculum Identifier
M.B.A.	Business AdministrationMBA

SCHOOL OF EDUCATION

Degree	Curriculum Identifier
M.Ed.	Early Childhood Education..... ECE
	Elementary Education EED
	Secondary Education
	Biology SBI
	English SEH
	History SHY
	Language Arts SLA
	Mathematics SMH
	Political Science SGV
	Social Studies SSS
	Sociology SSY
	Administration and Supervision
	Principal ASP
	Supervisor ASI
	Superintendent ASP
	Non-School..... ANS
	Counselor Education
	School Counseling CED
	Counseling and Development CDV
	Elementary School Counseling ESC
	Reading Education
	Reading-Supervisor RES
	Reading-Teacher RET
	Special Education
	Learning Disabilities SLD
	Mental Retardation SMR
	Mild Learning Handicapped MLH
	Early Childhood Handicapped ECH
	Physical Education
	General Education GPE
	Adapted P.E. APE
	Athletic Coaching CPE
	Adult Fitness FPE
Ed.S.	Early Childhood Education ECE
	Elementary Education EED
	Secondary Education
	Biology SBI
	English SEH
	History SHY
	Language Arts SLA
	Mathematics SMH
	Political Science SGV
	Social Studies SSS
	Sociology SSY

Alternative Master's	Administration and Supervision	
	Principal	ASP
	Supervisor	ASI
	Superintendent	ASP
	Counselor Education	
	School Counseling	CED
	Elementary School Counseling	ECS
	Reading Education	
	Reading-Supervisor	RES
	Reading-Teacher	RET
	Special Education	
	Mild Learning Handicapped	MLH
	Early Childhood Education	ECE
	Elementary Education	EED
	Secondary Education	
	Biology	SBI
	English	SEH
	History	SHY
	Language Arts	SLA
	Mathematics	SMH
	Political Science	SGV
	Social Studies	SSS
	Sociology	SSY
	Special Education	
	Mental Retardation	SMR

SCHOOL OF LIBERAL ARTS

Degree	Curriculum Identifier	
M.L.A.	Master of Liberal Arts	MLA

SCHOOL OF SCIENCES

Degree	Curriculum Identifier	
M.S.J.P.	Justice and Public Safety	MJP
M.P.S.	Political Science	MPS
M.S.PG.	Psychology	MPG
M.P.A.	Public Administration	MPA
Ph.D.	Public Administration	PUB

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 and receive no compensation. Trustees serve until reappointed or their successors are named.

The Board of Trustees places 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

The Honorable Guy Hunt, Governor, President
(ex officio) Montgomery
Dr. Wayne Teague, State Superintendent of Education
(ex officio) Montgomery

Name	District	Home
	Term Expires 1991	
Jack Venable	Fourth	Tallassee
Michael McCartney	Fifth	Gadsden
Morris Savage	Seventh	Jasper
	Term Expires 1995	
Robert E. Lowder	Second	Montgomery
R. C. Bamberg	Sixth	Uniontown
James T. Tatum, Jr.	Eighth	Huntsville
	Term Expires 1999	
Bessie Mae Holloway	First	Prichard
William James Samford	Third	Opelika
John Denson	Third	Opelika
Emory Cunningham	Ninth	Birmingham

ADVISORY BOARD

Bowen Ballard	William H. McLemore
Newton J. Bell, III,	Mrs. Jerome T. Moore
Vice Chairman	Robbins Taylor
George B. Clements	Mrs. George E. von Gal, Jr.
M. Taylor Dawson, Jr.	Robert S. Weil, II
James M. Folmar, Chairman	John H. Winston, Jr.
James L. "Soup" Goyer, Jr.	William L. Dickinson, ex officio
G. William Hitchcock	Larry Dixon, ex officio
Robert B. Ingram, Jr.	Emory Folmar, ex officio
Mrs. John G. Kimbrough	William Joseph, ex officio
Jack J. Kirschenfeld	Robert E. Lowder, ex officio
E. Kyle Kyser	Will Hill Tankersley, ex officio
James L. Loeb	Claud Walker, ex officio

Advisory Board Members Emeriti

D. Joseph McInnes
Mrs. Henry McNeill
James G. Pruett
Charles Smith, III

Will Hill Tankersley
C. E. Weldon, Jr.
Milton A. Wendland
Charles A. Whitehurst

ADMINISTRATIVE COUNCIL

Martin, James E., President	1984
B.S., Auburn University; M.S., North Carolina State; Ph.D., Iowa State University	
Williams, James O., Chancellor	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 College; M.S., University of Colorado; Ph.D., North Texas State University	
Boyer, Joe L., Assistant to the Chancellor	1989
B.S., Tennessee State University; M.S., University of Illinois- Champaign-Urbana; Ph.D., Ohio State University	
Budden, Michael C., Dean, School of Business	1988
B.S., Louisiana State University; M.B.A., Southeastern Louisiana University; Ph.D., University of Arkansas	
Carlson, James E., Director, Computing Services	1988
B.Ed., M.Ed., Ph.D., University of Alberta	
Chapman, Larry F., Director, Athletics	1977
B.S., M.Ed., Auburn University	
Cook, Jerry T., Director, Physical Plant	1986
B.S., Auburn University	
Deutsch, Alleen, Dean, Continuing Education	1987
B.A., Bowling Green University; M.S., Ph.D., Miami University	
Dunlavy, Darold, Vice Chancellor for Student Affairs	1971
B.A., M.Ed., University of Montevallo	
Hill, Joseph B., Dean, School of Sciences	1969
B.A., M.A., Washington State University; Ph.D., Auburn University	
Johnston, James K., Vice Chancellor for Finance	1990
B.S., M.Ed., Auburn University	
Kenny, James T., Vice Chancellor for Research and Development	1985
B.A., Ricker College; M.A., Kent State University; Ph.D., University of Denver	
Maertens, Norbert, Dean, School of Education	1978
B.S., Mankato State University; M.A., Ph.D., University of Minnesota	
Meriwether, Sherri G., Director, University Relations	1983
B.S., Troy State University; M.P.A., Auburn University at Montgomery	
Michael, Marion C., Dean, School of Liberal Arts	1982
B.A., University of Georgia; M.A., University of Virginia; Ph.D., University of Georgia	

Nance, Guinevera A., Vice Chancellor for Academic Affairs	1971
B.A., Texas Christian University; M.A., Ph.D., University of Virginia	
Pettas, William A., Dean, Library	1989
B.A., University of Buffalo (SUNY); M.L.S., Rutgers University; Ph.D., University of California-Berkeley	
Pollard, Dempsey, Director, Auxiliary Enterprises	1973
B.S., Huntingdon College	
Veres, John G., III, President, Staff Council	1978
B.S., M.S., Auburn University at Montgomery; Ph.D., Auburn University	
Willard, Julia L., President, Faculty Council	1972
B.S., B.A., Jacksonville State University; M.Ed., Ed.D., Auburn University	
Woodman, Nancy C., Director, Institutional Advancement	1981
B.A., Hendrix College; M.S., University of Arkansas; Ph.D., University of Mississippi	

GRADUATE COUNCIL

Dr. Jane Goodson	School of Business
Dr. Philip Gregorowicz	School of Business
Dr. Larry Martin	School of Education
Dr. Johnson Afolayan	School of Education
Dr. Michael Fitzsimmons	School of Liberal Arts
Dr. Robert Evans	School of Liberal Arts
Dr. Sharon Farley	School of Nursing
Mr. Ed Tomczak	Registrar
Dr. James White	School of Sciences
Dr. Anne Permaloff	School of Sciences
Dr. Judd Katz	Associate Director of Graduate Studies
Dr. Guin Nance	Director of Graduate Studies

GRADUATE COORDINATORS

Dr. Jane Goodson	School of Business
Dr. Robert Wieseman	School of Education
Dr. Benjamin Williams	School of Liberal Arts
Dr. Bob Elliott	School of Sciences
Mr. Ed Tomczak	Registrar
Mr. Lee Davis	Director of Admissions
Dr. Tom Wilson	Air University
Dr. Judd Katz	Associate Director of Graduate Studies
Dr. Guin Nance	Director of Graduate Studies

MISSION OF THE UNIVERSITY

As the metropolitan campus of a land-grant institution, Auburn University at Montgomery blends the traditional view of the university as a community of scholars with the contemporary view of the university as an integral part of the surrounding community, state, and region. Its mission is to foster and exemplify excellence in education through instruction, research, and service—to provide academic programs that are not only characteristic of the finest traditions of the liberal arts, business, the sciences, nursing, and education, but also consistent with the responsibility of the university to provide support for the functions of government, cultural enrichment through the arts, and regional economic growth. As a center of learning dedicated to the examination of ideas and values influencing civilization, AUM is committed to:

1. Providing its students with an understanding of the issues, ideas, and values that have a significant impact on the development of society;
2. Developing in its students the methodological approaches essential to understanding contemporary society and its problems, and to fostering critical thinking;
3. Providing students with a broadly based education, as well as preparing them for the learned professions;
4. Conducting research that contributes to the advancement of knowledge;
5. Extending its knowledge, skills, and resources to the community, state, and region;
6. Providing opportunities for lifelong learning.

AUM encourages open and free inquiry and seeks to instill in its students ways of thinking, communicating, and learning that will be of enduring value.

GOALS OF THE UNIVERSITY

The personal and intellectual development of students is the inherent goal of a university education. This assumption, complemented by the belief that knowledge is valuable in itself, underlies the primary aspiration of AUM: to create in students a realization of their potential as responsible, ethical human beings. Therefore, AUM adopts the following goals:

I. Instruction

A. Academic Programs

The University will:

1. Establish and regularly review the goals of all academic programs to ensure that they are consistent with the mission of the University;
2. Allocate sufficient resources for existing programs while remaining sensitive to the need for additional programs at both the undergraduate and graduate levels;
3. Seek appropriate accreditation for all academic programs;
4. Develop interdisciplinary programs and courses, recognizing that knowledge transcends the boundaries of traditional university disciplines;
5. Offer programs to attract, retain, and challenge the academically superior student;

6. Establish thesis requirements where appropriate in graduate programs to encourage graduate student research;
7. Provide library and media resources needed to support the educational, research, and service functions of the University;
8. Develop cooperative programs with Auburn University at Auburn, with other colleges and universities, and with business, arts, industry, and government, in a manner consistent with the mission of the University;
9. Maintain a physical plant appropriate for the support of quality academic programs.

B. Students

The University will:

1. Produce graduates who are distinguished by abilities and attitudes characteristic of a well-educated person, including:
 - a. A knowledge and understanding of the arts and humanities, of the principles of mathematics, science, and technology, and of their impact on society and the individual;
 - b. An ability to locate, organize, analyze, synthesize, and evaluate information;
 - c. An understanding of the scientific method and its application;
 - d. An ability to think creatively as well as critically;
 - e. An ability to apply abstract concepts and ideas to specific situations;
 - f. An intellectual curiosity and discipline that result in lifelong inquiry;
 - g. The ability to make ethical decisions;
 - h. The skills necessary for effective communication with others;
 - i. An understanding of those democratic processes and values underlying the concepts of responsible citizenship.
2. Recognize and provide for individual differences in students through:
 - a. Effective advising;
 - b. Academic placement programs;
 - c. Developmental and accelerated courses;
 - d. Accommodation for exceptional students;
 - e. Counseling and health services;
 - f. Career placement services, to include internship and cooperative education opportunities.
3. Evaluate student proficiency in both written and oral communication and encourage the reinforcement of writing and speaking skills throughout the curricula;
4. Pursue funds to provide scholarships for meritorious students with appropriate methods of awarding and publicizing the scholarships;
5. Offer and support opportunities for students to study abroad in programs appropriate to the promotion of international understanding;
6. Provide co-curricular opportunities which enhance academic, ethical, physical, and social development;

7. Develop and support intramural sports;
8. Provide sufficient on-campus housing to promote social interaction and enhance university campus life;
9. Encourage diversity in the student body by recruiting students from varied demographic backgrounds;
10. Provide intercollegiate athletic programs conducted to allow the student-athlete opportunities for the full development of athletic skills in balance with academic progress.

C. Faculty

The University will:

1. Recruit and retain well-prepared, talented, and dedicated faculty;
2. Use adjunct faculty to the extent they enhance academic programs;
3. Provide opportunities for faculty and staff development through seminars, workshops, study abroad, and the annual awarding of sufficient numbers of professional improvement leaves;
4. Include faculty participation in decision-making at the university, school, and departmental levels;
5. Assess teaching quality and reward teaching excellence.

II. Research

The University will:

- A. Provide opportunities for graduate and undergraduate students to develop research skills;
- B. Encourage faculty and professional staff in grant activity and research, participation at professional meetings, and publication;
- C. Provide sufficient financial support for faculty and graduate student research;
- D. Assess and reward excellence in research;
- E. Provide applied research opportunity through specialized research and development centers to assist in solving problems in government, business, and economic development.

III. Service

The University will:

- A. Provide cultural activities for the community, state, and region;
- B. Provide professional expertise and services of faculty and staff to the community, state, and region;
- C. Provide professional expertise to societies and associations;
- D. Provide for the lifelong learning needs of the community, state, and region by offering a comprehensive program of continuing education;
- E. Provide for effective governance of the University by encouraging faculty and staff participation on university committees and councils;
- F. Provide faculty and staff leadership for student honor societies, service organizations, and other special groups;
- G. Provide a comprehensive program of alumni services which includes alumni participation in the areas of academics, research and development, recruiting, and fund-raising, and which recognizes outstanding achievement by alumni;
- H. Assess and reward excellence in service.

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 to 1971, while the campus was being developed.

In 1973 AUM was accredited by the Southern Association of Colleges and Schools as an operationally separate institution. In 1978, and most recently in 1988, accreditation was reaffirmed by the Southern Association.

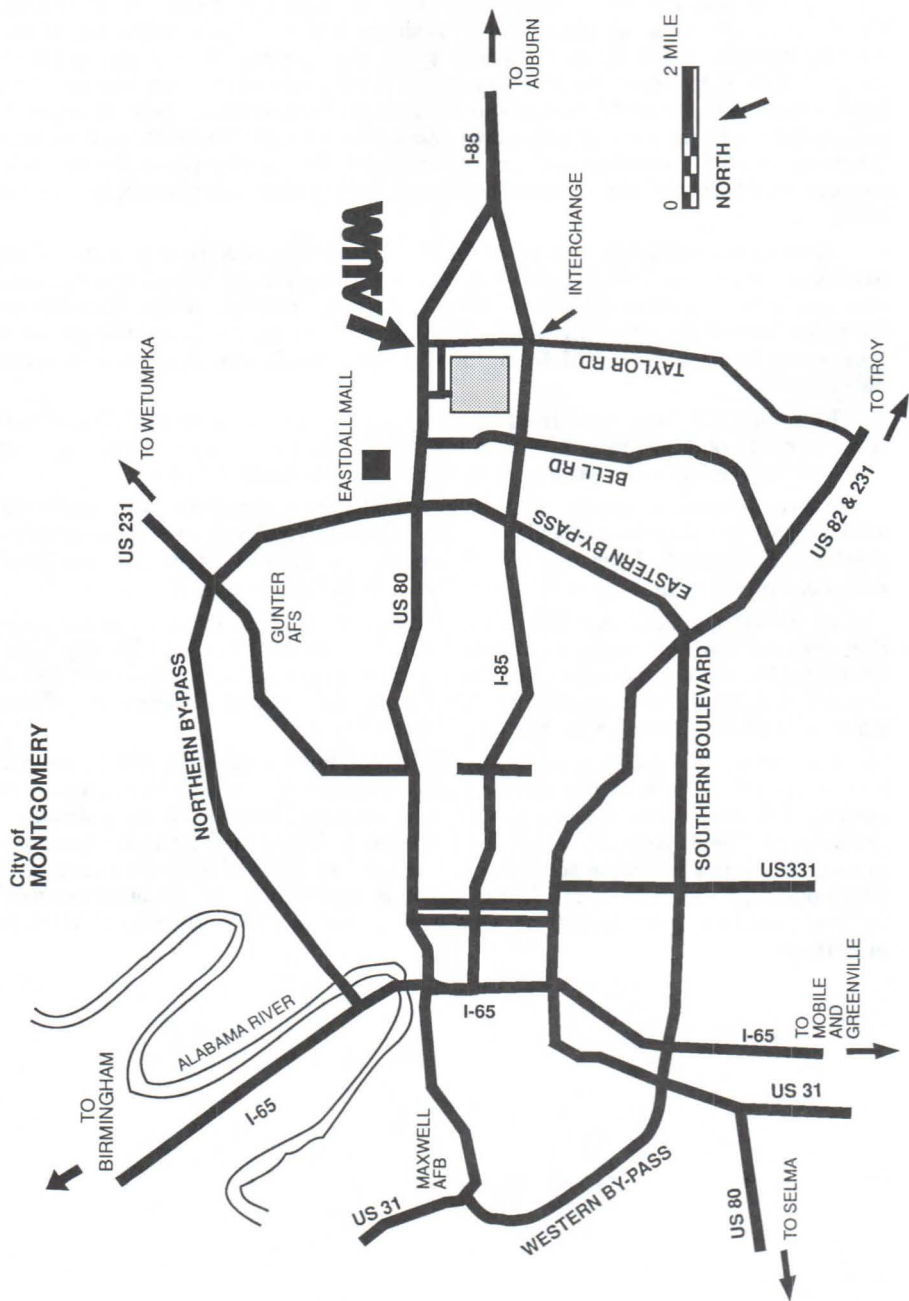
A broad-based academic institution, AUM is organized into five academic schools and one extension division. The academic schools are Liberal Arts, Sciences, Education, Nursing, and Business. All schools offer graduate level courses. The extension division is the Division of Continuing Education.

In addition, AUM's Air University Graduate Program 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 and Public Administration. These classes meet at Maxwell Air Force Base 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. and on Friday and Saturday at hours which vary from quarter to quarter. Offering classes during the day and evening hours has been a standard practice at the University since Fall Quarter, 1969, and provides students greater flexibility in course scheduling. The total number of students enrolled at AUM during Fall Quarter, 1990, was 6,296. In addition to the students enrolled in credit courses, over 15,000 persons were enrolled in Continuing Education activities.

LOCATION

The campus of Auburn University at Montgomery is located near Interstate 85, just east of downtown Montgomery. This location makes AUM easily accessible from any point in or near the Montgomery area.



CAMPUS AND BUILDINGS

At present, the campus comprises five classroom buildings, the library, the student center, a physical education and athletic facility, two student housing areas, and various support facilities.

Goodwyn Hall, containing over 90,000 square feet of space, houses the School of Sciences, the Fine Arts Department, and the Art Gallery.

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, a reading clinic, and a speech and hearing clinic. In addition, a Liberal Arts annex, completed in 1989, provides space for archaeology, theatre, and sculpture.

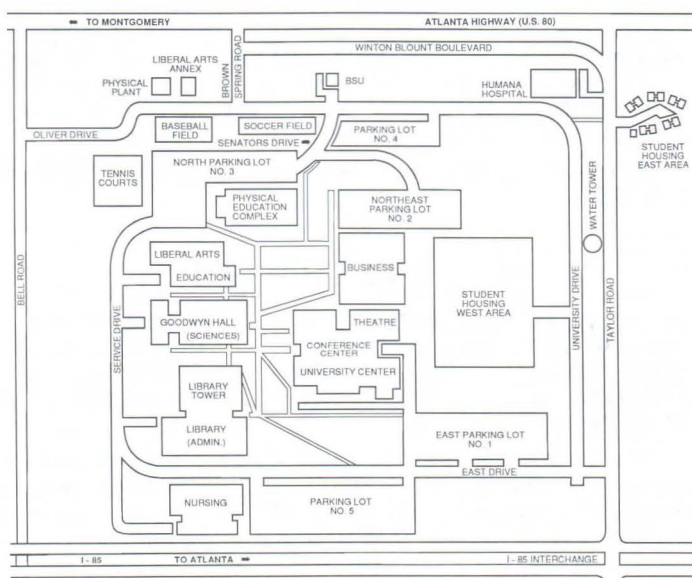
The School of Business and the Computer Center are housed in a 57,000 square foot complex on the east side of the campus. The Computer Center is equipped with both stand alone equipment and terminals to the larger Computer Center at Auburn.

The School of Nursing shares with Medical Technology a 39,175 square foot facility that was completed in 1988. This building contains faculty offices, classrooms, and laboratories.

The Library Building contains some 100,000 square feet and houses both the Library, Continuing Education, and the University's administrative offices.

The University Center contains the cafeteria/snackbar, the bookstore, the Counseling Center, a recreation room, student study and television lounges, offices for student activities, the university theatre, the Conference Center, SGA, ROTC, the Admissions Office, the Registrar's Office, the Cashier's Office, the Housing and Residence Life Office, and Campus Police.

The Physical Education and Athletic complex contains offices, classrooms, an indoor track, and a multipurpose gymnasium that seats 4,300 basketball spectators or an audience of 4,700 when used as an auditorium.



LIBRARY

The AUM Library is housed in a two-phase building complex which includes a ten-story library tower. The Library collections contain about 200,000 print volumes and 1,500 serial subscriptions. The Library also has extensive collections of microforms, a growing collection of manuscripts and archival materials, and several databases on CD ROM. The CD ROM databases provide indexes to many academic journals, information on 12,000 public corporations in the U.S., and U.S. census data. There is a computer link to the library catalog of Auburn University in Auburn. The Library is the federal government documents depository for the southeast Alabama region, with over one million publications dating from the mid-nineteenth century to the present. The Library supplements these resources by interlibrary loan and on-line search services for faculty and students. The AUM Library is a member of OCLC, Inc. (an international on-line bibliographic database with about 20 million records), SOLINET (Southeast Library Network), and MAHIC (Montgomery Area Health Information Consortium).

The Library seating capacity is almost 700 and includes open study areas, open and locked study carrels, typing and listening rooms, small group study rooms, and a classroom. It is staffed by a capable corps of professional library faculty and support staff. The Library is open about 80 hours each week.

HOUSING AND RESIDENCE LIFE

AUM's West Area residence halls consist of seven two-story apartment buildings, each housing 48 students, for a total occupancy of 336 students. The West Area residence halls are located just east of the School of Business building and are adjacent to the University Center. Six of the seven West Area residence halls contain efficiency apartments which house two students. The remaining West Area residence hall accommodates four students in each apartment. Rooms specifically designed for the physically handicapped are located in two of the halls.

AUM's East Area residence halls consist of five three-story apartment buildings, each housing 48 students, for a total occupancy of 240 students. The East Area residence halls are located just south of the entrance to Humana Hospital on Taylor Road. Each East Area apartment consists of a separate kitchen, living area, and bedroom and accommodates two students.

Information concerning off-campus housing is available in the Housing and Residence Life Office.

FEES AND CHARGES

THE FOLLOWING FEES AND CHARGES ARE IN EFFECT AT THIS TIME. HOWEVER, BECAUSE THE CATALOG IS PUBLISHED IN ADVANCE OF THE NEXT ACADEMIC YEAR, IT IS NOT POSSIBLE TO ANTICIPATE CHANGES. WHEN THEY OCCUR, CHANGES WILL BE PUBLICIZED AS FAR IN ADVANCE AS POSSIBLE.

Fees at AUM remain somewhat lower than fees charged at similar institutions in the Southeast and throughout the nation. As operating costs rise, small increases in fees are authorized by the Board of Trustees 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 due. Auburn University at Montgomery reserves the right to deny admission or to drop any student who fails to promptly meet financial obligations to the University. It is each student's responsibility to be 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 \$15.00; and if payment is not cleared promptly, the student's registration may be cancelled.

Stop-pay checks will be processed as returned checks and are subject to the same fees and collection costs. A stop payment placed on a check does not constitute withdrawal from courses. Official withdrawal must be made through the Registrar's Office.

VETERANS

Veterans enrolled under the Federal G.I. Bill 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 the Veteran's Rehabilitation Program).

BASIC QUARTERLY CHARGES

All fees are due and payable at the time of registration.

Full-time students (12-20 hours)	\$476.00
Additional fee (per hour over 20 hours)	\$17.00
Full-time non-resident fee (12-20 hours)	\$1,428.00
Additional fee (per hour over 20 hours)	\$51.00
Part-time students (not exceeding 11 hours per quarter)	
Course fee (per credit hour)	\$37.00
Registration fee	\$32.00
(The \$32.00 registration fee is waived for full-time faculty and staff members.)	
Part-time non-resident students (not exceeding 11 hours per quarter)	
Course fee (per credit hour)	\$111.00
Registration fee	\$32.00

STUDENT HOUSING FEES

Security Deposit (refundable with conditions)	\$100
West Area	
One bedroom apartment for two students	\$460/qtr./person
Two bedroom apartment for four students	\$410/qtr./person
One bedroom apartment used as private room or for married couple	\$700/qtr.
East Area	
One bedroom apartment for two students	\$550/qtr./person
One bedroom apartment used as private room or for married couple	\$1,100/qtr.

OTHER FEES

Clearing for graduation fee	\$30.00
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	\$35.00
Payable at the time of application for graduation. Transferred to any subsequent quarter or refundable if student fails to qualify.	
Nonrefundable service and penalty charges for late registration or payment	\$30.00
Audit fee (per course)	\$45.00
Any student who pays less than full fees must pay this fee for auditing a course.	
Schedule adjustment fee	\$20.00
Charge is made in all cases where the 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

Students resigning by the last day for refunds are eligible for a refund of all fees paid, except \$30.00, which is retained by AUM.

Students resigning because of personal illness or call to military service may be eligible for a refund of all fees paid, except \$30.00, which is retained by AUM.

Students suspended for disciplinary reasons are not eligible for refunds or cancellation of amounts due.

Students processing schedule adjustment forms after the refund date are required to clear all financial obligations with the Cashier's Office.

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 University reserves the right to limit awards to prevent award duplication.

NOTE: A student must be enrolled for a minimum of 10 hours to be considered a full-time student.

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

1. **College Work-Study (CWS) Program:** This program provides 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.

In arranging a job and determining how many hours a week the student may work under this program, the financial aid officer takes 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. This office is responsible for determining eligibility and for arranging the job.

2. **Perkins Loans:** These loans are for students who are enrolled at least half-time (5 hours) and who need a loan to meet educational expenses.

Loans are interest-free until the student completes or discontinues his or her college studies. Repayment begins six months after the student graduates or leaves school. Additional deferment is granted to students entering the military service or Peace Corps. The repayment period may extend over a period of 10 years at 5% noncumulative 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.

The Perkins Loan is for both undergraduate and graduate students.

3. **Stafford Loans** (formerly Guaranteed Student Loans): This program enables a student to borrow directly from a bank, credit union, savings and loan association, or other participating lender that is willing to make the loan.

Application can be made by students enrolled at least half-time (5 hours). The maximum amount allowed per year is \$7,500. The interest rate is 8%. The total allowed for graduate or professional school is \$54,750 (including any undergraduate loans).

4. **AUM Emergency Loan Fund:** This program is available to undergraduate or graduate students taking 12 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 three 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 Coordinator of Veterans Affairs located in the AUM Admissions Office.

Veterans education benefits will provide a monthly stipend, which varies according to the number of credit hours for a student registered each quarter and according to the number of dependents. At AUM a full-time undergraduate student is one who enrolls in 12 or more quarter hours; three-quarter benefits are available to the student taking 8 to 11 hours; and one-half benefits are available to the student enrolled in 6 or 7 hours.

Graduate students receive full benefits if enrolled for 8 or more hours each quarter, three-quarter benefits for 6 or 7 hours, and one-half benefits for 4 or 5 hours.

A veteran, service member, or eligible dependent who is entering training or who is re-entering 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 tutorial assistance and VA work study, which are additional VA education benefits.

For complete information about these programs contact the Coordinator of Veterans Affairs, Admissions Office, Auburn University at Montgomery, 7300 University Drive, Montgomery, Alabama 36117-3596.

The following regulations will apply to all AUM students who receive Veterans educational benefits:

I. Withdrawal

Students receiving VA educational benefits may withdraw from a course without penalty if the withdrawal occurs before the deadline for late registration. After that date, withdrawals with "W" will be considered the same as audit, and VA benefits for that course will be terminated from the beginning of the quarter. Possible exceptions concerning the payment of benefits may be made where there are extenuating circumstances. Those receiving VA benefits should consult with the Coordinator of Veterans Affairs before resigning or dropping courses.

II. Satisfactory Progress

Students receiving VA 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. Take courses that are essential to your degree program. Veterans or eligible persons cannot receive VA benefits for courses that are not essential to their degree program or for repeating courses in which they already have credit ("D" grade or better).
- C. Students receiving VA 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's being eligible to receive benefits for the completion of the proposed program.

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

III. Certification

Those receiving VA educational benefits must have their attendance certified to the VARO in order for them to receive the appropriate remuneration. Those attending while on Active Duty and those attending less than one-half time (5 hours or less undergraduate, 3 or less graduate) must be certified each quarter. Those (other than Active Duty) attending one-half time or more may be certified for as many as four quarters (Fall, Winter, Spring, Summer) with all certification ending with termination of attendance or end of Summer Quarter. All VA enrollment certifications must be recertified at the beginning of each Fall Quarter. It is prudent for all who receive Federal VA educational benefits to review their status each quarter

with the AUM Coordinator of Veterans Affairs (Admissions Office) to be sure their status is correct. It is the student's responsibility to renew and report his or her correct enrollment status as necessary. Changes in status (dropping or adding courses, dropping out of school, and renewing enrollment) must be reported to the AUM Coordinator of Veterans Affairs.

Where there are questions about these policies, please contact the Director of Admissions for further explanation.



UNIVERSITY ACADEMIC REGULATIONS AND POLICIES

GENERAL INFORMATION

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, handicap, or disabled veteran/ Vietnam era veteran status.

Policy on Accommodation for Individuals with Disabilities

It is the policy of Auburn University at Montgomery to provide reasonable accommodation for environmental and program accessibility for persons defined as handicapped in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Specifically, the Center for Rehabilitation Resources provides evaluation of individual needs and appropriate support for academic programs of persons identified as handicapped.

Anyone who desires information about accessibility or services should contact the Center for Rehabilitation Resources, ninth floor of the Library Tower, or call 244-3468.

Family Educational Rights and Privacy Act

Annually, Auburn University at Montgomery informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar.

Credit for Military Schools and Credit Recommended by the American Council on Education (ACE)

The ACE presently evaluates both military schools and civilian training programs for graduate academic credit. Since this evaluation is handled by faculty members of accredited institutions of higher learning, Auburn University at Montgomery will accept the ACE recommendations for credit earned in non-academic programs. The applicability of such credit to a specific program will be determined by the faculty advisor, graduate coordinator, dean, and director of graduate studies. Such credit will be treated as transfer work except in the Air University contract program.

Medical Treatment for AUM Students

Medical treatment is provided as a service to AUM students through agreements with three local health care providers. Under these agreements, AUM agrees to pay for the initial treatment the student receives that is not covered by the student's insurance. This service does not pay for any additional treatment, including follow-up visits related to the initial visit, or for prescription medication.

Students must show a valid AUM student identification card at the time they are treated. Students may provide their own transportation to the health care provider or they may request assistance from Campus Police (244-3424).

The three health care providers that are available as a service to AUM students are University Industrial Medical Clinic, 6940 Taylor Road; Pri-Med, Vaughn Road or 2815 East Boulevard; and Humana Hospital-East, 7000 Taylor Road. The Humana emergency room should be used only when the other facilities are closed or when the emergency is life threatening.

Questions about medical treatment for students should be directed to Mr. Darold Dunlavy, Vice Chancellor for Student Affairs, 244-3619.

If students are not covered under another insurance program, they are encouraged to participate in the low cost student health insurance program sponsored through the SGA. Information about this program is available in the Office of Student Development, 244-3279.

Student Government Association

Every student enrolled at AUM is a member of the Student Government Association, which is the official organization for the student body. Through the SGA, students are involved in the decision-making process of the University. Students are appointed to major committees of the University by the SGA president with the approval of the Chancellor.

In addition, the SGA provides a variety of services to students and promotes the academic and social life of AUM students. The SGA also cooperates with many community organizations by encouraging student involvement in many worthwhile activities.

Additional information about the SGA and other student organizations may be obtained by reading the *Aumanac*, which is the official student handbook, or by contacting the SGA office in Room 139 of the University Center.

GENERAL REQUIREMENTS

Students must comply with regulations and follow procedures prescribed by the University. Regulations relating to registration, class attendance, grading system, examinations, degree requirements, honors, and other academic matters are presented in the following pages. It is the student's responsibility to comply with his or her specific program requirements.

The University reserves the right to change or modify the curriculum, admission standards, course content, degree requirements, regulations, tuition, or fees at any time without prior notice. The information in this catalog is not to be regarded as creating a binding contract between the student and the University.

Catalog of Concern

A student will be bound by the program requirements published in the catalog in effect at the time of the student's first registration at the University and in consideration of the student's valid admission to a program unless:

1. The student has not attended AUM for a period of one consecutive calendar year, in which case the catalog in effect at the time of the student's return and registration will be the catalog of concern;
2. The University changes program requirements while the student is attending, in which case the student will be given the option of choosing which program requirements he or she desires to pursue (either those of the initial catalog of concern or those of the new program);
3. The student decides to change program and/or major, in which case the catalog in effect at the time of the change will be the catalog of concern.

Administrative Holds

A student may be denied the opportunity to preregister, register, receive quarterly grade reports, use university facilities, or be issued a transcript, statement of credits, or diploma if the student is in default or is identified as being in default on any payment, has not submitted required documents, or is otherwise in default by virtue of fees or property owed to the University or any of its schools or divisions. Administrative holds may be placed on a student by agencies such as Accounting, Admissions, Bookstore, Finance, Financial Aid, Housing, Library, Records, or Security.

Advising

It is the student's responsibility to meet with his or her academic advisor and/or graduate coordinator for guidance in selecting courses that comply with his or her specific program requirements. It is the student's responsibility to ensure that degree requirements are met.

Attendance

Students are expected to attend punctually every lecture, laboratory exercise, and other classroom activity.

Auditing Privilege

The privilege of auditing courses is restricted. Auditing of a lecture course or the lecture part of a combined lecture and laboratory course may be granted with the approval of the student's dean and the head of the department in which the course is offered. The auditing privilege is rarely permitted in laboratory or combined lecture and laboratory courses.

Auditors must complete the regular registration process and are listed on class rolls, but they are not required to participate in classroom discussions, take tests or final examinations, or make reports. However, regular attendance at class meetings is required. The grade of AU (Audit) is awarded to those meeting the above requirements. The grade of NR (No Grade Reported) is assigned for those not meeting the attendance requirement. Auditors who have not been admitted to the University must make application to the Admissions Office. Auditors who are not regularly enrolled students will register on the last day of the final registration period. A fee will be charged for auditing a lecture course. Regularly enrolled students carrying 12 hours or more and members of the faculty and staff may audit lecture courses without payment of the auditing fee with approval of the head of the department in which the course is offered and the dean; however, the regular registration process must be completed.

ID Card

Each student must have an AUM ID (identification) card made during the registration process.

Registration

Every student is required to be registered at AUM when taking course work, in the quarter of graduation, in any quarter in which the student is clearing an Incomplete grade, when working on a graduate thesis, when engaged in any other endeavor relating to normal progress as a student, or when use is made of the instructional staff and/or facilities of the University.

A student is considered registered when the AUM Registration Form has been accepted at the time fees are paid or an arrangement has been made with the AUM Finance Office.

Late Registration

After the date specified in the AUM calendar as the last day for final registration, a late registration fee will be charged. After classes have met for the second time, no student may register except by permission of the dean of the school in which the desired course(s) is(are) offered. The course load of a student who registers late may be reduced at the discretion of the faculty advisor, graduate coordinator, or dean. No student will be permitted to register after the day identified as the last day for refunds in the applicable quarter.

Schedule Adjustment

Students will be charged a Schedule Adjustment Fee as described in the catalog under Fees and Charges.

Add: A student may add a course prior to the second meeting of the class. Any additions to the student's schedule after the second class meeting must be approved by the dean of the school in which the course is offered. No additions will be permitted after the day identified as the last day for refunds in the applicable quarter.

Resignation: Resignation occurs when a student decides to withdraw from all courses for which he or she is registered. If a student resigns prior to the day identified as the last day for refunds, the courses will be deleted from the record.

The deadline for withdrawing from a course is 5 P.M. on the Friday that is the midpoint of the quarter. This date is specified in the quarter calendar. In order to withdraw before the deadline, the student must obtain the appropriate form and complete the process as prescribed in the Records Office. After the last day for refunds, the form must be signed by the instructor of the course, who will assign a "W," or by the head of the department in the unusual circumstances of an instructor's unavailability. A schedule adjustment is officially recognized when the completed form is returned to the Records Office. It is the student's responsibility to ensure that all steps of the withdrawal process have been completed by the deadline. When this process is completed, a grade of "W" (withdrawal) will be recorded.

When a student, as a result of exceptional or emergency circumstances, is forced to withdraw from a course after the established withdrawal date for the quarter, the student may petition in writing the dean of the school in which the course is offered for a grade of "W." A student may not withdraw from a course after the deadline if he or she is failing. The dean will contact the student's

instructor to determine the student's scholastic standing at the time of the request to withdraw.

Withdrawal: Withdrawal occurs when a student withdraws from some but not all of the courses for which he or she is registered. The procedures and rules are the same as those identified in Resignation above.

Examinations

Examinations are classified as final examinations, which occur at the end of each quarter, and special examinations. Grades in all subjects are reported to the student at the end of each quarter. A student absent from an examination for any reason other than personal illness must obtain the permission of the instructor in order to take the examination at a later time.

SCOPE OF GRADUATE PROGRAMS

Auburn University at Montgomery currently offers eight graduate degrees and one joint doctoral degree with the Auburn campus: Master of Public Administration (M.P.A.); Master of Business Administration (M.B.A.); Master of Political Science (M.P.S.); Master of Education (M.Ed.); Master of Science in Justice and Public Safety (M.S.J.P.); Master of Science in Psychology (M.S.PG.); Master of Liberal Arts (M.L.A.); Education Specialist Degree (Ed.S.); and Doctor of Philosophy (Ph.D.) in Public Administration (a joint program with the Auburn campus).

The **Master of Public Administration** (accredited by the National Association of Schools of Public Affairs and Administration, NASPAA) 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 levels.

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 M.B.A. 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 **Master of Education** and the **Education Specialist** degrees are offered by the School of Education. 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, comparative government, and international relations.

The **Master of Science in Justice and Public Safety** is offered in the School of Sciences for students interested in professional careers in the justice and public safety field. This program prepares personnel for leadership roles with the police, courts, corrections, and other justice and public safety agencies.

The **Master of Science in Psychology** is offered through the School of Sciences. 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 Psychology degree program, who so desire, will receive preparation for advanced doctoral study to be taken elsewhere in the future.

The **Master of Liberal Arts** is administered through the School of Liberal Arts. Interdisciplinary in nature, this program of study requires a concentration in at least two areas of the humanities and an exploration of the diversity of perspectives on the human experience represented in art, drama, history, literature, music, philosophy, and sociology.

The **Doctor of Philosophy in Public Administration** is offered jointly by the Auburn University Department of Political Science and the Auburn University at Montgomery Department of Political Science and Public Administration. This degree is intended for students who recognize the value of research in public administration and who want to develop the capacity to perform advanced research in that field. This research orientation is consistent with National Association of Schools of Public Affairs and Administration (NASPAA) policies.

The curriculum includes 80 quarter hours of course work beyond the Master of Public Administration (a single seminar is worth 5 quarter hours). If an applicant's master's degree is not an M.P.A. or its equivalent, his or her work will be evaluated by the admissions committee to determine what M.P.A. core courses might be required. These courses will be taken but will not be credited to the 80-hour Ph.D. requirement.

After completion of all course work students will take a written and an oral examination. The student will begin dissertation research after successfully completing these examinations.

The degree program is managed by a committee composed of members from both campuses and chaired by Dr. Carl Grafton. For further information about enrollment in the joint Ph.D. program, contact Dr. Carl Grafton on the AUM campus.

ADMISSION REQUIREMENTS

Graduation with a bachelor's degree or its equivalent from an accredited college or university is requisite for admission to master's level study in the graduate program. The undergraduate preparation of every applicant for admission must satisfy the requirements of a screening committee in the school where the master's work will be completed. The Ed.S. and Ph.D. in Public Administration require a master's degree.

Applicants for admission to one of the graduate degree programs offered by AUM must submit to the AUM Admissions Office a formal application, official transcripts of all previous college-level work, and scores on an admission test required by the applicant's department.

The following entrance examinations are specified by the schools:

- A. The School of Education (all departments) requires either the general section of the Graduate Record Examinations (GRE) or the Miller Analogies Test (MAT).

- B. The School of Business (Master of Business Administration) requires the Graduate Management Admissions Test (GMAT).
- C. The School of Sciences requires one of the following:
 - 1. The general section of the GRE or the MAT for the Master of Public Administration and the Master of Political Science. The Ph.D. in Public Administration requires the general section of the GRE.
 - 2. The general section of the GRE or the MAT for the Master of Science in Justice and Public Safety.
 - 3. The Miller Analogies Test is the preferred examination for the Master of Science in Psychology. The GRE can be considered an alternate test for admission into Psychology.
- D. The School of Liberal Arts requires the general section of the GRE or the MAT for the Master of Liberal Arts.
- E. There are time limits for entrance examination scores.
 - 1. The GRE can be considered if not over 10 years old.
 - 2. The MAT and GMAT can be considered if not over 5 years old.

When all relevant documents have been collected by the Admissions Office, the applicant's file will be transmitted to the graduate coordinator of the school offering the program for which the prospective student has applied. The graduate coordinator forwards the applicant's file to the appropriate screening committee. For those applying to the Ph.D. in Public Administration, the joint campus committee is the screening committee. Due to the dual campus nature of the Ph.D. program, applicants must meet the graduate admission requirements of the Auburn University Graduate School.

The screening committee will consider the applicant's undergraduate academic record and scores on the graduate entrance examination required by the specific school. The screening committee may request an interview with the applicant to further aid in the evaluation of the qualifications of the student.

The screening committee uses a formula that weighs the undergraduate academic average and a graduate entrance examination score. On the basis of the formula and the other considerations enumerated above, the committee may recommend the admission of the applicant or the denial of admission, or it may recommend that validating work be done before either 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, the graduate application is approved and forwarded to the office of the Director of Graduate Studies. With the approval of the Director or Associate 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.

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 or her employer and major advisor concerning his or her academic course load.

ALABAMA AND NON-ALABAMA STUDENT POLICY

For the purpose of assessing fees, applicants shall be classified as Alabama or non-Alabama students. Non-Alabama students are required to pay a non-resident tuition fee.

An Alabama student is a person who is a citizen of the United States or a resident alien and who has resided and had habitation, home, and permanent abode in the state of Alabama for at least 12 months immediately preceding current registration. In applying this regulation, "applicant" will mean a person applying for admission to the institution if applicant is married or 19 years of age; otherwise, it will mean his or her parents, parent, or legal guardian. If the parents are divorced, residence will be determined by the residency of the parent to whom the court has granted custody.

A person who establishes a guardianship for purposes of avoiding non-Alabama fees will be subject to non-resident tuition.

In the determining of an Alabama student for purposes of assessing fees, the burden of proof is on the applicant.

Additional Persons Eligible for Resident Tuition

- A. Military personnel on active duty stationed in Alabama and their dependents (as defined by Internal Revenue Codes) as well as military personnel whose "Home of Record" is Alabama and their dependents.
- B. Non-resident graduate students who hold assistantships of one-fourth or more appointments.
- C. Full-time employees of a state agency or institution and their spouses and/or dependent children.
- D. Persons who are dependents of a non-resident who has been employed in Alabama full time for at least one year prior to registration and who has filed an Alabama Income Tax Return for the tax year prior to the year in which the student is admitted and did not claim a credit on the Alabama return for income taxes paid to another state.
- E. Non-resident students enrolled in programs included in the Southern Regional Education Board Academic Common Market, provided the student does not change to another program not included. In such cases of change the student will be classified as a non-resident for tuition purposes.
- F. Persons whose spouses by legal marriage are bona fide Alabama residents.
- G. Dependents and spouses of persons who establish domicile within the state and who are employed full time in a permanent position in the state.
- H. Non-resident persons enrolled in programs of Auburn University at Montgomery not funded by tax revenues of the state of Alabama may be exempted from non-resident tuition.

Initial Determination of Eligibility

In order to be initially classified as eligible for resident tuitions, students must demonstrate that they or their parent, guardian, or spouse qualify for one of the eligibility categories prior to the first day of class. A signed statement is required that qualification for the eligibility category claimed has been met prior to registration.

Change in Eligibility for Resident Tuition

Students determined to be eligible for resident tuition will maintain that eligibility upon re-enrollment within one full academic year of their most previous enrollment unless there is evidence that the student subsequently has abandoned resident status, for example, registering to vote in another state. Students failing to re-enroll within one full academic year must establish eligibility upon re-enrollment.

Students initially classified as ineligible for resident tuition will retain that classification for tuition purposes until they provide documentation that they have qualified for resident tuition. The burden of proof of change in eligibility rests on those requesting change. Evidence relevant to an initial determination of eligibility is also relevant to establishing a change in eligibility.

Non-resident students who carry an academic load considered normal (10 or more hours) for students at Auburn University at Montgomery will be presumed to be in the state primarily for the purpose of gaining an education. Clear and convincing proof may overcome this presumption, but again, the burden of proof rests on those requesting change in eligibility. Any change in resident tuition eligibility occurring during an academic term will not become effective until the registration for the succeeding term.

The following types of evidence may contain data to establish 12 month residency in the state. At least five of the eight criteria must be met. In all cases the person must be 19 years of age or more or married; otherwise, the person's residency will be based on that of the parent or guardian.

- A. Ownership of residential property and other real property in the state or continuous occupation or renting of an apartment, house, or other residential space in the state on an extended term of not less than 12 months.
- B. Full-time permanent employment in the state.
- C. Possession of state licenses required to do business or practice a profession in Alabama.
- D. Marriage to a bona fide Alabama resident.
- E. Location of voting registration.
- F. Filing Alabama resident tax returns.
- G. Current Alabama driver's license.
- H. Alabama vehicle title registration and payment of property taxes.

The Director of Admissions shall have the responsibility for determining whether a student is classified as an Alabama or non-Alabama student. Upon written request of the applicant, the decision of the Director of Admissions is subject to review by the Chancellor or a designated representative.

STUDENT CLASSIFICATION

Classification 6: Full admission to graduate program for the purpose of earning a master's degree.

Classification 7: Academic provisional classification. Student does not satisfy all admission requirements and is admitted for 20 hours of specified provisional work. If an average of 3.0 is achieved in those 20 hours, the student is given full admission. The 20 hours of work will apply to the degree requirements. Failure to meet the 3.0 average in the 20 hour period will result in denial of full admission to the program. The 7 will be used for

a returning student who has been released due to grade deficiency. Upon returning to do validating work or to prove his or her capability to do graduate work, the student will be issued a 7. If the student does not obtain a 3.0 GPA in 20 hours, the student is released from graduate study.

- Classification 8: Administrative provisional classification (documents missing, e.g. admission test score or teaching certificate). Normally, the student must remove the 8 classification within the first quarter of graduate work in order to register for the second quarter of graduate work. A registration hold is placed on all students with a provisional classification. (Note: The School of Business does not use this classification. All Business students must complete the GMAT before they can be admitted to graduate study.) The M.P.A. program requires undergraduate statistics from the entering students. If a student has not satisfied this requirement, he or she may be assigned an 8 M.P.A. classification by the departmental screening committee and given two quarters to complete the requirement.
- Classification 13: Student holds master's degree from approved institution. Admission is for non-degree or certification purposes.
- Classification 14: Provisional classification in the graduate program for the purpose of earning an Ed.S. degree.
- Classification 15: Full admission to the graduate program for the purpose of earning an Ed.S. degree.
- Classification 9: Full admission to the joint Ph.D. program in Public Administration.
- Classification 10: Non-candidate status. The 10 is used only for validating purposes. Courses taken as a 10 shall not apply for degree credit. Upon completion of successful validation, the department head and departmental screening committee shall review the work to determine the assignment of an appropriate classification.
- Classification 12: Transient status. A student is assigned a 12 classification when he or she is enrolled at another campus but is attending AUM for the purpose of acquiring credit that will be transferred back to his or her home campus. The 12 TR is used for both graduate and undergraduate students.

GRADUATE PROGRAM REQUIREMENTS

Graduate programs have varying amounts of minimum credit required for graduation (see appropriate section of this catalog for specific departmental requirements). All programs are designed to provide the student with 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 and Ed.S. degree. All master's programs currently offered except four are non-thesis programs (Justice and Public Safety, Psychology, and Education have a thesis option; the M.L.A. has a thesis requirement), but each requires acceptable performance on the appropriate comprehensive examination or evaluation which is prepared by a committee in the academic department or school offering the degree. All programs have broadly defined requirements for admission regard-

ing the undergraduate preparation of the student. These requirements 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 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. Under special conditions an undergraduate student may attempt graduate study (see provision under Transfer of Credit).

Correspondence Work

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

Course Load

Fifteen quarter hours of work per quarter is the maximum course load to be taken by full-time graduate students. Graduate students must take 10 or more graduate hours per quarter to be classified as full-time students. Under special circumstances, a student may request a waiver to take up to 20 graduate hours per quarter.

Evaluating Successful Degree Progression of Students

If a graduate student is deemed not to be making satisfactory progress toward his or her degree, he or she may be dropped from the graduate program. Issues of professional and personal development (other than minimal grade point average) may be considered in determining satisfactory progress toward the degree. Further policy can be found in the Graduate Handbook: Policies and Procedures.

GRADE REQUIREMENTS

Candidates for graduate degrees are required to maintain a grade point average of 3.0 (on a 4.0 scale) on all graduate work taken. No grade below "C" will be accepted for graduate credit, but grades on all courses carrying graduate credit will be used in determining the overall average unless the advisor designates to the Registrar prior to the registration for the course that courses are designated to be taken without graduate credit. Any course carrying graduate credit in which a grade of less than "C" is earned must be repeated unless the course is specifically identified by the advisor prior to the student's registration as a course not to be used for degree credit.

A student has 15 hours beyond the prescribed course of study to acquire the 3.0 GPA. When a course is retaken, both grades are retained on the transcript and are used in the calculation of the GPA for graduate programs. The computed GPA is the graduation GPA in the graduate program.

When a student becomes deficient by 12 or more quality points, that student will then be required to withdraw from the graduate program. The student may be readmitted only when his or her department is willing to certify to the Director of Graduate Studies that the student, through sufficient study or course work, has demonstrated his or her qualifications for readmission. A student may qualify for readmission by completing a 10 hour or two course supervised validation period in which the student must make a 3.0 average. The returning student will be reclassified as a 7. Grade requirements for the Ph.D. program in Public Administration are governed by Auburn University's Graduate Catalog.

Final grades are assigned as follows: A, B, C, D, F, S, U, I, W, FA, AU, and NR. The following explanations and grade points apply:

- A = passing and 4 quality points per hour attempted
- B = passing and 3 quality points per hour attempted
- C = passing and 2 quality points per hour attempted
- D = passing and 1 quality point
- F = failure and 0 quality points
- S = passing and 0 quality points but the hours attempted are not included in grade point average determination
- U = failure and 0 quality points but the hours attempted are not included in grade point average determination
- I = incomplete and 0 quality points
- W = withdrawal and 0 quality points but the hours attempted are not included in grade point average determination
- FA = failure due to absence and 0 quality points
- AU = audit with 0 quality points and 0 hours attempted
- NR = no grade reported (administrative procedure)

The grade of Incomplete is not a right exercised by the student. A grade of Incomplete can be assigned only at the discretion of the instructor and may occur when the quality of work has been of passing grade, but the student has been prevented by illness or other justifiable cause from completing the work required prior to the final examination.

A student must be registered at the University during the quarter in which an Incomplete grade is being resolved. The student should not register for that course again on a credit basis (but can register for it on an audit basis). If the student is not registered for any other courses during the quarter of resolution of the Incomplete, the student should register "For Registration Only" in the Records Office.

Students will not be permitted to graduate with Incomplete grades; these will be changed to "F" (Failure). Since graduate students must repeat any courses in which less than a "C" is earned, the resolution of an Incomplete or repeating the course becomes critical to graduation qualification.

Grades of Incomplete must be removed within one year following the assignment of the grade. Grades of Incomplete will be counted as "C" grades in determining eligibility for continuation in graduate school.

Effective Summer Quarter, 1988, there is a time limit of one calendar year from the last day of the quarter in which a grade was assigned for any changes in course grades. Grades assigned prior to the recording of a degree cannot be changed after the degree has been awarded.

TIME LIMIT

All graduate work toward a master's degree and Ed.S. degree (including credit transferred from another graduate program) must be completed within a period of five calendar years (20 quarters) which would include Summer Quarter. However, time spent in active military service because of a national emergency will not be counted in the application of this regulation whenever the national emergency requires that the student be temporarily relocated. The time limit for the joint Ph.D. program in Public Administration is governed by the Auburn University Graduate Catalog.

TRANSFER OF CREDIT

No more than 10 quarter hours or 3 courses of graduate work not to exceed 10 quarter hours can be transferred into a graduate program at AUM. **To transfer such work, a student must have been admitted to a graduate degree program in the institution at which the work was taken.** Such credit will not be accepted until the student has successfully completed 15 hours of work in the graduate program at Auburn University at Montgomery. Credit accepted after the required 15 hours of work at AUM must be acceptable to the student's advisor and to the dean in the appropriate school. The work must be pertinent to the student's plan of study and be within the five year time limit. A student who has completed a master's degree or a professional degree may request that 10 hours of credit be transferred to or within AUM. It is the student's responsibility to apply for such credit and to apply for official transcripts of such work.

Credit may not be allowed when the cumulative grade point average (GPA) on graduate work taken elsewhere on the transcript of concern is less than 3.0 ("B" average), nor may transfer credit be used to improve the grade point average on courses taken at Auburn University at Montgomery.

An AUM undergraduate who is within 10 quarter hours of graduation may register for graduate courses during his or her last quarter of undergraduate work. If the student is accepted into one of the graduate programs upon graduation, such graduate course work taken as an undergraduate may be applied to the master's degree. Such work is creditable to a master's degree at AUM upon completion of 15 hours of graduate work taken after admission to a graduate program. Approval of an undergraduate student to take graduate courses should in no way be construed to constitute admission to a graduate program. Graduate work taken by an undergraduate student may not be applied to the baccalaureate degree. Rules for transferring credit into the graduate program under the above conditions are the same rules regarding all transfers of graduate credit, for example, time limit and GPA.

Under special consideration by the Office of Graduate Studies and with school and departmental approval, a student earning a master's degree at AUM may take up to one-half of his or her course work at Auburn University (Auburn, Alabama) or at **one** of the University of Alabama system campuses (UA, UAB, UAH). Courses taken under provisions of this consideration must be approved in advance by the appropriate dean and department head. Issues of school or departmental accreditation must be considered when course transfers are proposed.

By special contract, Air University students can apply 17 hours from ACSC or AWC into the M.P.A. or M.P.S. program. The special contract determines the eligibility of course credit.

TRANSIENT WORK

A student enrolled in an AUM graduate program who wishes to take course work at another accredited university may do so with permission. The work taken at another institution must not exceed 10 quarter hours. Transient work taken after admission to a program and transfer work taken prior to admission to a program should not, when combined, exceed 10 quarter hours. Transient course credit taken at another university will be brought into the AUM system via the Transfer of Graduate Credit form.

A graduate student from another campus desiring to take graduate courses in a transient status at AUM must use the transient student form. This form is

used by the AUM Admissions Office as the admitting document for one quarter of transient work. A transient student is classified as 12 TR.

ACADEMIC INTEGRITY

Students are expected to maintain academic integrity in all work pursued at Auburn University at Montgomery. Students should not condone violations of academic integrity and should act in a manner to prevent opportunities for violations.

Violations of academic integrity defined:

1. Obtaining unauthorized help from another student during examinations or other graded or credit activities.
2. Knowingly giving unauthorized help to another student during examinations or other graded or credit activities.
3. The use of notes, books, or any other source of information or assistance during examinations or other graded or credit activities, unless authorized by the examiner or instructor.
4. Obtaining, without authorization, an examination or any part thereof.
5. Submitting for credit, without appropriate acknowledgment, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual, or oral material that has been knowingly obtained or copied in whole or in part from another individual's academic composition, compilation, or other product, or commercially prepared paper (plagiarism).
6. Altering, or causing to be altered without authorization, the record of any grade in any grade book, office, or other record.
7. Taking an examination or doing academic work for another student, or providing one's own work for another student to copy.
8. Presenting false data or intentionally misrepresenting one's record for admission, registration, graduation, or withdrawal from the University or from a university course.

Any instances in violation of academic integrity shall be processed in accordance with the procedures outlined in the *Aumanac* (AUM student handbook) under the title Student Discipline Code.

DISCIPLINE

Each student, by act of registration, obligates himself or herself to conform to all rules and regulations of the University.

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 ensure that program or course requirements are met for their particular degree. A student must hold the 6 classification to be awarded a master's degree and the 15 classification to be awarded the Ed.S. degree at AUM.

Application may be made in the Records Office on any weekday during the quarter between 8 A.M. and 6 P.M., Monday through Thursday, and between 8 A.M. and 5 P.M. Fridays. Between quarters you may apply between 8 A.M. and 5 P.M., Monday through Friday. A fee of \$35 must be paid at this time. University

regulations require that all degree candidates be enrolled during the quarter of their graduation. If a student fails to graduate in the quarter for which application is made, the candidate must **reapply and re-enroll** at the Records Office to graduate in a subsequent quarter. (The graduation fee will be not assessed for reapplications.) 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.



School of Business

Dr. Michael C. Budden, Dean

Master of Business Administration

Master of Business Administration

Personnel Option

Master of Business Administration

Information Systems Option

Master of Business Administration

Nursing Administration Option

GRADUATE WORK IN THE SCHOOL OF BUSINESS

THE M.B.A. DEGREE

The Master of Business Administration program in the School of Business is designed to prepare the student for administrative positions in business, government, and other organizations. The program of study is divided into two parts: (1) a Basic Program consisting of six courses that provide the student with a review of broad business concepts (This part of the program may be partially or fully waived - see Basic Program.) and (2) a Core Program consisting of ten courses (eleven courses for the M.B.A. Information Systems Option) that extend the manager's knowledge in all areas of business. Some of the Core courses are elective in nature, allowing the student to select work in his or her 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 degree transcripts and scores on the Graduate Management Admissions Test.

The following undergraduate and master's programs in business offered by the School of Business, Auburn University at Montgomery, are accredited by the American Assembly of Collegiate Schools of Business (AACSB):

B.S.B.A. (Majors in Accounting, Finance, Decision Science, Information Systems, Management, Human Resource Management, Marketing, Economics, and General Business)

M.B.A.

M.B.A. (Options in Personnel Management, Information Systems, and Nursing Administration)

GRADUATE STUDY REQUIREMENTS

Graduate students must meet all general requirements of the AUM Graduate School pertaining to the master's degree. Additional requirements of the School of Business are listed in the following paragraphs and must also be met.

A grade average of at least "B" in all courses attempted in the student's graduate program is required for graduation. At least 70 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 10 hours per quarter. Course loads in excess of 10 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 after 15 quarter hours of Core Program work have been completed at AUM.

All M.B.A. candidates not achieving a 3.5 (4.0) GPA on Core courses 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 and grades of "I" are removed. If the student fails the examination, he or she may take it when scheduled in the following quarter. The comprehensive examination may be

taken no more than three times. Exceptions to requirements may be made only with the approval of the Dean, School of Business.

All requirements for the M.B.A. 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 and computer lab work, as required.

It is the responsibility of the student to notify the School of Business of his or her expected graduation date one quarter prior to graduation. At this time the student will pay a \$35 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. A student must also both register and apply for graduation during his or her last quarter.

The specific course requirements and course descriptions of the M.B.A. degree are listed below. As a general rule, all Basic Program course requirements are completed first by the graduate student. After beginning the Core Program it is recommended that the student first complete all AC, EC, and QM courses. Remaining course requirements should be met as prerequisites dictate.

Individualized courses of study for the M.B.A. may be developed, dependent upon course availability and student need, so long as University and School of Business Basic and Core Requirements are met.

THE MASTER OF BUSINESS ADMINISTRATION PROGRAM

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

Basic Program

Course		Hours
AC 600	Essentials of Accounting and Finance	5
EC 600	Economic Analysis	5
IS 607	Management Information Systems.....	5
MN 600	Essentials of Management and Marketing	5
QM 600	Production Management	5
QM 610	Business and Economic Statistics I	5
Total Basic Program		30

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.

Business Core Program

Course		Hours
AC 610	Managerial Accounting	5
EC 610	Macro Economic Analysis	5
EC 611	Micro Economic Analysis	5
FI 663	Advanced Corporate Finance	5
MN 640	Legal and Social Environment of Business	5
MN 680	Strategic Management and Business Policy	5
MT 615	Marketing Management	5
QM 674	Business and Economic Statistics II	5
Electives	10
Total Core Program		50
Total M.B.A. Program		80

M.B.A. PERSONNEL MANAGEMENT OPTION

This option to the general M.B.A. program offers an opportunity for concentration in the area of Personnel Management. The requirements for the option are:

Basic Program

Course	Hours
AC 600 Essentials of Accounting and Finance	5
EC 600 Economic Analysis	5
IS 607 Management Information Systems.....	5
MN 600 Essentials of Management and Marketing	5
QM 600 Production Management	5
QM 610 Business and Economic Statistics I	5
Total Basic Program	30

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.

Business Core Program

Course	Hours
AC 610 Managerial Accounting	5
EC 617 Managerial Economics	5
FI 663 Advanced Corporate Finance	5
MN 640 Legal and Social Environment of Business	5
MN 680 Strategic Management and Business Policy	5
QM 674 Business and Economic Statistics II	5
Total Core Program	30

Personnel Management Core

Course	Hours
MN 660 Staffing Organizations	5
MN 612 Advanced Human Resource Management	5
MN 615 Human Relations.....	5
MN 685 Advanced Labor Law and Collective Bargaining.....	5
Total Personnel Management Core	20

Program Requirements

	Hours
Basic Program	30
M.B.A. Core Program	30
Personnel Core Program	20
Total	80

M.B.A. INFORMATION SYSTEMS OPTION

This option to the general M.B.A. program offers an opportunity for concentration in the area of Information Systems. The requirements for the option are:

Basic Program

Course		Hours
AC 600	Essentials of Accounting and Finance	5
EC 600	Economic Analysis	5
IS 607	Management Information Systems.....	5
MN 600	Essentials of Management and Marketing	5
QM 600	Production Management	5
QM 610	Business and Economic Statistics I	5
Total Basic Program		30

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. Students in the M.B.A. IS curriculum must also demonstrate competence in at least one procedural programming language.

Business Core Program

Course		Hours
AC 610	Managerial Accounting	5
FI 663	Advanced Corporate Finance	5
MN 64	Legal and Social Environment of Business	5
MN 680	Strategic Management and Business Policy	5
QM 674	Business and Economic Statistics II	5
QM Elective	5
Non-IS Elective	5
Total Core Program		35

Information Systems Core¹

Course		Hours
IS 675	Structured Design	5
IS 656	Database Management	5
IS 670	Data Communications	5
IS 620	Software Design Management.....	5
Total Information Systems Core		20

Program Requirements

	Hours
Basic Program	30
M.B.A. Core Program	35
Information Systems Core Program.....	20
Total	85

¹ With the approval of an IS advisor, an undergraduate IS course may be substituted for one IS core course.

M.B.A. NURSING ADMINISTRATION OPTION

This option to the general M.B.A. program offers an opportunity for concentration in the area of Nursing Administration. The requirements for the option are:

Basic Program

Course		Hours
AC 600	Essentials of Accounting and Finance	5
EC 600	Economic Analysis	5
IS 607	Management Information Systems.....	5
MN 600	Essentials of Management and Marketing	5
QM 600	Production Management	5
QM 610	Business and Economic Statistics I	5
Total Basic Program		30

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.

Business Core Program

Course	Hours	
AC 610	Managerial Accounting 5	
FI 663	Advanced Corporate Finance 5	
MN 640	Legal and Social Environment of Business..... 5	
MN 680	Strategic Management and Business Policy 5	
QM 674	Business and Economic Statistics II 5	
EC 617	Managerial Economics 5	
MT 615	Marketing Management 5	
MN 615	Human Relations..... 5	
Total Core Program		40

Nursing Administration Core¹

Course		Hours
NUR 601	Nursing Administration I.....	5
NUR 602	Nursing Administration II	5
NUR 603	Administrative Practicum.....	5
Total Nursing Administration Core		15

Program Requirements

	Hours
Basic Program	30
M.B.A. Core Program	40
Nursing Administration Core Program	15
Total	85

¹ To register for these courses, the student must be licensed as a Registered Nurse and receive permission from the Dean of Nursing.

ACCOUNTING AND FINANCE

Professors M. Golden, Kamnikar, Lake, and Rogow (Head)
Associate Professors Johnson and Lett
Assistant Professors Guttikonda, Heier,
Lange, Sayers, and Wilbourn

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 201 or AC 600, Graduate standing.**
(For non-accounting majors.) Survey of structure of accounting; use of accounting data in making decisions.
- 611. Current Issues in Accounting (5). Pr., 15 hours in accounting, Graduate standing.**
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. Advanced Auditing (5). Pr., AC 406, Graduate standing.**
Advanced application of auditing procedures to practical problems with an emphasis on audit sampling. Includes research and presentation of cases. Duplicate credit will not be allowed for AC 416.
- 617. Financial Accounting Theory (5). Pr., 45 hours in accounting, Graduate standing.**
Concentrated study of theories of asset valuation and income determination and the structure of financial accounting.
- 619. Accounting Systems and Internal Control (5). Pr., IS 207 or IS 607, AC 301, Graduate standing.**
Construction and use of accounting systems in collection and summarization of data for internal management and external reporting purposes. Internal control techniques and considerations. Subject matter will address manual and EDP systems. Duplicate credit will not be allowed for AC 419.
- 620. Federal Taxes and Management Decisions (5). Pr., AC 201 or AC 600, Graduate standing.**
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.
- 640. Fund Accounting (5). Pr., AC 201, AC 202, Graduate standing.**
Principles of accounting practices for nonprofit entities and governmental units; financial reporting.
- 641. Financial Management of Nonprofit Organizations (5). Pr., AC 600, Graduate standing.**
Principles of accounting and finance applied to nonprofit organizations. Fund accounting, budget systems, working capital management, financing alternatives, forecasting, and financial analysis.

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). Pr., Graduate standing.

Variable content in the accounting and finance areas.

Finance (FI)

621. Risk Management (5). Pr., Graduate standing.

A study of risk and risk bearing industry, including insurance and non-insurance methods of handling risks; coverage of the fields of property, liability, disability, and life insurance. Duplicate credit will not be allowed for FI 421.

626. Real Estate Law (5). Pr., FI 323, Graduate standing or permission of instructor.

Legal principles relating to the ownership and transfer of real estate, with particular emphasis on sales contracts, deeds, mortgages, liens, recording laws, title insurance, and Alabama law. Duplicate credit will not be allowed for FI 426.

629. Real Estate Development (5). Pr., FI 663 and FI 427, Graduate standing or permission of instructor.

A comprehensive examination of the real estate development process from the initial marketing decisions through the negotiation and closing of purchase contracts, governmental approvals, financing, and construction, with special attention given to the interests and behavior of the developers, planners, government agencies, and citizens groups, as well as economic, social, political, and environmental factors.

637. Personal Financial Planning (5). Pr., AC 600, Graduate standing.

Integration of the concepts of financial planning, income taxation, investments, estate planning, and planning for business owners and professionals. Duplicate credit will not be allowed for FI 437.

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

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, Graduate standing.

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.

675. International Finance (5). Pr., EC 600, Graduate standing.

Analysis of theories and practices of international finance from both an internal and external perspective. Emphasis is placed on the international monetary system, foreign exchange markets, foreign risk exposure, international banking, foreign trade financing, and the management of multinationals. Duplicate credit will not be allowed for FI 475.

ECONOMICS (EC)

Professors Lacy (Head) and Moberly
Associate Professors Deravi, Gregorowicz, and Hegji
Assistant Professors Chiles, Clark, and Sollars

- 600. Economic Analysis (5). Pr., Graduate standing.**
An overview of macro and micro economics and the relationship of economic concepts of 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 marketplace. 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). Pr., Graduate standing.**
Variable content in the economics area.

INFORMATION SYSTEMS (IS)

Professor C. Golden
Associate Professors Ho (Head) and McDevitt
Assistant Professors Honan, Lucy-Bouler,
McGaughey, and Weible

- 607. Introduction to Management Information Systems (5). Pr., Graduate standing.**
Introduction to the basic concepts and components of business computer systems. Includes consideration of hardware, software, data, information procedures, and personnel.

- 620. Software Design Management (5). Pr., IS 675, Graduate standing.**
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.
- 656. Database Management (5). Pr., Graduate standing.**
Database concepts beyond the technical or implementation level. Designed to consider the managerial aspects of a data base environment.
- 670. Data Communications and Distributed Systems (5). Pr., Graduate standing.**
The study of communication systems concepts such as distributed systems, networking, interfacing mainframes and microcomputers, and managerial control of data communication systems.
- 675. Structured Design (5). Pr., Graduate standing.**
The study of the elements of a specific description of program and system design. A specific, detailed approach with respect to the architecture of programs and systems.
- 690. Special Problems (1-5). Pr., Graduate standing.**
Variable content in the information systems area.

MANAGEMENT (MN)

Professors Calvasina (Head) and Houser
Associate Professors Culverhouse, Goodson, and White
Assistant Professors Duarte, Hall,
Hollis, and Lewis

- 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.
- 612. Advanced Human Resource Management (5). Pr., MN 600, Graduate standing.**
A seminar course covering the areas of human resource management, including manpower planning and policy, staffing, career planning and management compensation, labor relations and union management problems, EEO and affirmative action, and quality of work life.
- 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 Organizations (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. **Legal and Social Environment of Business (5). Pr., MN 600, Graduate standing.**
Analysis of the role of business in contemporary society with emphasis on the economic, social, political, and technical factors affecting business.
660. **Staffing Organizations (5).**
An in-depth study of the HRM staffing function. Course work includes job analysis, performance evaluation, recruitment, statistical bases of selection, selection techniques, costing selection effectiveness, and legal issues in staffing.
680. **Strategic Management and Business Policy (5). Pr., 30 graduate hours or permission of instructor, Graduate standing.**
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 affecting the private sector.
690. **Special Problems (1-5). Pr., Graduate standing.**
Variable content in the management area.

MARKETING (MT)

Professors Budden (Dean), W. Clark (Head),
Ingram, and Self
Assistant Professor Jones

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, QM 674, Graduate standing.**
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)

Professor C. Golden

Associate Professor Ho (Head) and McDevitt

Assistant Professors Clark, Honan, and Lucy-Bouler

- 600. Production Management (5). Pr., QM 610, AC 600, Graduate standing.**
The course is designed to provide insight into how the production of goods and services is brought about. Course content includes facilities planning and layout, materials handling, capital expenditure analysis, inventory control, production control, quality control, work methods, and measurement. May not be used as an elective.
- 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, Graduate standing.**
Time series forecasting and dynamic modeling using the Box-Jenkins approach to include univariate models and transfer functions.
- 690. Special Problems (1-5). Pr., Graduate standing.**
Variable content in the quantitative methods area.



School of Education

Dr. Norbert Maertens, Dean

Master of Education
Education Specialist

GRADUATE WORK IN THE SCHOOL OF EDUCATION

Consistent with the Mission of Auburn University at Montgomery, the School of Education strives to fulfill the following goals:

1. Provide individuals seeking careers in education with the knowledge, competencies, ethical attitudes, skills, and credentials necessary for successful performance in the teaching profession.
2. Provide graduate level programs leading to the master's and education specialist degrees that will enable graduates to improve and extend their professional competencies and leadership abilities.
 - a. Utilize recruitment, admission, retention, and advising activities that facilitate student progress and guarantee highly qualified graduates.
 - b. Provide advanced study in learning theory, research, and behavioral sciences.
 - c. Offer graduate course work in areas of specialization to meet the need for advanced professional study in the field of education.
 - d. Extend opportunities for graduate students to engage in research, utilize research findings, and implement research principles in professional settings.
 - e. Provide educators with an extended understanding of cultural diversity.
 - f. Provide educators with expanded knowledge and skills necessary to teach exceptional children.
 - g. Develop student skills and attitudes necessary for decision making, investigation, research, lifelong learning, and continued professional development.
 - h. Develop additional programs leading to the master's and education specialist degrees as areas of need are identified and justified.
 - i. Study the feasibility of a thesis option for the education specialist degree.
3. Based on a coordinated plan for external and internal program evaluation, continually study and modify undergraduate and graduate programs to ensure quality learning experiences that reflect sound educational thinking.
4. Provide leadership in educational innovation and emphasize learning experiences that will encourage graduates to evaluate trends and become change agents for educational improvement.
5. Improve and extend resources necessary for implementing quality educational programs.
6. Engage in research that contributes to instructional programs and the advancement of knowledge.
7. Continue to serve the community, state, and region by educating qualified professional personnel, providing on-campus educational services, and extending faculty expertise and university resources to schools and agencies within the region.

ACCREDITATION

All programs in the School of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE) through the Alabama State Department of Education and the National Association of State Directors of Teacher Education Certification (NASDTEC).

MASTER OF EDUCATION (M.Ed.)

Every student who is pursuing the Master of Education degree and/or Class A certification must complete a planned program of graduate work within an approved area. Specific courses are determined by the School of Education advisor based upon department requirements and the student's needs and goals.

All M.Ed. 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. Students are allowed one retesting; and if not successful on the retesting, they will automatically be dropped from graduate programs in the School of Education. Students should consult their advisors for specific information prior to registration.

Students desiring Class A certification in a teaching area (e.g., elementary or secondary math) must meet Class B requirements in the same area and must submit an Alabama State Department of Education Form III or other official verification of satisfactory teaching experience.

Teaching and counseling are specialized professions that require the ability to relate effectively to others as well as to demonstrate academic competence. Because of the special nature of this program, the faculty reserves the right to recommend to the Department Head and Dean regarding the exclusion of students from enrolling in the practica based on criteria other than scholarship.

ALTERNATIVE MASTER OF EDUCATION (A.M.Ed.)

This program is designed for individuals who desire a master's degree and a State of Alabama Class A teaching certificate and who have a bachelor's degree in a non-education area. In addition to regular admission requirements, the student must have an overall grade point average of 2.5 on all work prior to graduate admission and must pass the Alabama English Language Proficiency Test. The individual must complete a minimum of 75 quarter hours of graduate work in a planned program with at least 10 quarter hours of the program being a full-time internship. Extensive daytime laboratory experiences in the public schools are required in this program.

This program requires acceptable performance on a comprehensive examination prepared by a committee in the appropriate department. Each student must take the Master's Comprehensive Examination during or preceding the quarter in which graduation is anticipated. Students are allowed one retesting; and if not successful on the retesting, they will automatically be dropped from graduate programs in the School of Education.

Teaching is a specialized profession that requires the ability to relate effectively to others as well as to demonstrate academic competence. Because of the special nature of this program, the faculty reserves the right to recommend to the Department Head and Dean regarding the exclusion of students from enrolling in the internships based on criteria other than scholarship.

EDUCATION SPECIALIST (Ed.S.)

The student who is pursuing the Ed.S. program must complete a planned program of graduate work beyond the master's degree. Specific courses are determined by the School of Education advisor upon departmental requirements and the student's needs and goals. **Students must meet Class A certification requirements prior to admission in the area in which they are pursuing the Ed.S. program and must submit an Alabama State Department of Education Form III or other official verification of satisfactory teaching experience.** To be eligible for an Alabama AA teaching certificate, the student must maintain a 3.25 grade point average on all of the Ed.S. course work.

All Ed.S. programs require acceptable performance on a comprehensive examination prepared by a committee in the appropriate department. Each student must write the Ed.S. Comprehensive Examination during or preceding the quarter in which completion is anticipated. Students are allowed one retesting; and if not successful on the retesting, they will automatically be dropped from graduate programs in the School of Education. Students should consult with their advisor for specific information prior to registration.

Teaching and counseling are specialized professions that require the ability to relate effectively to others as well as to demonstrate academic competence. Because of the special nature of this program, the faculty reserves the right to recommend to the Department Head and Dean regarding the exclusion of students from enrolling in the practica based on criteria other than scholarship.

EXCEPTIONAL CHILDREN STUDY

Students in Class A 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 610 Mainstreaming Exceptional Children meets this requirement at AUM.

APPLICATION FOR ALABAMA CERTIFICATION

In order to receive the Alabama Class A or Class AA certificate, the student must make application in the School of Education Certification Office.

FOUNDATIONS OF EDUCATION (FED)

Educational Foundations support the general objectives of the School of Education by providing studies in the historical, philosophical, social, and psychological forces that 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.

GRADUATE PROGRAMS

Counselor Education (CED)

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 counseling and development in agency, higher education, or nontraditional settings.

Those individuals intending to function in a school situation must have or qualify for certification as a teacher and present evidence of at least two years of successful teaching experience. Since AUM recommends to the state the student's qualification for certification, AUM has a policy that students must earn a letter grade of "B" or higher in all the practica before a recommendation for certification will be made.

Those individuals intending to function outside the K-12 settings must have some prior experience in dealing with people on an interpersonal level. Indication that interpersonal relations are an area of interest and expertise for the prospective student is required.

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

The Ed.S. program in Counselor Education is designed exclusively for those students who pursue a counseling career in educational settings. Entrance into the Ed.S. program in Counselor Education requires that the student meet certification requirements at the A level in Counselor Education. As with the M.Ed. 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 course work 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 programs at the A and AA certification levels are 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 prepares students for Alabama Class A certification. Satisfactory completion of the education specialist program prepares students for Alabama Class AA certification.

Students should apply to the Graduate Coordinator, and an individual program will be planned for each student in cooperation with an advisor.

Educational Administration and Supervision (AED)

The M.Ed. and Ed.S. degree 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 an 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 in 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.

The Superintendent-Principal Ed.S. 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 professional knowledge and skills which are unique to the position.

The objectives of the Ed.S. program are to provide the individual student the opportunity to:

1. Further refine the basic competencies required for the successful completion of the M.Ed. program.
2. Develop those specialized competencies which are required to accomplish his or her 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 M.Ed. and Ed.S. levels.

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, Instruction, and Administration for further assistance in the appropriate area.

Physical Education (PE)

The master's degree certification program in Physical Education is a natural outgrowth of the policy of the School of Education to provide exemplary programs. The skills offered in the program can be of tangible benefit in a variety of professional, school, and non-school settings. Four concentrations will be offered. They are Adult Fitness (FPE), Adapted Physical Education (APE), Athletic Coaching (CPE), and General Physical Education (GPE). Flexibility in course work is permissible with consultation with the Head of the Department of Physical Education and Intramurals. Students should consult with the Department Head each quarter to plan specific academic schedules. Attempts will be made to accommodate the interests, needs, and background of each individual. Satisfactory completion of the requirements of the PE master's degree program qualifies students for Alabama Class A certification.

The master's degree non-certification program in Physical Education is a natural outgrowth of the need to provide instructors and administrators in non-school settings, such as fitness centers, YMCA's, YWCA's, professional arenas, corporate fitness centers, and physical rehabilitation facilities. The program is uniquely designed to accommodate the interests, needs, and background of each individual. This program is for students who are not interested in teaching certification.

Reading (RED)

The Reading Program is designed to prepare teachers of reading and supervisors of reading at the M.Ed. and Ed.S. levels. Reading courses are also offered for students who pursue study in reading as electives for their program and also for students to meet individual program requirements.

Students should contact the Coordinator of the Reading Program to plan an individual program.

Secondary Education (SED)

A specific program of courses leading toward the M.Ed. or Ed.S. degree is planned in conjunction with the student's major advisor. The student should consult an advisor in the area of Secondary Education for further and continuous assistance in this area.

Applicants for the Alternative Secondary Education Program who do not hold a baccalaureate degree in the area to which they are applying will be required to meet the teaching major requirements for the Class B Secondary Education Program.

Graduate Programs in Secondary Education

Master's Degree Majors	Ed.S. Degree Majors
Art	Biology
Biology	English
English	Language Arts
Language Arts	History
History	Political Science
Political Science	Mathematics
Mathematics	Sociology
Sociology	Social Studies
Social Studies	

Special Education (SPE)

M.Ed. programs in Special Education may be pursued in the areas of Mental Retardation, Learning Disabilities, Early Childhood for the Handicapped, and Mild Learning Handicapped. 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, Instruction, and Administration for further assistance in the appropriate area. The education specialist degree is offered in the area of Mild Learning Handicapped only.

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.

EDUCATIONAL FOUNDATIONS AND SECONDARY EDUCATION

Professors Nivens (Head) and Wieseman
Associate Professors McElroy, Simpson, and Thomas
Assistant Professors Afolayan, Alexander,
Braswell, Crippen, and Portis

Foundations of Education (FED)

- 600. Historical and Philosophical Foundations of Education (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.**
(FED 661 prerequisite for SED and CED students: departmental policy). 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 Environments (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.
- 631. Curriculum in Multicultural Environments (5). Pr., Graduate standing.**
The development of curriculum patterns and teaching materials is reviewed in terms of recent investigation and experimentation in the area of multicultural education. These studies will be related to sound principles of curriculum development in elementary and secondary schools.
- 659. Practicum in Teaching in Multicultural Environments (3-10 hours). Pr., FED 631 or departmental approval.**
An advanced study of methods and materials related to teaching in multicultural environments at both the elementary and secondary levels. Students will study ethnic diversity and methods of teaching that are most appropriate in dealing with this diversity and will have the opportunity to practice the methods in a classroom setting.
- 646. Studies in Educational Foundations (1-5). Pr., Graduate standing.**
Supervised Independent Study of issues, problems, and trends that affect educational theorizing and practice. Emphasis upon the application of knowledge from the social sciences to predict and resolve educational problems. Maximum credit, 5 hours.
- 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.
650. **Seminar in Humanistic and Behavioral Studies (1-10). Pr., Graduate standing.**
An analysis of selected topics in the humanistic and behavioral studies component of teacher education. May be repeated for credit not to exceed 10 hours.
654. **Drug Education (5). Pr., Graduate standing.**
An interdisciplinary course designed to initiate primary prevention and early intervention methods, through education, both affectively and cognitively in substance use/misuse and abuse. The pharmacology, legality, rehabilitation, counseling aspects, physical and mental fitness, and alternatives to substance use/misuse and abuse are addressed. Extensive research in a specific area of drugs is required. This course may be taught concurrently with FED 454.
661. **Research and Experimentation in Education (5). Pr., Graduate standing.**
Emphasis given to research methods, design of experiments, and evaluation; electronically based data sources, research planning, elements of scientific method, and proposal writing. Current trends in educational research.
670. **Computer Literacy (5). Pr., None.**
This course is designed to provide an overview of the materials and skills needed to effectively use microcomputers in an educational setting. Students will become familiar with equipment, existing software, guidelines for evaluating software, the use of new technologies, and the programming languages most often used in educational settings.
683. **Relationship Skills in the Classroom (5). Pr., Graduate standing.**
Course work 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.
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 one year of 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, SED 652, and SED 654: (L) language arts, (M) mathematics, (S) science, (O) social science.

- 605. Teaching in Secondary Schools (5). Pr., Departmental approval.**
Required of all students in secondary education 5th year programs. Attention is given to instructional methods, the learning process, and evaluation of learning. Laboratory experiences are provided. This course may be taught concurrently with SED 405 and blocked with SED 410/610.
- 609. First Year Teacher Project (5). Pr., Departmental approval.**
This practicum is designed for the first year teacher only. It provides the beginning professional with supervised experiences in his/her classroom which are necessary at the entry level into the profession. Content relates to instructional management systems implementation and other identified needs of the first year teacher as assessed by the University Supervisor and the first year teacher.
- 610. Program in Secondary School (5). Pr., Departmental approval.**
Required of all students in secondary education 5th year programs. Attention is given to the high school curriculum in the various academic fields. Laboratory experiences are provided. This course may be taught concurrently with SED 410 and blocked with SED 405/605.
- 625. Professional Internship in the Secondary School (10). Pr., Departmental approval.**
Students are placed in accredited public schools in the area for supervised teaching experiences. Students must submit an application for internship to the Director of Laboratory Experiences prior to placement. Deadlines for applications are the following: Fall Quarter—May 30; Winter Quarter—September 30; Spring Quarter—January 30. There is no Summer Quarter internship.
- 646. Studies in Education (1-5). Pr., Graduate standing.**
Independent study in major area to be selected in consultation with the professor who will supervise the study.
- 650. Seminar (3-10). Pr., Graduate standing.**
May be repeated for credit not to exceed 10 hours.
- 651. 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.

656. **Research Project in Areas of Specialization (5). Pr., Graduate standing.**
Designed to assist students in developing skills and techniques necessary for the initiation, development, and completion of a research oriented field project. Students should enroll in this course during the quarter preceding the quarter in which completion of the AA program is anticipated. The selection of the project should be made in consultation with the professor who will supervise the study.
657. **Advanced Instructional Strategies (5). Pr., Graduate standing.**
This is a theory-practice course designed for in-service teachers who are committed to a serious examination of their teaching practices. Co-equal emphasis will be placed on theory and practice.
659. **Problems in Teaching (5). Pr., Graduate standing.**
The major purpose of this advanced study is to provide a directed, supervised study of special instructional concerns of classroom teachers. Students will identify and explore various problems associated with classroom teaching. The student will implement an instructional plan where the teacher designs, teaches, evaluates, and reports the results. The teacher will be observed implementing that instructional plan.
780. **Master's Thesis in Area of Specialization (6). Pr., FED 661, completion of core courses in area of specialization, and approval of the department head.**
The thesis in the area of specialization provides the opportunity for a formal and systematic directed inquiry into topics, issues, and/or problems of concern to classroom teachers, school counselors or administrators, or counselors in nonschool settings.
799. **Master's Comprehensive Examination (0).**
899. **EDS Comprehensive Examination (0).**

Education-General (EDN)

649. **Individualized Instruction (1-10).**
Experiences designed to give 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.
655. **Introduction to LOGO and BASIC for Educators (5). Pr., Departmental approval.**
A course designed to introduce the fundamentals of programming in both LOGO and BASIC. Emphasis is placed on developing the programming skills necessary to utilize both LOGO and BASIC in an educational setting. May be taught concurrently with EDN 455.
659. **Practicum in Education (1-5). Independent directed study or field experience to be determined.**
This course may be taught concurrently with EDN 459.

Counselor Education
School Counseling (CED)
Counseling and Development (CDV)

CDV 618. Introduction to Rehabilitation Counseling (5). Pr., Departmental approval.

Introductory course in effectively meeting the personal and emotional needs of clients in a rehabilitation setting. Emphasis will be placed on the professional role, ethics, and responsibilities as well as on understanding the special needs and characteristics of rehabilitation clients. This course is offered exclusively for CDV majors.

CED 633. Analysis of the Individual (5). Pr., Departmental 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. This course is offered exclusively for CED majors.

The following courses may be taken for either major:

622. Introduction to the Helping Services (5). Pr., Departmental approval.

Basic course enabling students to develop a conceptual framework 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). Pr., 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 or departmental 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 personal 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., Ed.S. standing.**
For the advanced student in an Ed.S. program, this course covers the administrative practice, role of staff in regard to the counseling and guidance program, organizational patterns for programs, possible ways of initiating programs, and means of evaluating programs.
- 638. Information Services in Guidance and Counseling (3). Pr., Departmental approval.**
Designed to help school counselors develop an understanding of curriculum development 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. Ordinarily offered as a block with CED 626.
- 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.
- 641. Practicum in Group Leadership (8). Pr., CED 630/631 and Ed.S. standing or departmental approval.**
This course will provide students with opportunities to develop group leadership skills, including interaction analysis, group design, and outcome research.
- 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., Ed.S. standing.**
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.
- *657. Practicum in Area of Specialization (5). Pr., CED 631 or departmental approval.**
This is the first of two practicum courses that must be taken in consecutive quarters. The practicum experience provides graduate students with supervised experiences which emphasize the application of concepts, principles, and competencies related to individual and group counseling.

***658. Practicum in Area of Specialization (5). Pr., CED 631 and CED 657.**

This is the second of two practicum courses that are taken consecutively. The practicum experience provides graduate students of counseling with supervised experiences which emphasize the application of concepts, principles, theories, and competencies related to individual and group counseling.

***659. Practicum in Area Specialization (10). Pr., CED 631 or departmental 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.

666. Supervision of Counselors and the Guidance Program (5). Pr., Ed.S. standing.

Students will examine several models of personnel supervision as it applies to a school setting. Additional practice in supervision of master's level counselors will be provided. Course work will develop skills to demonstrate accountability within a guidance program.

***669. Advanced Practicum in Area of Specialization (10). Pr., CED 657 and CED 658 or CED 659 or Ed.S. standing.**

Provides advanced students with supervised experiences in personal and group counseling; opportunities for program implementation; further refinement of consultation skills, including supervision.

780. Master's Thesis in Area of Specialization (6). Pr., FED 661, completion of core courses in area of specialization, and approval of the department head.

The thesis in the area of specialization provides the opportunity for a formal and systematic directed inquiry into topics, issues, and/or problems of concern to classroom teachers, school counselors or administrators, or counselors in nonschool settings.

799. Master's Comprehensive Examination (0). Pr., Departmental 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 course work experiences. Must be taken during the final two quarters of enrollment in the M.Ed. program.

899. EDS Comprehensive Examination (0).

*Counseling is a specialized profession that requires the ability to relate effectively to others as well as the demonstration of academic competence. Because of the special nature of this program, the Counselor Education faculty reserves the right to make binding decisions regarding the suitability of students enrolling in practicum.

Elementary School Counseling (ESC)

Courses listed under the ESC prefix constitute a concentration in Elementary School Counseling (ESC) and are **an addition to Class A certification**. Graduate students may enroll in these courses if they hold the baccalaureate degree and Class B certification in elementary education, early childhood education, or special education and the master's degree and Class A certification in elementary education, early childhood education, reading education, special

education, or school counseling. The concentration is a cluster of a minimum seven of the eleven ESC courses. ESC 600, Philosophy of Elementary School Counseling, and ESC 610, Practicum in the Elementary School Setting, are required. A faculty advisor will help students select from among the other courses those that enhance the students' existing body of knowledge and skills.

Students who complete these courses may submit their transcripts to the Alabama State Department of Education as evidence that they have met the state's **minimum requirements** for certification. At this time, school counselors are certified N-12.

- 600. Philosophy of Elementary School Counseling (2). Pr., Master's in CED, ECE, or EED and a valid A certificate. Required.**
This course will review the writings of prominent counseling theorists. It is designed to enable students to understand and value problem solving approaches that are based on human development and can then be used to reduce the number and intensity of crises for children N-6.
- 601. Ethics for the Elementary School Counselor (2). Pr., ESC 600.**
This course will explore the ethical base for practices and procedures within an elementary school setting with an emphasis on the role of the school counselor.
- 602. School Law and the Elementary School Counselor (2). Pr., ESC 600.**
This course will explore school law, particularly as it impacts on the role and function of the elementary school counselor.
- 603. Individual Counseling Theory and Practice for Elementary School Children (2). Pr., ESC 600.**
Students will build on their theories training at the master's level to determine the best combination of theories for their individual settings. The course will include videotaping with supervision by faculty.
- 604. Consultation Practices in Elementary School Counseling (2). Pr., ESC 600.**
Students will practice effective communication with parents, teachers, agency personnel, and the community in general. The course will center on the decision to consult, the choice of the best consultation options for particular situations, and the assessment of agencies and helping services as a means of meeting client needs.
- 605. Elementary School Counseling and Educational Measurement (2). Pr., ESC 600.**
The student will draw from previous work in the area of educational measurement and begin to apply measurement principles to test selection, test interpretation, and test limitations in the elementary school setting.
- 606. Program Development for Elementary School Counselors (3). Pr., ESC 600, ESC 602.**
Students will establish N-12 programs from states with well-researched and established programs to determine which factors of those programs would be applicable to their school districts. They will also explore ways to publicize and gain public support for those programs.

607. Group Dynamics for Elementary School Counselors (2). Pr., ESC 600, ESC 603.

This course will enable students to design and put into place several models of group interaction appropriate for the elementary school setting.

608. Elementary School Curriculum: The Participating Elementary School Counselor (2). Pr., ESC 600, ESC 604.

Students will combine their previous training in curriculum development with the philosophy of elementary school counseling and appropriate consultation skills in order to enhance the learning experiences of individual children.

609. Career Education: A Necessary Component of Elementary School Counseling (2). Pr., ESC 600, ESC 603.

Career education will be explored from the developmental aspect and the course will include information-gathering skills for the young child.

610. Practicum in Elementary School Counseling (10). Pr., ESC 600, ESC 601, ESC 604, ESC 605, ESC 607, ESC 609, and departmental approval.

This 10-hour practicum will include supervised experiences in individual counseling, group counseling, consultation, parent conferences, and large group guidance activities that may include, but are not limited to, career education. Practicum students will develop and defend their rationale for choosing a particular course of action with a given client/ teacher/parent/professional referral source. Practicum will take place in an elementary school during the academic year.

CURRICULUM, INSTRUCTION, AND ADMINISTRATION

Professors K. Campbell (Head), Maertens, Martin, Walden, and Willard
Associate Professors Gordon, Griswold, Stockard, Warren,
and Wolfinger

Assistant Professors Flynt, Gwinn, and Prater
Instructors Arnold, Baggett, and Mills

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

Early Childhood Education (ECE)

601. Principles of Teaching and Curriculum in Early Childhood Education (5). Pr., Departmental approval.

The purpose of this course is to provide an introduction to basic principles of teaching and curriculum organization. The major focus of the course will be on curricular patterns and teaching methods which have been demonstrated through research to be effective with a wide variety of children in a wide variety of settings.

Attention will be given to appropriateness of subject matter for various grade levels and abilities of children as well as to scope and sequence within the curriculum.

Teaching methods will be analyzed and studied through extensive observation in the public school classroom with a view toward planning for teaching and selecting appropriate strategies within the classroom setting.

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, which enhance the normal or exceptional child's development of a positive self-image, and methods of promoting affective development during the early years. 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 individually and in groups. Emphasis is given to appropriate techniques for exceptional children and children from economically and culturally diverse backgrounds. Advanced research is required. This course may be taught concurrently with ECE 408.
609. **First Year Teacher Project (5). Pr., Departmental approval.**
This practicum is designed for the first year teacher only. It provides the beginning professional with supervised experiences in his/her classroom which are necessary at the entry level into the profession. Content relates to instructional management systems implementation and other identified needs of the first year teacher as assessed by the University Supervisor and the first year teacher.
611. **Current Program Trends in Early Childhood Education (5). Pr., Departmental 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., Departmental 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., Departmental 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.
621. **Advanced Survey of Early Childhood Education and Logical Activities (5). Pr., Departmental approval.**
Advanced study of the field of early childhood education with an emphasis on the role of the teacher and the pre-primary curriculum found in various types of programs, as well as logical learning activities in the areas of mathematics and science appropriate for the educational development of the normal or exceptional young child. Observation, simulated teaching exercises, and other selected

learning experiences are included. Advanced research by individuals is required. May be taught concurrently with ECE 421.

622. Advanced Creative Activities in Early Childhood Education (5). Pr., Departmental approval.

Advanced study of creative learning activities in the areas of language arts, social studies, movement, music, and visual arts for the pre-primary curriculum appropriate for the educational development of the normal or exceptional young child. Observations, simulated teaching exercises, and other selected learning experiences are included. Advanced research by individuals is required. This course may be taught concurrently with ECE 422.

623. Developmental Processes of Children (5).

Review and interpretation of substantive areas of child development in light of traditional theories and 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.

646. Studies in Education (1-10). Pr., Departmental 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 M.Ed.

649. Professional Internship in Early Childhood Education (10). Pr., Departmental approval.

Students are placed in accredited public schools in the area for supervised teaching experiences. Students must submit an application for internship to the Director of Laboratory Experiences prior to placement. Deadlines for application are as follows: Fall Quarter—May 30; Winter Quarter—September 30; Spring Quarter—January 30. There is no Summer Quarter internship.

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 10 hours.

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

659. Practicum in Early Childhood Education (3-10). Pr., Departmental 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.

669. Supervision Practicum in Early Childhood Education (5). Pr., Advanced graduate status and departmental 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. Enrollment limited to Ed.S. students.

799. Master's Comprehensive Examination (0).

899. EDS Comprehensive Examination (0).

Educational Administration and Supervision (AED)

646. Studies in Education (1-10). Pr., Departmental 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 M.Ed.

650. Seminar in Area of Specialization (1-10). Pr., Departmental approval.

Advanced graduate students and professors pursue cooperatively selected concepts and theoretical formulations.

670. Fundamentals of Supervision (5). Pr., Departmental 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. The Supervision Internship (1-10). Pr., Departmental 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 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., Departmental approval.

An introductory course designed for superintendents, principals, teachers, and other educational leaders. Topics covered include purposes of organization and administration on federal, state, and local levels; financial support and accounting; operation of plant; school-community interaction; and personnel administration.

682. E, S, C. (E) Elementary level, (S) Secondary level, (C) Combined N-12 level. The Principal Internship (1-10). Pr., Departmental approval.

The purpose of this course is to assist the prospective principal in acquiring the technical, human, and conceptual skills necessary to function as a local school administrator. Emphasis is placed on the task areas of educational administration such as organization and structure, instructional program development, staff personnel, student personnel, community relations, physical facilities, and finance and business management. A practicum component provides students with supervised field experience in a school.

683. The Leadership Role in Educational Administration and Supervision (5). Pr., Departmental 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.

684. The Superintendent Internship (1-10). Pr., Departmental approval.

The internship provides those students who are pursuing a superintendent certificate an opportunity to gain firsthand experience in central office administration.

685. Organizational Behavior in Schools (5). Pr., Departmental approval.

A laboratory course in management and leadership skills relating to managing a complex organization, building motivation, establishing trust, and implementing change.

686. Policy Development (5). Pr., Departmental approval.

An analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local level. Development of school district policies, setting priorities, and assessing the consequences of policy enactment.

687. School Business Management (5). Pr., Departmental approval.

A course designed to assist school administrators in acquiring knowledge regarding procedures and practices in educational finance at the school level. Attention is given to the responsibilities of building administrators in budget-making, purchasing and managing instructional resources, accounting for income and expenditures, operation and maintenance of school plants and auxiliary services.

689. Educational Finance (5). Pr., Departmental approval.

A course designed to assist system level administrators with the planning and budgeting process. Attention is given to such topics as federal, state, and local financial policies, taxation, compensation programs, capital construction and debt management, and transportation systems.

691. Educational Plant Planning (5). Pr., Departmental 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. School Law (5). Pr., Departmental approval.

The constitutional and statutory provisions for education and an analysis of judicial decisions affecting education. Among topics are federal, state, and local authority, system and individual liability for constitutional violations and torts, federal constitutional and statutory rights and regulations relating to students and employees, and statutory rights of Alabama certified and noncertified personnel.

693. Personnel Administration and Staff Development (5). Pr., Departmental 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.

694. **Teacher and Student Rights (5). Pr., Departmental approval.**
The legal rights of elementary and secondary teachers and students under state and federal law, with a focus on issues related to the First, Fourth, and Fourteenth Amendments.
799. **Master's Comprehensive Examination (0).**
899. **EDS 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.

601. **Principles of Teaching and Curriculum in Elementary Education (5). Pr., Departmental approval.**
The course is designed to provide students an introduction to elementary education as a profession which deals with a wide variety of children in an assortment of learning environments. The major focus will be curricular patterns and teaching strategies which have been demonstrated through research to be effective with children. Attention will be given to the appropriateness of subject matter for the various grade levels as well as to scope and sequence with specific curriculum. Extensive observation and participation in a public school classroom is required.
609. **First Year Teacher Project (5). Pr., Departmental approval.**
This practicum is designed for the first year teacher only. It provides the beginning professional with supervised experiences in his/her classroom which are necessary at the entry level into the profession. Content relates to instructional management systems implementation and other identified needs of the first year teacher as assessed by the University Supervisor and the first year teacher.
646. **Studies in Education (1-10). Pr., Departmental approval.**
Study of a problem using research techniques. The problem will be selected in consultation with the professor who will supervise. A problem should be selected which will contribute to the program of the student. Enrollment limited to Ed.S. students.
649. **Professional Internship in Elementary Education (10). Pr., Departmental approval.**
Students are placed in accredited public schools in the area for supervised teaching experiences. Students must submit an application for internship to the Director of Laboratory Experiences prior to placement. Deadlines for applications are the following: Fall Quarter—May 30; Winter Quarter—September 30; Spring Quarter—January 30. There is no Summer Quarter internship.
650. **Seminar in Elementary Education (1-10). Pr., Departmental approval.**
Advanced graduate students and professors pursue cooperatively selected concepts and theoretical formulations.
651. **Research Studies in Education in Areas of Specialization (5). Pr., Departmental 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 of Specialization (5). Pr., Departmental approval.**
A critical study of teaching practices and reappraisal of selected experiences and content for curriculum improvement.
659. **Practicum in Elementary Education (5-10). Pr., Departmental approval.**
A course designed to provide supervised experiences in applying skills, concepts, values, and principles acquired in previous courses.
669. **Advanced Practicum in Elementary Education (5-10). Pr., Departmental approval.**
A course designed to provide supervised experiences for advanced elementary education students in applying knowledge acquired in previous courses. Enrollment limited to Ed.S. students.
799. **Master's Comprehensive Examination (0).**
899. **Ed.S. Comprehensive Examination (0).**

Reading Education (RED)

601. **Principles of Teaching Reading (5). Pr., Graduate standing.**
A survey course in teaching reading applicable to alternative students in early childhood, elementary, and special education. Emphasis is on the reading process and techniques, methods, and materials of reading instruction. Approaches to teaching reading are examined. Field experiences are provided.
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 the 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. **Current Theory and Practice in Reading (5). Pr., Graduate standing.**
Reading instruction, including the role of reading in total school and community. Provides for individual differences and examines current materials and instructional 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 of 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.
- 646. Studies in Reading (1-10). Pr., Departmental approval.**
Study of a special problem in area of reading. Enrollment limited to Ed.S. students.
- 650. Seminar in Reading (1-5). Pr., Graduate standing.**
Advanced graduate students pursue intensive study of contemporary problems and areas of interest in reading education.
- 651. Special Topics in Reading (1-10). Pr., Departmental approval.**
Study of instructional techniques and innovations in reading, including interaction with prominent authorities in the field, mini-workshops, special projects, and supervision in 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 acquired in previous courses. The experiences are within a school or community environment appropriate to teaching, learning, reading.
- 669. Advanced Practicum in Reading (5-10). Pr., Departmental approval.**
A course designed to provide supervised experiences for advanced reading students in applying knowledge acquired in previous courses. Enrollment limited to Ed.S. students.
- 799. Master's Comprehensive Examination (0).**
- 899. Ed.S. Comprehensive Examination (0).**

Special Education (SPE)

- 601. Principles of Teaching and Curriculum in Special Education (5). Pr., Departmental approval.**
The course is designed to provide students an introduction to special education as a profession which deals with a wide variety of children in an assortment of learning environments. The major focus will be curricular patterns and teaching strategies which have been demonstrated through research to be effective with exceptional children. Attention will be given to the appropriateness of subject matter for the varying grade levels as well as to scope and sequence with specific curriculum. Extensive observation and participation in a public school classroom is required.
- 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.
- 609. First Year Teacher Project (5). Pr., Departmental approval.**
This practicum is designed for the first year teacher only. It provides the beginning professional with supervised experiences in his/her classroom which are necessary at the entry level into the profession. Content relates to instructional management systems implementation and other identified needs of the first year teacher as assessed by the University Supervisor and the first year teacher.
- 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.**
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.
- 620. Education of Children with Emotional Conflict (5). Pr., Graduate standing.**
A study of existing theories and instructional programs for students with emotional conflicts. Service delivery systems, management techniques, and educational programming are emphasized.
- 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 psychoeducational 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 Trainable Mentally Retarded (5). Pr., Graduate standing.**
An in-depth study of severe mental retardation with special emphasis on implications for the education and training of the trainable retarded individual. Advanced research on the subject is required. This course may be taught concurrently with SPE 445.
646. **D, M, R. (D) Learning Disabilities, (M) Mild Learning Handicapped, (R) Mental Retardation. Studies in Special Education (1-5). Pr., Graduate standing.**
Study of a special problem in area of exceptionality.
649. **Professional Internship in Special Education Mental Retardation (10). Pr., Departmental approval.**
Students are placed in accredited public schools in the area for supervised teaching experiences. Students must submit an application for internship to the Director of Laboratory Experiences prior to placement. Deadlines for applications are as follows: Fall Quarter—May 30; Winter Quarter—September 30; Spring Quarter—January 30. There is no Summer Quarter internship.
650. **D, M, R. (D) Learning Disabilities, (M) Mild Learning Handicapped, (R) Mental Retardation. Seminar in Area of Specialization (1-10). Pr., Departmental 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, M, R. (D) Learning Disabilities, (M) Mild Learning Handicapped, (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, E, M, R. (D) Learning Disabilities, (E) Emotional Conflict, (M) Mild Learning Handicapped, (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, H, M. (D) Learning Disabilities, (R) Mental Retardation, (H) Early Childhood, Handicapped, (M) Mild Learning Handicapped. Advanced Practicum in Special Education (5-10). Pr., Graduate standing and departmental approval.**
Supervised field experiences in area of specialization.
669. **M. (M) Mild Learning Handicapped. Advanced Practicum in Special Education (5-10). Pr., Ed.S. standing and department approval.**
A course designed to provide supervised experiences for advanced special education students in applying knowledge acquired in previous courses.

799. **D, M, R. (D) Learning Disabilities, (M) Mild Learning Handicapped, (R) Mental Retardation. Master's Comprehensive Examination (0).**
899. **M. (M) Mild Learning Handicapped. Ed.S. Comprehensive Examination (0).**

PHYSICAL EDUCATION AND INTRAMURALS (PE)

Professor D. Campbell (Head)
Associate Professors Brown and Williford
Assistant Professor Kirkpatrick

600. **Physiology of Exercise (5).**
A study of human physiology as it relates to human movement. Emphasis areas include physiological changes as a result of muscular strength training program, evaluations of cardiovascular function, changes in body composition, anerobic power, and adult fitness and rehabilitation. The class will include a lecture lab format and will utilize the human performance laboratory. May be taught concurrently with PE 400.
603. **Methods of Teaching Physical Education (5).**
Attention is given to instructional methods, the learning process, and evaluation. Research is conducted in these areas to ascertain the best current practices available in teaching physical education. May be taught concurrently with PE 403.
605. **Perceptual Efficiency and Motor Development in Children (5).**
Measurement, evaluation, and neurological structure of the human organism as it relates to children. Researching the motor learning aspect of the development of motor skills is an integral component of the course. May be taught concurrently with PE 405.
610. **Professional Leadership in Physical Education (5).**
A course designed to provide the graduate student the opportunity to gain practical knowledge and experience in program development, supervision of physical education programs, and program leadership. Field experiences will be provided in the area of the student's specialty. Through cooperation with local and state agencies the student will be able to design and supervise exercise in one of the following areas: cardiopulmonary rehabilitation, adult fitness, athletic training, sports management, youth fitness, or adapted physical education. May be taught concurrently with PE 410.
615. **Kinesiology (5).**
An advanced course to evaluate the biomechanics of human motion related to sport and exercise. The course will include scientific evaluations of movement. May be taught concurrently with PE 404.
616. **Adapted Programs in Physical Education (5).**
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. Current theories and techniques of promoting motor skill development among handicapped children are explored. May be taught concurrently with PE 416.

- 618. Tests and Measurements in Physical Education (5).**
A course designed to investigate ways of measuring physical fitness, physical performance skills, and knowledge as it relates to physical education. Basic statistical procedures will be examined and applied to practical measurement situations. The use of the computer in physical education will be stressed. May be taught concurrently with PE 418.
- 620. Organization and Administration of Physical Education and Athletics (5).**
Designed to explore the theoretical and practical aspects of organizational structures and personnel management, and improving public relations as these relate to administering physical education and athletic units. Emphasis will be placed on the behavioristic theories relevant to recruitment and selection practices and on ways of enhancing school-community and school-media relationships. May be taught concurrently with PE 420.
- 622. Problems and Issues in Physical Education (5).**
An independent study course designed as a research oriented course to enable the student to conduct research related to current problems and issues in physical education. With faculty supervision the student will conduct a research project in his or her area of specialization. Emphasis will be placed on basic and applied research techniques as they apply to the student's problem area.
- 623. Scientific Basis of Coaching (5).**
Discussion of current research and literature related to selected coaching problems. Topics will be selected on the basis of current trends as well as students' interests and needs.
- 624. Adult Fitness (5).**
The purpose of this course is to continue general orientation to a cardiovascular health program; to review physical fitness knowledge, techniques, and interpretation; to increase understanding of graded exercise testing; and to provide skill training in the administration and interpretation of exercise testing protocol. May be taught concurrently with PE 415.
- 625. Nutritional Basis of Exercise (5).**
An overview of the relationships between nutrition and motor performance. Consideration of materials applicable to nutrition and survey of current literature in the field of nutrition education.
- 626. Consumer Health Education (5).**
Principles related to the selection and use of health products and services. Consideration of materials applicable to consumer health education, evaluation techniques, preparation of consumer health teaching units, and survey of current literature in the field of consumer health education.
- 659. Practicum in Teaching Physical Education (5-10). Pr., Departmental approval.**
A course designed to provide experiences in a classroom.
- 668. Diagnostic and Prescriptive Teaching in Adapted Physical Education (5).**
The course is designed to prepare students to recognize the physiological discrepancies that affect motor learning. The course will also train the student to prescribe individual education programs to

remediate such discrepancies. Students are required to analyze selected diagnostic instruments and determine the ones that are most appropriate for specific handicapped populations. May be taught concurrently with PE 468.

697. Fundamentals of Athletic Training (5).

This course is designed to expose students to current practices in sport medicine and rehabilitation involving special techniques of treatment, evaluations, and remedial follow-up under proper medical consultation. May be taught concurrently with PE 497.

699. Master's Comprehensive Examination (0).



School of Liberal Arts

Dr. Marion Michael, Dean

Master of Liberal Arts

GRADUATE WORK IN THE SCHOOL OF LIBERAL ARTS

THE M.L.A. DEGREE

The Master of Liberal Arts degree is designed for those students who are looking for an intellectual challenge and who wish to explore a variety of ideas, themes, and problems through the disciplines of the arts. Interdisciplinary in approach, the M.L.A. involves students in the areas of art, communication, English, history, music, philosophy, and sociology. Beginning with a broad background in the culture and society of the Western world, the M.L.A. student will narrow his or her focus to a specific project which will lead to a thesis. In all of the seminars of the M.L.A. program, students will be challenged to write on a variety of topics, thus sharpening the skills of critical thinking, effective analysis, and scholarly research.

The Master of Liberal Arts degree is not a professional degree, but should enhance any student's ability to do his or her job more effectively, regardless of the profession involved.

GRADUATE STUDY REQUIREMENTS

This program is open to graduates from any field who have demonstrated the capability to undertake graduate study. Evidence considered includes undergraduate degree transcripts and scores on the Graduate Record Examination or the Miller Analogies Test.

Graduate students must meet all general requirements of the AUM Graduate School pertaining to the master's degree. Additional requirements of the School of Liberal Arts are three letters of recommendation.

The normal load will be 10 hours per quarter. Course loads in excess of 15 hours must be approved by the Dean of the School of Liberal Arts.

THE MASTER OF LIBERAL ARTS PROGRAM (M.L.A.)

Open to all AUM students with graduate standing.

- 600. Research and Writing (2).**
Required of all students in the Master of Liberal Arts program. Must be taken in conjunction with MLA 601 or MLA 602 when offered. This course introduces the student to library research at the graduate level, and provides tools for interdisciplinary writing.
- 601. Themes in Culture and Society I (5). Must be taken by M.L.A. students in the first two quarters when offered. Credit for or concurrent registration in MLA 601 or MLA 602 when offered is prerequisite for all other M.L.A. courses.**
Required of all students in the Master of Liberal Arts program. It provides the students with an interdisciplinary exploration of culture and society through aesthetics, art, communication, drama, history, literature, music, politics, philosophy, and social movements from ancient times through the seventeenth century.

- 602. Themes in Culture and Society II (5). Must be taken by M.L.A. students in the first two quarters when offered. Credit for or concurrent registration in MLA 601 or MLA 602 when offered is prerequisite for all other M.L.A. courses.**
Required of all students in the Master of Liberal Arts program. It provides the student with an interdisciplinary exploration of culture and society through aesthetics, art, communication, drama, history, literature, music, politics, philosophy, and social movements from the seventeenth century to the present.
- 610. Studies in Communication (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses in communication, the exact emphasis to be specified at each course offering.
- 615. Studies in Philosophy (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses in philosophy, the exact emphasis to be specified at each course offering.
- 620. Studies in English (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses in English, the exact emphasis to be specified at each course offering.
- 630. Studies in Fine Arts (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses in fine arts, the exact emphasis to be specified at each course offering.
- 634. Studies in Music (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses in music, the exact emphasis to be specified at each course offering.
- 637. Studies in Theatre (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses in theatre, the exact emphasis to be specified at each course offering.
- 640. Studies in History (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses in history, the exact emphasis to be specified at each course offering.
- 650. Studies in Sociology (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses in sociology, the exact emphasis to be specified at each course offering.
- 660. Studies in Related Disciplines (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**
Period and topic courses from departments and schools outside of the School of Liberal Arts, the exact emphasis to be specified in each course offering.
- 670. Directed Readings in Liberal Arts (5). Pr., Completion of or concurrent enrollment in MLA 601 or MLA 602. Permission of the Liberal Arts Graduate Council and the instructor.**

- 680. Seminar in Thesis (3). Pr., Completion of 30 hours in the M.L.A. program.**
A seminar to assist the student in developing a thesis topic, conducting preliminary research, and writing a thesis proposal.
- 690. Thesis (5). Pr., Completion of all course work in the M.L.A. program and a 3.0 graduate G.P.A. on a 4.0 scale.**
The student will submit to the Liberal Arts Graduate Council an approved thesis in partial fulfillment of the requirements for the Master of Liberal Arts degree.

In addition to the Master of Liberal Arts degree, the School of Liberal Arts offers graduate courses in anthropology, art, English, geography, history, sociology, and speech-language pathology and audiology which at present are designed primarily to support the master's degree program in Education. Such courses taught in the School of Liberal Arts which are approved for graduate credit are as follows:

ANTHROPOLOGY (ANT)

Professor Ryali
Associate Professor Sheldon

- 698. Independent Study (1-5). Pr., Permission of instructor.**
Advanced independent reading and/or research in selected areas of anthropology.

FINE ARTS (FA)

Professors Coley, Gaines, Mills, and Schwarz (Head)
Assistant Professors Benson, Jensen, Thompson, and Winkelman

The Department of Fine Arts has three constituents: Music, Theatre, and the Visual Arts. Candidates for the M.L.A. degree may take course work in these areas and focus on any one for thesis purposes. Teachers or prospective public school teachers who wish to earn the M.Ed. degree with certification in art N-12 may pursue that program at AUM. See the graduate advisor in the School of Education and the Head, Department of Fine Arts, for additional information. Also available in the School of Education is a program of certification in art for nontraditionally prepared undergraduates.

Visual Arts

- 600. Drawing for the Public School (5).**
Studio exploration of traditional drawing media and methodology for public school teachers.
- 601. Individual Studio Project (5). Pr., Department head's 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 FA 401.
- 620. Painting for the Public School (5).**
Studio exploration of traditional painting media and methodology for public school teachers.
- 634. Painting (5).**
Graduate painting; optional problems and media. May be repeated for credit.

635. **Sculpture for the Public School (5).**
Studio exploration of traditional and contemporary sculptural media and methodology for public school teachers.
640. **Printmaking for the Public School (5).**
Studio exploration of traditional printmaking media and methodology for public school teachers.
642. **Printmaking (5).**
Graduate printmaking; optional problems and media. May be repeated for credit.
652. **Art History and Appreciation for the Public School (5).**
Seminar discussions of history of art and art appreciation at levels appropriate to grades N-12.
653. **History of Nineteenth Century Art (5).**
An investigation beyond the survey level of Western painting, sculpture, and architecture from the late 18th through the 19th century. This course may be taught concurrently with FA 453.
654. **History of the Renaissance in Italy (5).**
An analysis of the visual arts in Italy from the Trecento through the Cinquecento to the art of Caravaggio. This course may be taught concurrently with FA 454.
695. **Ceramics for the Public School (5).**
Studio exploration of traditional ceramic processes, techniques, and methodology for public school teachers.

ENGLISH (EH)

Professors Michael, Nance, and Williams
Associate Professors Anderson, Evans, Johnson, Morton,
R. Walker (Acting Head), and Willis
Assistant Professors Crowley and Wiedemann

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.
609. **Writing Across the Curriculum (5).**
Strategies and practice for incorporating writing into the learning process in all curricula. May be offered concurrently with EH 409.

- 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.
- 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 non-dramatic literature of the 17th 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 writing of the Neoclassical 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.
- 643. British Novel I (5).**
A study of the evolution of the British novel from its experimental stages in the early 18th century to its emergence as an established literary genre by 1800. May be offered concurrently with EH 443.
- 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 541.
- 653. British Novel II (5).**
Advanced study of the development of the British novel in the 19th 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 19th century thought as reflected in their works. May be offered concurrently with EH 453.
- 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 20th century British novelists. May be offered concurrently with EH 463.
- 671. American Poetry (5).**
A study of American poets, emphasizing major figures of 19th and 20th century poetry. Selected works of such masters as Whitman, Dickinson, Frost, Eliot, Stevens, and Williams. May be offered concurrently with EH 471.
- 673. American Novel (5).**
A study of major contributions to the genre, the focus to be announced at each scheduling of the course. May be offered concurrently with EH 473.
- 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.
- 681. Modern Poetry (5).**
Analyses of major 20th century poets and poetic movements of Britain, America, and/or Europe, treating their background, development, influence, and particular achievement, both thematic and technical. May be offered concurrently with EH 481.
- 685. Studies in Drama (5).**
The development, forms, and techniques of a particular period or sub-genre of drama, such as Restoration drama or comedy, to be specified at each course offering. May be offered concurrently with EH 485.
- 698-699. Readings in English (1-10).**
Individual study programs in literature or language as determined by the instructor and student. A minimum of two written assignments required.

GEOGRAPHY (GY)

Professor Ryali

610. **Special Topics in Geography (1-5). Pr., Permission of instructor.**
An intensive examination of selected topics from a geographical perspective. Topics will be announced prior to the beginning of each quarter. May be repeated for a maximum of 10 hours credit.
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 Adams, Cairns (Emeritus), and Vocino (Coordinator)
Associate Professor Slattery

670. **An Introduction to Gerontology (5).**
An advanced interdisciplinary analysis of aging in American society from the perspective of the fields of biology, political science, economics, psychology, and sociology. This course may be taught concurrently with GER 470.
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 Dodd and Fair (Head)
Associate Professor Fitzsimmons
Assistant Professors Bradley, Dunn, Ramirez,
Sethia, Statt, and Wozniak

- 601. The American South to 1877 (5).**
A study of the growth and development of the distinctive political, economic, social, cultural, and ideological patterns of the South from 1607 to 1877. This course may be offered concurrently with HY 401.
- 602. The American South Since 1877 (5).**
A study of the continued growth and development of the distinctive political, economic, social, cultural, and ideological patterns of the South since the end of the Civil War. This course may be offered concurrently with HY 402.
- 605. The History of Alabama (5).**
A study of the social, political, and economic development of Alabama from the colonial era to the present. This course may be offered concurrently with HY 405.
- 606. Historical Geography of the United States (5).**
A chronological study of changes in the demographic and cultural landscape of the United States. This course may be offered concurrently with HY 406.
- 608. American Intellectual History to 1877 (5).**
A study of perceptions, ideas, and values in American culture from colonial times to the present. Primary sources will be emphasized. Concurrent with HY 408.
- 609. American Intellectual History Since 1877 (5).**
A study of the perceptions, ideas, and values in American culture since 1877 with a special emphasis on change and disruption. Primary sources will be emphasized. Concurrent with HY 409.
- 612. The American Religious Experience (5). Pr., Junior standing.**
An exploration of religious diversity in America, including skepticism and nonbelief, from colonial times to the present. The emphasis will be on religious experience rather than institutions. Concurrent with HY 412.
- 615. American Diplomatic History (5).**
A study of the principal forces and factors bearing on the relationships between the United States and other countries, 1776-present. This course may be offered concurrently with HY 415.
- 616. American Military History (5).**
A study of U.S. military policy, strategy, and tactics from 1775 to the present. This course may be offered concurrently with HY 416.
- 617. A History of U.S. Airpower (5).**
A study of the evolution of the U.S. Air Force and American aviation policy. This course may be offered concurrently with HY 417.

- 619. Critical Issues in American History (5).**
A study of the significant political, economic, and social controversies which have influenced the development of the United States since colonial times. This course may be offered concurrently with HY 419.
- 629. Critical Issues in Non-U.S. History (5).**
A study of the significant political, economic, and foreign controversies which have influenced the development of areas outside of the United States. This course may be offered concurrently with HY 429.
- 636. Tudor-Stuart England (5).**
A study of the England of Henry VIII, Elizabeth I, and James I, or more broadly the 16th and 17th centuries, with emphasis on the social, political, economic, constitutional, religious, and intellectual changes of lasting effect. This course may be offered concurrently with HY 436.
- 638. Modern Britain (5).**
An analysis of forces contributing to the development of contemporary British civilization. This course may be offered concurrently with HY 438.
- 640. France, 1787-1870 (5).**
Covering the period from the beginning of the Revolution until the fall of Napoleon III, the course treats the era as a playing-out of many of the forces arising from the Revolution. This course may be offered concurrently with HY 440.
- 641. Modern France, 1870-Present (5).**
This course examines the uncertain course of republican government in France and some of the causes and consequences of this instability. This course may be offered concurrently with HY 441.
- 642. The French Revolution and Napoleon (5).**
A study of revolutionary ideas and events in France and Europe from 1789 to 1815, with emphasis on the forces and factors causing revolution and reaction. This course may be offered concurrently with HY 442.
- 645. Early Germany (5).**
A survey of the development of the Germanic peoples from Roman times to the end of the Napoleonic era, emphasizing the political structure of the Holy Roman Empire. Cultural and religious issues will also be discussed. Concurrent with HY 445.
- 646. Modern Germany (5).**
This course traces German history from the dissolution of the Holy Roman Empire to the present. Themes covered will include the process of German unification under Prussian leadership, the nature of political society in the Second Empire, the failure of democracy during the Weimar Republic leading to the rise of National Socialism, and postwar developments. This course may be offered concurrently with HY 446.
- 647. Social and Economic History of Modern Europe, 1400-1750 (5).**
A study of European society from 1400 to 1750 and the continuities and changes in the daily life of the individual in family, community,

and workplace. The subject will be approached from anthropological, economic, and sociological perspectives. This course may be offered concurrently with HY 447.

648. Social and Economic History of Modern Europe Since 1750 (5).

The course examines the transformation of European society since 1750 through industrialization, mass education and culture, urbanization, and changes in the form of the family and in the role of the individual in modern society. This course may be offered concurrently with HY 448.

650. The Industrial Revolution (5).

A study of the development of industrialism and its consequences in Europe and other parts of the world. This course may be offered concurrently with HY 450.

654. The Habsburg Empire (5).

This course examines the history of East Central Europe during the last phase of Habsburg history. The difficulties inherent in running a multinational state will provide the main focus of analysis. This course may be offered concurrently with HY 454.

656. Imperial Russia (5).

A survey of Russian history from the rise of Kiev to the great reforms of 1861. The course traces Russian expansion under the leadership of Muscovy, focusing on Peter the Great, Catherine the Great, and Russian involvement with Europe in the 19th century. Concurrent with HY 456.

657. The Soviet Union (5).

A survey of Soviet history since 1861 emphasizing the collapse of tsarist rule in WWI and the subsequent growth and development of the Communist state. Also highlighted are Soviet governmental and economic structures, foreign policy, and the cultural scene. Concurrent with HY 457.

659. Poland (5).

An analysis of the origins, rise, fall, and reincarnation of the Polish state from its conversion under Mieszko in the 10th century to its revolt under Walesa in the 1980s. This course may be offered concurrently with HY 459.

663. Israel and the Arab World (5).

An analysis of the intellectual, social, and political causes of the most publicized controversy of the postwar era. The course traces the development of Arab and Israeli nationalism and their transformation in the age of superpower rivalry in the region. This course may be offered concurrently with HY 463.

673. A History of Chinese Communism (5).

An analysis of the reasons why the Chinese Communists came to power and of the political and social changes that have occurred since the establishment of the People's Republic in 1949. This course may be offered concurrently with HY 473.

677. Vietnam (5).

An analysis of both traditional Vietnamese culture and the character of French and American involvement in the country. This course may be offered concurrently with HY 477.

- 685. The Holocaust (5).**
Drawing on both historical and literary sources, the course examines some of the forces and ideas that culminated in the "Final Solution."
- 690. War and Strategy (5).**
An international survey of the major writings on war and military strategy from Clausewitz to the present. This course may be offered concurrently with HY 490.
- 693. Historical Methods (5).**
An analysis of the techniques used in the research and writing of history. This course may be offered concurrently with HY 493.
- 695. Readings in History (1-5).**
Directed readings in selected topics in history. Course work may include written papers, examination, and tutorial discussions. Students may take no more than 10 quarter hours of HY 695. This course may be offered concurrently with HY 495.
- 696. Advanced Special Topics in History (5).**
Topics vary. This course may be offered concurrently with HY 496.
- 697. Biographical Studies (1-5).**
A study of the lives of major historical figures. This course may be offered concurrently with HY 497.

SOCIOLOGY (SY)

Professors Bogie, Harrison (Head), and Ryali
Associate Professors Sharp and Sheldon
Assistant Professor Carson

- 602. Social Theory (5).**
An advanced study of the development of sociological theory from the 19th century to the present. Consideration is given to major theoretical perspectives, such as functionalism, evolutionism, conflict, and interactionism. This course may be taught concurrently with SY 402.
- 604. Seminar in Race and Culture (5).**
The adjustment of races to culture with particular reference to the South; the historical and cultural background of the races in America; biracial system; problems of race relations.
- 606. Sociology of Educational Leadership (4 or 5).**
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.
- 623. Sociology of Deviant Behavior (5).**
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).**
An intensive analysis of intergroup relations in the United States, with special emphasis on the processes of assimilation, amalgama-

tion, and pluralism. Problems related to prejudice, discrimination, identity formation, and prevailing power arrangements are also analyzed. This course may be taught concurrently with SY 430.

641. Population (5).

An in-depth study that focuses on the effects of population structure and change in relationship to the social and environmental contexts. Includes a study of the techniques of demographic analysis, theories, sources of data, the components of population change, and population characteristics. The levels of analysis include both the macro (world and United States data) and the micro (Alabama). This course may be taught concurrently with SY 441.

645. Urban Sociology (5).

Examines the city in historical and contemporary contexts. Also analyzes the internal structure and functioning of the city, including ecological patterns, power arrangements, community institutions, minority group relations, class systems, and demographic characteristics. This course may be taught concurrently with SY 445.

650. Sociological Analysis of American Society (5).

A concentrated analysis of major American social institutions, including the family, religion, education, government, and economy. Social organization, value and normative systems, population, social stratification, and social change are also considered. This course may be taught concurrently with SY 450.

652. Sociology of Religion (5).

An in-depth study of the sociological perspective of religion, including the effects 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 452.

654. Sociology of the Family (5).

An advanced 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 454.

661. Social Psychology (5).

An advanced study of the nature and causes of individual behavior in social situations. Includes an orientation to theory and research methods, with emphasis on research studies and practical application of principles. (Same as PG 625.) This course may be taught concurrently with SY 461 and PG 425.

670. Industrial Sociology (5).

An in-depth approach to business organizations and industrial relations. Emphasis given to organizational principles operative in the economic life within a social system such as a factory or business establishment. This course may be taught concurrently with SY 470.

698. Independent Study (1-5). Pr., Permission of instructor.

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

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY (COM)

Associate Professor Wolfe

- 630. Selected Topics for Graduate Study in Communication (5). Pr., Permission of instructor.**
An exploration of a theme from any area of the Communication Department having contemporary relevance. Course may be repeated for credit up to three times, provided a different theme is selected each time. This course may be taught concurrently with COM 430.
- 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 COM 450.
- 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 COM 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 COM 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 COM 453.
- 654. Diagnosis and Clinical Management in Speech-Language Pathology (5). Pr., Permission of instructor.**
Evaluation and clinical management of speech-language disorders, with emphasis on assessment techniques, therapeutic principles, and processes. This course may be taught concurrently with COM 454.
- 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 COM 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 COM 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 COM 462.

THEATRE (TH)

Professor R. Gaines

- 630. Selected Topics in Theatre (5). Pr., Permission of instructor.**
An exploration of a theme from any area of the theatre having contemporary relevance. Course may be repeated for credit up to three times, provided a different theme is selected each time. This course may be taught concurrently with TH 430.
- 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 TH 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 TH 432.
- 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, Howells, Hoyt, Herne, Moody, Mitchell, and Fitch. This course may be taught concurrently with TH 475 and is cross-listed as EH 675.
- 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. This course may be taught concurrently with TH 476 and is cross-listed as EH 676.
- 698. Independent Study (1-5). Pr., Permission of instructor.**
Advanced independent reading and/or research in selected areas of theatre. This course may be taught concurrently with TH 498.

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It is a very important document, as it contains the President's annual message to Congress, which is a key part of the executive branch's communication with the legislative branch.

2. The second part of the document is a report from the Secretary of the Interior, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President.

3. The third part of the document is a report from the Secretary of the Treasury, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President.

4. The fourth part of the document is a report from the Secretary of the War, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President.

5. The fifth part of the document is a report from the Secretary of the Navy, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President.

6. The sixth part of the document is a report from the Secretary of the State, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President.

7. The seventh part of the document is a report from the Secretary of the War, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President.

8. The eighth part of the document is a report from the Secretary of the Navy, dated January 3, 1862. It is a very important document, as it contains the Secretary's annual report to the President, which is a key part of the executive branch's communication with the President.



School of Nursing

Dr. Kathryn Barnett, Dean

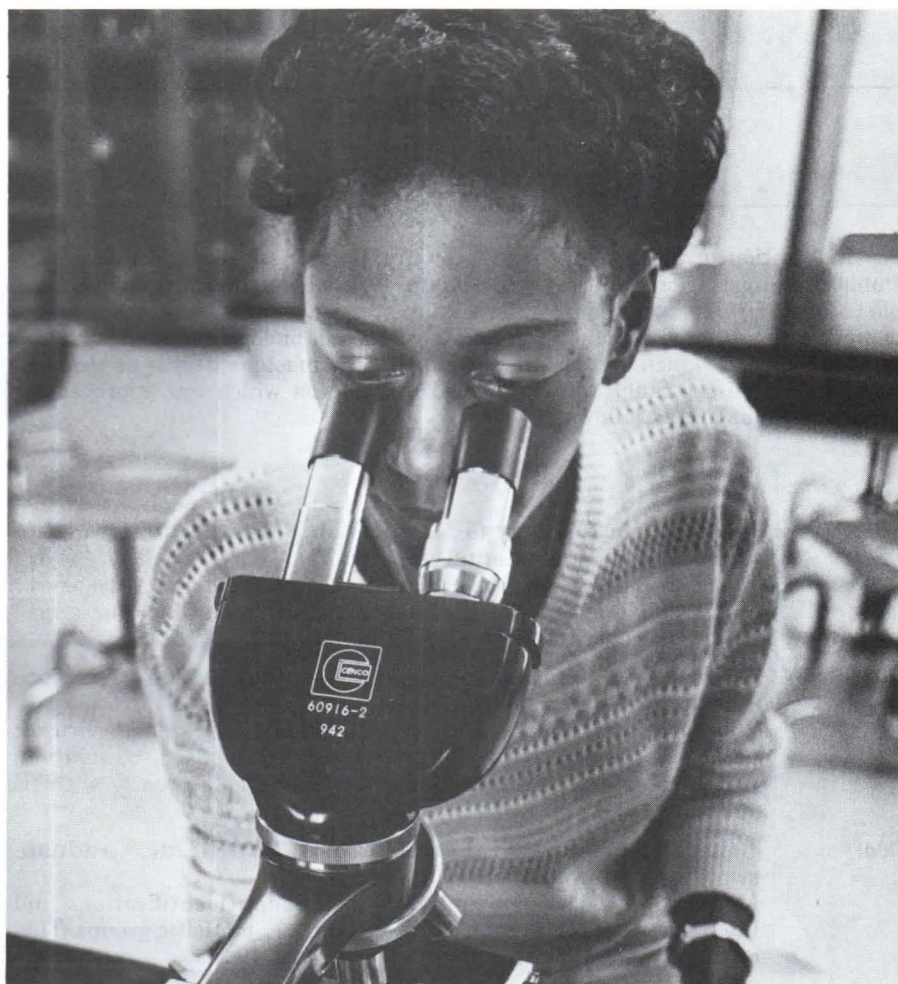
Although the School of Nursing does not offer a graduate degree, it offers graduate courses in Nursing Administration, which constitute a Nursing Administration Option in the Master of Business Administration and a concentration in Health Care Administration in the Master of Public Administration.

GRADUATE WORK IN THE SCHOOL OF NURSING

In cooperation with the Schools of Business and Sciences, the School of Nursing offers a three-course focus in Nursing Administration for registered nurses who are admitted to either the master's in Business Administration or the master's in Public Administration programs. For further details about these programs, refer to the School of Business and School of Sciences sections of this catalog. Courses taught in the School of Nursing that are approved for graduate credit are as follows:

NURSING (NUR)

- 601. Nursing Administration I (5). Pr., Licensed as a Registered Nurse, permission of instructor.**
Application of organizational theory to the administration of nursing services in a variety of health care settings. Content includes administrative science, organizational process and structures, and relationship between individual and organizational behaviors.
- 602. Nursing Administration II (5). Pr., Licensed as a Registered Nurse, NUR 601.**
Focuses on the nursing administrator's management of human and fiscal resources in a variety of health care settings. This course is organized by management functions: planning, organizing, directing, and controlling.
- 603. Nursing Administrative Practicum (5) (1 hr. seminar, 12 hrs. lab). Pr., Licensed as a Registered Nurse, NUR 601, NUR 602, completion of at least two-thirds of the course work for the M.B.A. or M.P.A.**
This practicum provides students the opportunity to integrate organizational theory and administrative practice through participation in selected aspects of the administrative process within a health care delivery system.



School of Sciences

Dr. Joseph B. Hill, Dean

Ph.D. in Public Administration

Master of Science in Justice and Public Safety

Master of Political Science

Master of Science in Psychology

Master of Public Administration

Graduate courses may also be taken in the following areas:

Biology

Chemistry

Gerontology

Mathematics

GRADUATE WORK IN THE SCHOOL OF SCIENCES

In addition to the master's degree programs in Justice and Public Safety, Public Administration, Political Science, and Psychology, the School of Sciences offers a doctoral program in Public Administration jointly with the Auburn campus and a limited number of graduate courses in biology, mathematics, and physical sciences 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)

- 601. Medical Microbiology (5). Lec. 4, Lab. 3, Pr., BI 201, Graduate standing or departmental approval.**
Etiology, epidemiology, vector controls, identification and pathogenesis of microorganisms of medical importance to man. This course may be taught concurrently with BI 401.
- 603. General Virology (5). Lec. 4, Lab. 4, Pr., BI 201, Graduate standing or departmental approval.**
The molecular biology of bacterial, plant, and animal viruses; pathogenesis, diagnosis; and procedures for isolation, cultivation, and purification. This course may be taught concurrently with BI 403.
- 604. General Mycology (5). Lec. 4, Lab. 4, Pr., BI 201, Graduate standing or departmental approval.**
Morphology, physiology, and ecology of fungi; identifications and life histories of representative free-living and parasitic groups. This course may be taught concurrently with BI 404.
- 605. Microbial Physiology (5). Lec. 4, Lab. 4, Pr., BI 201, and organic or biochemistry, Graduate standing or departmental approval.**
Microbial metabolic pathways for energy production and synthesis, cell ultrastructural synthesis and functions, and molecular genetics. This course may be taught concurrently with BI 405.
- 606. Microbial Ecology (5). Lec. 4, Lab. 4, Pr., BI 201 or Coreq. BI 420 or departmental approval.**
Studies of the actions of environmental factors upon the bacterial flora and of the actions of microbes upon their environments. This course may be taught concurrently with BI 406.
- 607. Immunobiology (5). Lec. 4, Lab. 3, Pr., BI 101 or departmental approval.**
Topics in immunobiology will cover cells and molecules that are operative in the immune response. Emphasis will center on immunogenetics and modern experimental techniques used in analysis and research.

- 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 mechanics by which organisms achieve an orderly progression of changes during their life cycles. This course may be taught concurrently with BI 410.
- 615. Vertebrate Physiology (5). Lec. 4, Lab. 4, Pr., Graduate standing or departmental approval.**
Study of the physiological processes and specializations of vertebrates. This course may be taught concurrently with BI 415.
- 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. This course may be taught concurrently with BI 421.
- 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. This course may be taught concurrently with BI 422.
- 623. Air Pollution (5). Lec. 4, Lab. 4, Pr., CH 102 or permission of instructor.**
The sources and actions of air pollutants, methods of detection, strategies for abatement, and toxicities and other effects on individual organisms and populations. This course may be taught concurrently with BI 423.
- 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. This course may be taught concurrently with BI 435.
- 640. Human Genetics (5). Lec. 5, Pr., Introductory genetics or departmental approval.**
Facets of modern genetics relative to humans. Topics include gene splicing and immunogenetics as well as complex legal and social programs stemming from recent developments.
- 645. Animal Behavior (5). Pr., Graduate standing and 20 hours of biological science or departmental approval.**
Analysis of learned and unlearned animal behavior and its evolutionary development, integrating the contributions of ethological, ecological, and physiological approaches. This course may be taught concurrently with BI 445.
- 651. Invertebrate Zoology (5). Lec. 4, Lab. 2, Pr., BI 101.**
A taxonomic survey of all major invertebrate phyla, with emphasis on major anatomical and physiological features and life histories. This course may be taught concurrently with BI 451.

- 654. Field Botany (5). Lec. 4, Lab. 3, Pr., BI 102 or departmental approval.**
A study of morphology, taxonomy, ecology, and systematics of higher plants with an emphasis on local vegetation. Emphasis will be placed on field trips and plant collections to learn the local plant flora.
- 660. Molecular Genetics (5). Lec. 4, Lab. 3, Pr., BI 330, BI 350, or departmental approval.**
Principles and techniques for understanding the nature of genes and how they can be recombined into different life forms.
- 675. Endocrinology (5). Lab. 3, Pr., BI 101 and Junior standing.**
A study of the endocrine glands and their hormones as integrators of body functions in organisms, especially vertebrates.
- 690. Evolutionary Biology (5). Lec. 4, Lab. 2, Pr., BI 102, BI 103, or departmental approval.**
A treatment of evolutionary concepts, including population structure, variability, dispersal, gene frequencies, natural selection, and speciation, will provide a basis for understanding current variation among organisms and the historical sequence of major evolutionary events. This course may be taught concurrently with BI 490.
- 695. Perspectives in Biology (5). Lec. 5, Pr., 30 quarter hours of biology courses.**
Primarily for biology majors; will include a historical review of great works and concepts in biology and appraisals of current works and trends. Also covered will be information retrieval sources and systems for personal research purposes.
- 698. Independent Study (1-5; may be repeated for a maximum of 10 hours). Pr., Graduate standing and departmental 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 departmental approval.**
Lectures, discussions, literature reviews by staff, students, and guest speakers. Suggest enrollment at same time in BI 695. This course may be taught concurrently with BI 499.

CHEMISTRY (CH)

- 601. Physical Chemistry I - Thermodynamics (5). Lec. 4, Lab. 3, Pr., 25 hours of chemistry and MH 161.**
A study of chemical thermodynamics including equilibrium and statistical thermodynamics. This course may be taught concurrently with CH 401. Taught in Fall quarters of odd-numbered years.
- 602. Physical Chemistry II - Kinetics and Dynamic Processes (5). Lec. 4, Lab. 3, Pr., 25 hours of chemistry and MH 161.**
A study of kinetics and related phenomena including catalysis and surface chemistry. This course may be taught concurrently with CH 402. Taught in the Fall quarters of even-numbered years.

- 603. Physical Chemistry III - Quantum Chemistry and Bonding (5). Lec. 5, Pr., 25 hours of chemistry and MH 161.**
A study of quantum chemistry and chemical bonding theories. May be taught concurrently with CH 403. Offered in Winter quarters of even-numbered years.
- 640. Inorganic Chemistry (5). Lec. 5, Pr., 25 hours of chemistry.**
A modern inorganic course including the main group metals, transition metals, and non-metals. This course may be taught concurrently with CH 460. Offered in Winter quarters of odd-numbered years.

GERONTOLOGY (GER)

Professors Cairns (Emeritus) and Vocino (Coordinator)
Associate Professor Slattery
Assistant Professor Rankin-Ullock

Auburn University at Montgomery, in cooperation with the Center for the Study of Aging at the University of Alabama, offers a sequence of courses in gerontology. The aim of the courses is to transmit a core of cognitive knowledge and skills in gerontology. The University of Alabama awards a Specialist in Gerontology Certificate to postbaccalaureate students completing five required courses. Since the certificate is not a degree program, graduate students may count the same courses toward the certificate and a graduate degree. Upper-level undergraduate students may count the courses as credit toward their degree program. Students should consult with individual departments to determine whether gerontology courses may be applied to degree programs in which they have an interest.

- 670. An Introduction to Gerontology (5).**
An advanced interdisciplinary analysis of aging in American society from the perspective of the fields of biology, political science, economics, psychology, and sociology. This course may be taught concurrently with GER 470.
- 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.

JUSTICE AND PUBLIC SAFETY (JP)

Professors Osterhoff and Schrader
Associate Professors McClurg (Head) and Schlotterback
Assistant Professor Shook

The Master of Science program in Justice and Public Safety is designed to provide advanced preparation for persons who are interested in professional careers in the justice and public safety field or those who wish to pursue doctoral study.

The program of study consists of a common core of four courses and 10 hours of study that constitute an area of concentration in Corrections-Juvenile Justice, Judicial Administration, Law Enforcement Administration, or Security Administration. The remaining hours may be taken within the Justice and Public Safety curricula or outside the department as prescribed by the student's choice of the competency options outlined below.

Students in the Judicial Administration Option who wish to earn the legal assistant technician certificate must complete six courses in that option, including JP 660 Legal Research Seminar, which is required, plus the four core courses for a total of 10 courses.

All candidates for the M.S.J.P. degree must demonstrate competence through one of the following options:

A. Thesis Option

1. The student choosing this option must prepare a thesis on an appropriate topic approved by his or her supervisory committee.
2. The student choosing this option is required to complete a minimum of 40 quarter hours of course work. In addition, the student will be required to register for a minimum of 10 quarter hours of thesis credit.

B. Comprehensive Examination Option

1. The student will be required to complete a Comprehensive Examination which will include questions in the following content areas:
 - a. Core courses.
 - b. Area of concentration.
2. Students choosing this option will be required to complete a minimum of 50 quarter hours of course work.
3. The Comprehensive Examination may be taken a maximum of two times.

C. Specialization Option

1. This option offers the student specialization in a department other than Justice and Public Safety. To qualify for this option, the student must meet the following conditions:
 - a. The student must have completed a minimum of 35 quarter hours towards the M.S.J.P. degree with a minimum grade point average of 3.3.

- b. The student must submit a written petition, for approval by his or her advisor, explaining the option selected and how that option is consistent with the student's career objectives.
 - c. The 10 quarter hours of specialized course work will be in addition to the required 50 quarter hours. The student must receive an average grade of "B" or better in both of the specialization courses.
2. Students choosing this option will be required to complete a minimum of 60 quarter hours of course work.

GRADUATE PROGRAMS IN JUSTICE AND PUBLIC SAFETY

Core Courses		Hours
Course		
JP 631	Justice and Public Safety:	
	Administrative Issues.....	5
JP 651	Justice and Public Safety Planning	5
JP 670	JPS Research Methodology	5
JP 685	Legal Dimensions in JPS	5
Total Core Program		20

Options

Corrections-Juvenile Justice

JP 642	Correctional Administration
JP 643	Community-Based Corrections
JP 661	Juvenile Delinquency: Prevention and Control

Judicial Administration

JP 652	Civil Law I
JP 653	Civil Law II
JP 660	Legal Research Seminar
JP 665	Civil Litigation and Procedures
JP 666	Court and Judicial Administration
JP 678	Procedural Law
JP 680	Paralegalism/Legal Ethics

Law Enforcement Administration

JP 622	Seminar: Ethics in Criminal Justice
JP 632	Public Safety in Contemporary America
JP 641	Trends in Police Administration
JP 656	Special Problems in JPS

Security Administration

JP 635	Private Security Issues
JP 645	Proprietary v. Contract Security Administration
JP 658	Seminar: Retail Security Administration
JP 675	Seminar: Terrorism and Industrial Espionage

Justice and Public Safety (JP)

- 622. Seminar: Ethics in Criminal Justice (5). Pr., Graduate standing.** Ethical dilemmas and decisions in the criminal justice system with a focus on law enforcement problems. May be offered concurrently with JP 422.

- 631. Justice and Public Safety: Administrative Issues (5). Core course.**
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. Offered Fall Quarter.
- 632. Public Safety in Contemporary America (5).**
Focus on the impact of social change on justice and public safety community involvement in the control and prevention of crime in an urbanized society.
- 635. Private Security Issues (5).**
The purpose of this course is to provide a refresher for those students who have an interest in private security management. Various areas of private security, that is, retail, banking, cargo, executive protection, etc., will be discussed. Emphasis will be placed upon the role of the security manager in loss prevention and protection of assets.
- 641. 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. May be offered concurrently with JP 441.
- 642. Correctional Administration (5).**
Examines administration, organization, and management practices in correctional institutions and agencies. Reviews the impact of legal and social change on correctional policy development. Discusses current problems, issues, and trends in corrections.
- 643. Community-Based Corrections (5).**
Examines the development of and rationale for community-based corrections as an alternative to incarceration. Reviews administration and organizations of probation and parole, half-way houses, diversion, restitution, and other community-based corrections programs.
- 645. Proprietary v. Contract Security Administration (5).**
This course will focus upon the individual differences between a proprietary and a contract security operation. Emphasis will be placed upon the role of the security manager in each type of security operation.
- 651. Justice and Public Safety Planning (5). Core course.**
Introduction to planning concepts, methods, implementation, budgeting, and evaluation. Discusses the relationship of planning to effective management and decision-making. Develops a broad conceptual framework for various planning methods and techniques. May be offered concurrently with JP 451. Offered Spring Quarter.
- 652. Civil Law I (5).**
To provide the student with an understanding of specific civil law subjects, including areas such as conflicts of laws, equity, extraordinary remedies, mortgages, and personal property. May be taught concurrently with JP 452.

- 653. Civil Law II (5).**
To provide the student with an understanding of specific civil law subjects, including areas such as legal ethics, insurance, bankruptcy, administrative law, and taxation. May be taught concurrently with JP 453.
- 656. Special Problems in Justice and Public Safety (5).**
Examination of specific problem areas in justice and public safety, providing an opportunity for comprehensive analysis and critique of the problems.
- 658. Seminar: Retail Security Administration (5).**
Examination of losses suffered by retailers as a result of manmade and natural security hazards. Reviews methods of handling such losses as shrinkage and external theft, insurance fraud, and employee theft as they relate to the duties and responsibilities of the security administrator. May be offered concurrently with JP 458.
- 660. Legal Research Seminar (5).**
This course will provide a refresher of the basic legal research methods and an introduction to computer assisted legal research, and will result in a major individual research project regarding a significant legal problem. May be offered concurrently with JP 460.
- 661. Juvenile Delinquency: Prevention and Control (5).**
Examination of major hypotheses and developments in the prevention and control of juvenile delinquent behavior. Review of recent legislation. Evaluation of traditional and innovative programs involving all functional components of the criminal justice system and the community.
- 665. Civil Litigation and Procedure (5).**
A study of the legal steps involved in the preparation of a civil case at law, efforts towards non-judicial settlement, and trial and post-trial considerations and general civil matters. Advanced students will concentrate upon substantive and procedural matters leading to concentrated study of specific topics of critical interest in both the public and private sectors. May be offered concurrently with JP 465.
- 666. Court and Judicial Administration (5).**
Historical and contemporary perspectives of state court management at the state and local level. In addition, administrative and management issues concerning trial courts, state court systems, and the federal court system will be analyzed in regard to case management, jury management, personnel administration, budgeting, and other topics. Advanced students will concentrate on specific topics of critical interest to state court systems. May be offered concurrently with JP 466.
- 670. JP Research Methodology (5). Core course.**
Research theory and methodology in the social sciences as applicable to justice and public safety; preparation of research designs; conceptual models; sampling procedures; and development of individual research papers. Offered Winter Quarter. May be taught concurrently with JP 470.

- 675. Seminar: Terrorism and Industrial Espionage (5).**
This course will focus upon industrial espionage, terroristic groups, and methods of subversion which operate against modern industry. Emphasis will be placed upon methods the security administrator may employ to counter these threats to business security.
- 678. Procedural Law (5).**
This course will be directed towards the study of the substantive and procedural matters concerning the administrative justice system, including code and standards, benefit claimants, regulated groups, court decisions, and civil rights. Constitutional questions, factual issues, statutory problems, and procedural matters at both the state and federal levels will be considered.
- 680. Paralegalism/Legal Ethics (5).**
Survey of the occupational field of the Legal Assistant concerning such matters as ethics, law office management, legal research, law libraries, office equipment, and career opportunities. May be offered concurrently with JP 480.
- 685. Legal Dimensions of Justice and Public Safety (5). Core course.**
Examination of contemporary legal issues related to administration of justice and public safety. Focus on the implications of substantive and procedural law relating to components of justice and public safety organizations. Offered Summer Quarter.
- 690. Special Topics in Justice and Public Safety (5). Pr., Graduate standing.**
Advanced study in justice and public safety topics and areas of current interest. Course may be repeated as topics change. Graduate students will be assigned additional course work over and above undergraduate assignments. This course may be taught concurrently with JP 490.
- 691. Directed Research (1-10). Pr., Graduate standing and permission of instructor.**
Independent study of justice and public safety problems, issues, and theories. Credit may not exceed five hours for any single project.
- 695. Justice and Public Safety 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 justice and public safety agencies. Credit may not exceed five hours for any single internship.
- 699. Thesis Credit (1-5). Pr., Graduate standing and permission of committee chairperson.**
- 999. Master's Comprehensive Examination (0).**

MATHEMATICS (MH)

- 611. History of Mathematics (5). Pr., MH 163 or departmental 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. MH 611 usually is offered only in the Summer Quarter of odd years.
623. **Complex Variables (5). Pr., MH 264.**
Complex numbers, limits, differentiation, analytic functions, integration, conformal mappings, and applications. This course may be taught concurrently with MH 423. MH 623 usually is offered only in the Spring Quarter of even years.
640. **Mathematical Models and Simulation (5). Pr., MH 240 and MH 266.**
Use of models and simulation for solving problems in applied mathematics. Techniques of setting up, solving, and interpreting models, as well as an introduction to certain standard models. This course may be taught concurrently with MH 440. MH 640 usually is offered only in the Summer Quarter of even years.
647. **Foundations of Plane Geometry (5). Pr., MH 163.**
Axiomatic development of plane geometry. Emphasis is placed on development of proofs by students. This course may be taught concurrently with MH 447. MH 647 usually is offered each Summer Quarter.
650. **Topology (5). Pr., MH 264 and any junior level mathematics course.**
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.**
Number systems and error propagation, solution of systems of nonlinear equations, polynomial and spline interpolation, least squares approximations. Chebyshev economization, numerical differentiation and integration including Romberg integration, numerical solution of systems of linear equations, triangular factorization, matrix norms and condition numbers, iterative methods, eigenvalue problems, overdetermined systems, initial value and boundary value problems. Projects of a more theoretical nature (as compared to MH 460-461) are required. This course may be taught concurrently with MH 460-461. MH 660 usually is offered only in the Winter Quarter of even years. MH 661 may be offered in the Spring Quarter of even years.
667. **Mathematical Statistics I (5). Pr., MH 264.**
Basic probability theory; combinatorics; random variables; special distributions; applications to scientific and engineering data. May be taught concurrently with EN 411 and MH 467. MH 667 usually is offered only in the Fall Quarter of even years.
668. **Mathematical Statistics II (5). Pr., MH 467, MH 667, or EN 411.**
Moment generating functions and use of moments; Central Limit Theorem; derivation of probability density function of sample statistics; sampling, estimation, and hypothesis testing; correlation and regression. May be taught concurrently with MH 468. MH 668 usually is offered only in the Winter Quarter of odd years.

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. With the approval of the department head MH 691 may be taken on a pass-fail basis.

THE POLITICAL SCIENCE PROGRAM

Professors Elliott, Grafton, Nathan (Eminent Scholar, Khaled bin Sultan Chair),
Permaloff (M.P.S. Advisor), and Vocino (Head)

Associate Professor Moody

Assistant Professor Wilson

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 M.P.S. Program consists of a common core of five courses and 25 additional hours of study which may be selected from any political science or public administration offerings acceptable for graduate credit. With the consent of the M.P.S. 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 (PO)

There are five required courses in the M.P.S. program:

611/711. 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.

613/713. Seminar in State and Local Government (5).

A systematic examination of function, problems, and issues within the political and constitutional framework of selected areas of state and local government.

645/745. Comparative Government and Politics (5).

An examination of the institutions, political processes, functions, and problems of major political systems such as Great Britain, France, and the Soviet Union. May be taught concurrently with PO 445.

601. Introduction to Public Administration (5).

Examines the constitutional, institutional, political, and social environment in which public administration occurs and introduces students to the important theories, concepts, functions, and issues in the discipline of public administration. Includes consideration of the managerial, political, and legal aspects of public management; the ethical and accountability issues that confront the public administrator; and the impact of social and cultural diversity on the

public administrator. Students are also acquainted with the procedures, skills, and requirements that are essential for successful completion of the M.P.A. program.

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 and qualitative analysis of public programs.

PO Electives

610/710. The Politics of Education (5).

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 PO 410.

616/716. Seminar in Intergovernmental Relations (5).

Selected areas of the intergovernmental systems are examined with emphasis on the practical operation of government in American Federalism.

620/720. U.S. and Soviet Foreign Policy (5).

A comparative analysis of the factors affecting U.S. and Soviet foreign policy as seen in historical perspective, with emphasis on the post-World War II practices and modifications made by U.S. and Soviet leadership.

625/725. National Security and Domestic Policy (3-5).

An analysis of the concepts of national security, national interest, self-defense, and self-determination and how these concepts are affected by domestic policy decisions. While emphasis will be placed upon the U.S., other states will be examined to demonstrate policy-making alternatives.

630/730. Problems in Metropolitan Politics (5).

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

635/735. Area Studies (Middle East, Africa, Far East, and Latin America) (5).

An in-depth analysis of the political environment, institutions, and processes of government in each specialized area, including military, economic, and social developments in the light of current events and issues.

650/750. Southern Politics (5).

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 PO 450.

- 654/754. American Chief Executive (5). Pr., Graduate standing.**
Surveys the development and operation of the American presidency and state gubernatorial offices. May be taught concurrently with PO 454.
- 655/755. Contemporary International Politics (5).**
An in-depth analysis of the conflicts of national interests in contemporary international politics, with special emphasis on the efforts to resolve these issues through diplomacy.
- 665/765. Seminar in Political Theory (5).**
The problems of scope and methods of inquiry in the fields of political theory, with intensive research in selected topics.
- 675/775. Seminar in Constitutional Law (5).**
Selected areas of constitutional law, with readings in depth in relevant cases and constitutional theory.
- 680/780. Voting Behavior (5).**
Analyzes the personal, social, and constitutional basis of the behavior of electorates. This course may be taught concurrently with PO 480.
- 681/781. Political Behavior (5).**
Surveys the personal and social basis of political participation, political choice, and political leadership. May be taught concurrently with PO 481.
- 685/785. 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.
- 690. Special Problems in Political Science and Public Administration (1-10).**
Advanced research in specific areas of political science or public administration (as arranged).
- 691. Directed Readings in Political Science and Public Administration (1-10).**
Credit to be arranged.
- 999. PS Master's Comprehensive (0).**
Students are eligible to register for the comprehensive if they meet the following criteria:
 1. Formal admission to the graduate program ("6" entry).
 2. Completion (with recorded grades, not "I's") of 45 hours of degree courses.
 3. A 3.0 graduate GPA (based on a 4.0 scale); should a student fail the examination, the exam may be retaken only one more time. That retake can be taken no earlier than the next quarter's scheduled exam date. Students retake only the section(s) failed.

PSYCHOLOGY PROGRAM (PG)

Professors Hess (Head) and Katz
Associate Professors Blackwell, Sadowski, and Slattery
Assistant Professors Gulgoz, LoBello, Long, and Sack

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

Persons pursuing the Master of Science in Psychology will receive general preparation to function within the community as providers of intermediate level services. In addition, they will have the option of preparing themselves in the specialty areas of Clinical Services, Industrial/ Organizational Psychology, and Behavior Modification or Applied Behavior Analysis. Students elect specialty preparation from elective courses available in the graduate studies curriculum.

The graduate degree program will consist of a minimum of 50 quarter hours of course work beyond the bachelor's degree and a Comprehensive Examination. In certain instances, additional course work may be necessary to overcome deficiencies identified in the student's record of performance. There is a common core of 15 quarter hours, with the remainder of the student's program of study to be determined after consultation with the student's advisor. Prior to the student's completion of 20 hours, the advisor and student will develop a plan of study which determines the courses to be taken, the student's area of specialization, and when the Comprehensive Examination will be taken.

Requirements for the degree Master of Science in Psychology are:

1. Successful completion of the plan of study (a minimum of 50 hours beyond the bachelor's degree), including core; and
2. Successful completion of an integrative Comprehensive Examination or the successful completion of a specialty project or a thesis, as determined by the student's advisor and/or advising committee. The Comprehensive Examination may be taken a maximum of three times.

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

PG Core Courses

Course	Hours
PG 610 Pro-Seminar in Issues and Ethics	5
PG 619 Research Methods	5
PG 620 Theories and Systems of Psychology	
OR	
PG 650 Principles and Theories of Learning	5
Total Core Program	15

Psychology (PG)

- 610. Pro-Seminar in Issues and Ethics (5). Core course. Pr., Graduate standing.**
A study of professional values, ethics, and assumptions. Emphasis will be on American Psychological Association guidelines. Offered Winter and Summer quarters.
- 611. Advanced General Psychology (5). Pr., Graduate Standing.**
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., Departmental 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, departmental 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 hours 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). Pr., Graduate standing.**
Theory of psychological measurement and techniques of item and test construction. Offered Summer and Winter quarters.
- 616. Clinical Psychology (5). Pr., Graduate standing.**
A comprehensive introduction to the field of clinical psychology. Concepts, methods, and theories of this professional applied area will be explored with an emphasis on the roles of diagnosis, intervention, and evaluation of effectiveness. Offered Fall Quarter.
- 617. Advanced Educational Psychology (5). Pr., Graduate standing.**
In-depth analysis of the psychological bases of learning. Particular emphasis is on the development and modification of cognitive and affective behavior. Offered quarterly. Same as FED 617.
- 618. Theories of Personality (5). Pr., Graduate standing.**
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 selection. (Either PG 620 or PG 650 will be taken.)**
A study of historical developments leading to various systematic foundations in contemporary psychology. Offered Winter Quarter.
621. **Community Psychology (5). Pr., Graduate standing.**
Introducing the general area of community psychology. Theory and practice are described with emphasis on community service, agencies, and resources. Offered Spring Quarter.
622. **Advanced Experimental Analysis of Behavior (6). Lec. 4, Lab. 4, Pr., 10 hours of undergraduate behavior modification or behavior analysis courses.**
Advanced study of the experimental analysis of behavior, including an in-depth review of the current theoretical models of the quantitative law of effect, reinforcement, reinforcement schedules, escape and avoidance, stimulus control, conditioned reinforcement, social behavior, and verbal behavior. Students are required to participate in laboratory sessions which use an experimental animal to explore the basic phenomena covered in class. Offered Fall and Spring quarters.
623. **Advanced Behavior Pathology (5). Pr., Graduate standing.**
Exploration of the characteristics of behaviorally disoriented 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 Spring Quarter.
624. **Principles of Psychological Therapy (5). Pr., PG 615, PG 618, PG 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). Pr., Graduate standing.**
An examination of the selected theory and research in such areas as the socialization process, interpersonal dynamics, conformity, and attitude formation change.
634. **Advanced Industrial-Organizational Psychology (5). Pr., Graduate standing.**
The purpose of this course is to provide an in-depth focus on issues in industrial-organizational psychology. Basic theoretical positions and empirical findings will be emphasized.
650. **Principles and Theories of Learning (5). Core course selection. (Either PG 650 or PG 620 will be taken.)**
An analysis of traditional and contemporary learning theories. Offered Summer Quarter.
660. **Measurement of Human Behavior (5). Lec. 3, Lab. 4, Pr., 20 hours 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 Intelligence Testing (6). Lec. 2, Lab. 10, Pr., PG 615.**
Supervised practice in the administration and interpretation of individual intelligence tests. Offered Winter and Summer quarters.
- 675. Advanced Objective Testing (5). Lec. 3, Prac. 5, Pr., PG 615 and PG 670.**
The use of psychological tests for the assessment of personality and for purposes other than the assessment of intelligence.
- 676. Projective Personality Appraisal (5). Lec. 4, Prac. 3, Pr., PG 615 and PG 670.**
Supervised practice in the administration and interpretation of projective personality techniques. The Rorschach, T.A.T., and other techniques will be emphasized.
- 681. Seminar in Psychology (5). Pr., Graduate standing.**
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). Pr., Graduate standing.**
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). Pr., Graduate standing.**
Content and placement to be arranged by student and department. May be repeated for a total of 10 hours.
- 698. Special Project (0). Pr., Graduate standing and advisor's approval.**
Successful completion of a special project demonstrating the application of psychological skills.
- 699. Thesis (0). Pr., Graduate standing and committee chair's approval.**
Completion of a research project demonstrating proficiency in methodology and integration of disciplinary concepts.
- 999. Master in Psychology Comprehensive Examination (0). Pr., Completion of core.**
An integrative examination which demonstrates the student's mastery of the core courses and a specialty area.

THE PUBLIC ADMINISTRATION PROGRAMS

Professors Elliott, Grafton, Nathan (Eminent Scholar, Khaled bin Sultan Chair),
Permaloff, and Vocino (M.P.A. Director and Head)
Associate Professor Moody
Assistant Professor Wilson

PH.D. IN PUBLIC ADMINISTRATION

The Ph.D. in Public Administration is offered jointly by the AUM Department of Political Science and Public Administration and the Auburn University Department of Political Science. The degree is intended for students with public administration and public policy interests who want to develop the capacity to

perform advanced research. This research orientation is consistent with National Association of Schools of Public Affairs and Administration (NASPAA) policies.

The curriculum includes a 20 quarter hour core consisting of four seminars covering organization theory, research methods and program evaluation, policy formulation, and public administration theory. Beyond the core, the student specializes in three fields that may include any traditional public administration and public policy fields such as program evaluation, comparative administration, human resource administration, and budgeting and financial management as well as less common areas such as state and local government administration, health administration, and international security policy. Most students will take three courses per specialty field for a total of 65 hours of course work beyond the master's degree.

After completion of all course work, students will take a written and an oral examination. The student will begin dissertation research after successfully completing these examinations.

If an applicant's master's degree is not an M.P.A. or its equivalent, his or her work will be evaluated by the admissions committee to determine what M.P.A. core courses might be required. These courses will not be credited toward doctoral work.

An applicant without a master's degree may take M.P.A. core courses only, and then after successful completion of an examination and after securing the approval of the Auburn University Graduate School, may enter the doctoral program.

Courses in the Ph.D. Program of Study (PA)

The following are the Ph.D. core courses.

- 700. **Seminar in Public Administration (5). Pr., Doctoral standing.**
A critical survey of U.S. scholarship in public administration.
- 702. **Seminar in Public Policy (5). Pr., Doctoral standing.**
Advanced study of the nature of public policy development and implementation.
- 706. **Public Policy Analysis and Research (5). Pr., Doctoral standing.**
An examination of advanced policy analysis and research methodology and the relationship between evaluation and quantitative analysis and policy formulation and implementation.
- 708. **Public Organization Theory (5). Pr., Doctoral standing.**
Analysis of the research literature on administrative and organization theory and behavior, especially as it applies to the problems and opportunities of public management.

Ph.D. Electives

- 704. **Public Budgeting (5). Pr., Doctoral standing.**
Comprehensive theoretical underpinning for research in the field of public budgeting. Focuses on models associated with descriptive and prescriptive budgeting research.
- 707. **Human Resource Management (5). Pr., Doctoral standing.**
Introduces the student to advanced concepts in the field of human resource management. Emphasis will be on the wide range of human resource concerns revolving around the use of a merit system in the public sector.

796. Doctoral Dissertation.

Other Ph.D. elective courses may be found under the headings PA Electives, Courses in the M.P.S. Program, and PO Electives. All Ph.D. elective courses in those sections are cross-listed at 600 and 700 levels. Additional Ph.D. elective courses are located in the Auburn University Graduate School Bulletin.

Prospective applicants should contact the Ph.D. Director. For an application write to: Graduate School, Auburn University, Auburn, Alabama 36849-5122.

All applicants must submit to the Auburn Graduate School: a completed Graduate School application form; three letters of reference from employers or graduate faculty (at least one from faculty); an essay on the subject "Why I Wish to Earn a Doctorate in Public Administration"; a resume; Graduate Record Examination results that are no more than five years old; and undergraduate and graduate transcripts. A GRE subject matter examination is not required.

M.P.A. PROGRAM

The objectives of the Master of Public Administration (M.P.A.) program are:

1. To provide those persons currently in public service, or those seeking to enter public service, with an education that will prepare them for general administrative positions at the local, state, or national level.
2. To provide advanced specialization knowledge to those students choosing to pursue specific subfield concentrations within the M.P.A. program.
3. To impart to students a knowledge of public sector ethical standards, and enhance their ability to act ethically, by integrating materials dealing with values, value conflicts, and public sector ethics into the M.P.A. curriculum.
4. To impart to students an understanding of being an effective administrator while working in a multicultural environment.
5. To involve faculty in, expose students to, and establish student commitment to community oriented research.
6. To involve faculty in, expose students to, and establish student commitment to research for the profession.
7. To make students wise consumers of research and instill in them the knowledge and skills required of the competent and ethical researcher.
8. To make every effort to place qualified pre-service students in appropriately supervised internships prior to completion of the M.P.A. program.
9. To expose students to the use of microcomputers as a public sector decision-making tool.

Students who have strong undergraduate backgrounds in the social sciences, business administration, the health sciences, urban studies, or planning, or who have appropriate career experience closely related to such fields will be considered to have sufficient preparation for admission if they meet the general admission requirements of the Graduate School and have completed one quarter or one semester of elementary statistics. Students lacking statistics may gain provisional admission and complete the statistics requirement within two quarters of admission. Based upon background preparation, each student will design an individual program in consultation with the faculty advisor. Students deficient in undergraduate background or other criteria set by the Graduate School for admission may be admitted under the "7," or academic provisional classification (see the Student Classification section of this catalog).

The M.P.A. degree is awarded by the faculty upon the student's passing of the Master's Comprehensive Examination and upon completion of the academic program. To be eligible for the Comprehensive Examination, a student must be in a "fully admitted" classification and have completed 55 quarter hours of course work. Students must take a total of 60 quarter hours of course work. Thirty-five hours are in required core courses; 25 hours represent electives to be chosen from the public administration and political science courses offered at the master's level.

Courses in the M.P.A. Program of Study (PA)

- 601. Introduction to Public Administration (5).**
Examines the constitutional, institutional, political, and social environment in which public administration occurs and introduces students to the important theories, concepts, functions, and issues in the discipline of public administration. Includes consideration of the managerial, political, and legal aspects of public management, the ethical and accountability issues that confront the public administrator, and the impact of social and cultural diversity on the public administrator. Students are also acquainted with the procedures, skills, and requirements that are essential for successful completion of the M.P.A. program.
- 603. Government Organization and Administration (5).**
Surveys major theoretical, conceptual, and ethical issues in understanding the behavior of public organizations. Compares the behavior of public and private organizations and introduces strategies for responding to problems in leadership, motivation, structure, decision making, communication, and organizational change. Case studies are used to acquaint students with these issues and to emphasize the importance of the ethical and cultural diversity issues that confront the public administrator.
- 604. Public Budgeting (5).**
An examination of the processes and techniques of public sector budgeting. Includes formulation, authorization, appropriation, and execution stages.
- 605. Human Resource Administration in the Public Sector (5).**
Course content examines the nature of employment/merit systems in the context of the public sector. Focus is on the value/ethical dimensions of the personnel field and on selected personnel processes such as job analysis, job evaluation, recruitment, and selection. Considerable attention is also devoted to the legal aspects of human resource administration in a multicultural environment.
- 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 and qualitative analysis of public programs.
- 607. Public Administration and Policy Formulation (1-5).**
The process of policy making both within an agency and within the larger context of the total government process, emphasizing policy and program planning, policy implementation, and the value system of administrators.

608. Seminar in Quantitative Decision Making (5). Pr., PA 606.

A review of quantitative decision-making techniques and procedures currently in use in public agencies. Includes such approaches as benefit-cost analysis, decision analysis, and linear programming.

PA Electives

The elective curriculum in the M.P.A. program has several areas of concentration from which students may choose, or they may select a broader based set of electives. Students taking three or more courses in a designated area (as specified below) will be considered to have a concentration in that area and will be certified as such to prospective employers by the Public Administration faculty. Areas of concentration are:

Human Resources Administration: PA 605 and two courses from PA 641, PA 664, PG 614

Objective: To provide students with advanced personnel management/ civil service system knowledge in areas such as Affirmative Action/ Equal Employment Opportunity as it impacts personnel processes; the heterogeneous, multicultural nature of the public work force; selection techniques and methodologies; labor/management relations; and the national, state, and local public sector collective bargaining process.

Health Care Administration: Three courses from PA 681, PA 682, PA 683, NUR 601, NUR 602

Objectives: To provide graduate students an introduction to the administration of hospitals, health care organizations, and agencies; the American health care system, including its major characteristics, components, structures, methods of financing and delivery, and problems; and the formulation and administration of health care policy in the United States at the national and state levels, with emphasis upon the impact of public policy upon the health care system. To provide graduate students with in-depth study of major problems in the financing, delivery, and administration of health care in the United States through research, case study, and other methods.

State and Local Administration: Three courses from PO 630, PA 631, PA 613, PO 616, PA 637

Objectives: To provide students with an understanding of the important structures, procedures, and processes in the administration of programs by the public administrator in state and local government; to develop an understanding of the character and effect of the intergovernmental system on the public administrator in state and local government; to introduce significant contemporary trends and developments in state and local government; to acquaint students with the nature and importance of accepted research procedures in the study of public administration in state and local government; to understand ethical issues that appear in the administration of state and local government programs; and to appreciate that a successful public administrator in state and local government must understand the heterogeneous social and cultural environment in which administration occurs.

Public Policy Analysis: PA 606, PA 608, and two courses from PA 621, PA 622, PA 623, PA 625, PA 626

Objectives: To instill in students a basic understanding of the research design process as it relates to the scientific approach to knowledge; a basic knowledge of microcomputer tools and decision-making tools used in the public sector; ethical standards associated with research in general and the client-analyst relationship in particular; a basic knowledge of the relationship between decision-making theory and quantitative decision-making techniques; and an under-

standing of the relationship between quantitative decision making and the field of public administration as well as government as a whole.

Gerontology: Three courses from GER 670, GER 680, GER 682, GER 684, GER 687, GER 688 (Students seeking the Specialist in Gerontology Certificate should consult the Gerontology section of this catalog for the requirements of that certificate program.)

Objectives: To provide gerontology practitioners and others with up-to-date interdisciplinary knowledge of theory and practice in the field of gerontology; to prepare pre-service students for entry level positions in the field of gerontology; and to enhance the quality of services to the elderly through the upgrading of relevant knowledge of professionals in the field of gerontology.

614/714. 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.

617/717. Environmental Problems (5).

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 PO 417.

618/718. 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.

621/721. Intermediate Decision Making (5). Pr., PA 606, PA 608.

Extends student's quantitative decision-making skills developed in PA 608.

622/722. Problems in Policy Formulation and Decision Making (5). Pr., PA 607.

Application of small group policy formulation and decision-making techniques and individual decision-making techniques to selected policy areas such as military-civilian policy, foreign policy, and energy policy.

623/723. Policy Implementation (5).

Includes the use of regulations, statutes, economic incentives, education, coercion, and other devices to implement policies within one level of government and among two or more levels.

625/725. Topics in Data Collection (5). Pr., PA 606 or equivalent.

An in-depth examination of the techniques and issues related to one or more data gathering techniques such as survey research methods, elite and specialized interviewing, content analysis, and aggregate data collection. Will include computer applications where appropriate. May be taken more than once.

626/726. Topics in Data Analysis (5). Pr., PA 606 or equivalent.

An in-depth examination of one or more data analysis techniques and their applications in policy analysis. Topics may include time series analysis, regression, causal modeling, and other approaches. Computer applications will be included. May be taken more than once.

- 631/731. Public Administration in State and Metropolitan Government (5).**
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.
- 637/737. 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.
- 638/738. Current Planning Issues (5).**
Examination of topical issues in the fields of urban and regional planning.
- 639/739. 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, and the environment.
- 641/741. Public Employee Management for Labor Relations (5).**
Seminar topics include collective bargaining and public employee unionism as well as topical problems of current interest.
- 663/763. Administrative Law (5).**
Analyzes the process of administrative rule-making.
- 664/764. Personnel Recruitment, Selection, and Appraisal (5). Pr., PA 605.**
Course begins with a general introduction to public personnel processes and proceeds to explore the nature of public sector affirmative action and its impact on recruitment and selection, the nature and methodologies of the written testing processes used in civil service systems, and developments in the nature of performance appraisal systems.
- 681/781. Introduction to Health Care Administration (5).**
Survey of the administrative issues involved in the delivery of health care services.
- 682/782. Hospital Management and Process (5).**
Examination of management practices in institutional health care.
- 683/783. Case Studies in Health Care Administration (5).**
In-depth examination of contemporary problems in the delivery of health care.
- 690. Special Problems in Public Administration and Political Science (1-10).**
Advanced research in specific areas of public administration (as arranged).
- 691. Directed Readings in Political Science and Public Administration (1-10).**
Credit to be arranged.
- 695. Internship in Public Administration (1-5).**
The Public Administration Internship was created to serve the needs of pre-service students in gaining a practical knowledge of

some of the concepts and theories taught in class. Students are allowed to take a maximum of 10 hours internship credit.

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

1. Approval by the internship director of the prospective intern's qualifications based on faculty input.
2. Placement of the student in an agency of government or public service agency.

Specific Requirements: PA 695 is a 1-5 credit course. The determination of the amount of credit granted each prospective intern is a decision of the faculty. Normally 5 hours of credit will require 20 contact hours per week over a 10 week period.

All interns have the responsibility, in consultation with the internship director, of creating an internship project.

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 internship director will work with and supervise each intern and will have the major responsibility for evaluating the intern's performance and paper after the completion of the internship.

An agency supervisor will be assigned for each intern. This supervisor will work with the intern throughout the internship and will participate in the evaluation of the student.

No student may apply more than 10 hours of internship credit toward the degree.

999.

PA Master's Comprehensive (0).

Students are eligible to register for the comprehensive if they meet the following criteria:

1. Formal admission to the graduate program ("6" entry).
2. Completion (with recorded grades, not "I's") of 55 hours of degree courses.
3. A 3.0 graduate GPA (based on a 4.0 scale).

Should a student fail the examination, the exam may be retaken one time. That retake can be taken no earlier than the next quarter's scheduled exam date. Students retake only the section(s) failed.





Air University

Dr. Thomas M. Wilson, Director

Master of Political Science

Master of Public Administration

AUBURN UNIVERSITY AT MONTGOMERY- AIR UNIVERSITY COOPERATIVE GRADUATE DEGREE PROGRAM

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

ADMISSION POLICY

For admission to the AUM 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, must submit acceptable scores on the Graduate Record Examinations General Test or the Miller Analogies 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 10 quarter hours of Auburn University at Montgomery 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 curricula, the student should normally complete degree requirements during the 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 years.

REGISTRATION INFORMATION

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

1. Complete an Application for Admission form. Mail this application to the **Admissions Office, Auburn University at Montgomery, 7300 University Drive, Montgomery, Alabama 36117-3596.**
2. Request the college which awarded your baccalaureate degree to forward an official transcript of your record to the **Admissions Office, Auburn University at Montgomery, 7300 University Drive, Montgomery, Alabama 36117-3596.** 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.)
3. As stated above, applicants must also submit satisfactory scores on the Graduate Record Examinations General Test or the MAT. 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. Scores on the GRE General Test or the MAT may not be over five years old. Arrangements to take the GRE must be made with the Educational Testing Service, CN6004, Princeton, NJ 08541-6004. Arrangements to take the MAT may be made through Auburn University at Montgomery, or other local colleges and universities.

Students who plan to enroll in the graduate program are not expected to report to AWC or ACSC ahead of the regular reporting date and both programs may be completed concurrently.

DEGREE PROGRAMS AND THEIR REQUIREMENTS

The AUM program at Maxwell currently offers two degree programs: the Master of Political Science (M.P.S.) and the Master of Public Administration (M.P.A.). The Maxwell M.P.A. program (like its campus counterpart) is accredited by the National Association of Schools of Public Affairs and Administration.

The degree requirements listed below are for those students concurrently enrolled in the Air War College or Command and Staff College (in residence) and in the AUM Air University Graduate Program.

Both the M.P.S. and M.P.A. programs include 35 quarter hours of required core courses and 17 hours of elective credit awarded upon graduation from the Air War College or Air Command and Staff College and successful completion of a written Master's Comprehensive Examination (MPS 999 or MPA 999). The elective credits are awarded based on a contract between AUM and the Air University.

The M.P.A. core is composed of the following courses: PA 601, PA 603, PA 604, PA 605, PA 606, PA 607, and PA 608.

The M.P.S. core includes PO 620, PO 625, PO 645, PO 655, PO 606, PO 611, and PO 665. The core emphasizes international relations.

Course descriptions and comprehensive examination requirements are available in the political science and public administration sections of this catalog. Complete program information may be obtained by writing to Director, AUM Air University Graduate Program, Building 750, Maxwell AFB, Alabama 36112, or by calling (205) 264-2257 or AUTOVON Maxwell AFB.

DIVISION OF CONTINUING EDUCATION

The Division of Continuing Education coordinates, guides, facilitates, and provides leadership for educational programs for nontraditional students and adults. The Continuing Education programs extend the resources of the University to those persons not regularly enrolled as students on the campus. Programs take the form of noncredit courses, conferences, professional development seminars, cultural offerings, and special educational service projects. Offerings include a broad range of courses in the humanities, management, computer applications, the social sciences, business, the health sciences, the arts, and communications for those who wish to continue to study—to learn about themselves, their society, and their world.

Programs are available to every part of the Montgomery community. While these programs are developed to meet varying needs, all have grown out of the philosophy that a state university should serve all the people. Programs are not limited to the traditional curriculum, but are flexible and responsive to contemporary thought and development.

Courses, seminars, and workshops are designed to help people learn to do their jobs better, to lead more useful lives, to challenge the active mind, and to employ their leisure time more wisely. Classes are taught by a distinguished faculty assembled from the academic, professional, and artistic communities.

PERSONAL DEVELOPMENT

Through Personal Development, a variety of noncredit short courses are offered each quarter. These courses are designed for individuals who want to enhance their leisure time through creative activities and personal enrichment.

Personal Development also specializes in programs for youth and senior citizens. Youth College is for children in elementary, junior high, and high school. It is designed to enhance the education a student receives through a regular school program and at the same time provide interesting and worthwhile activities for the summer. Seniors' University is open to those of retirement age who are interested in continuing their intellectual activity. Programs are planned with the assistance of an advisory board made up of seniors and people who work with seniors.

The Day Care Certification program for current day care program coordinators or directors and those who aspire to the field is administered in Personal Development.

PROFESSIONAL DEVELOPMENT

The division plans, develops, and presents courses, seminars, workshops, and teleconferences for individuals or groups interested in increasing their professional knowledge or skills. Activities serve identified needs in the professional communities. Custom designed contract programs for specific professional groups or organizations complement their personnel training and development programs. These are held on campus or at the organization's site and on flexible time schedules. In addition, individuals who want to upgrade their skills in order to advance or re-enter the job market will find programs of interest, including courses leading to management and secretarial certificates. Computer training is conducted in word processing, data base management, spreadsheet, and advanced applications in two computer labs.

Participation in these professional development activities qualifies the participant for continuing education units (CEU's) required by many professions for continued licensure or professional development requirements.

CONFERENCES AND INSTITUTES

The Division of Continuing Education offers a full range of conference planning services, including program development and publicity, catering arrangements, registration, and special events coordination. Meeting facilities on campus can accommodate small groups as well as groups of several hundred. Continuing Education's professional conference planners work with campus groups, community organizations, and area businesses to bring many workshops, seminars, meetings, and conferences to the AUM campus each year.

TELECONFERENCES

Video teleconferences are an innovative way to bring programs conducted by qualified and nationally known personnel to audiences throughout the United States, at minimal cost to the participants. AUM subscribes to NUTN (National University Teleconferencing Network), which provides quality teleconferences on a myriad of subjects. Programs are viewed on 26-inch monitors. Telephone linkages are arranged for questions with the teleconference speakers. Teleconferences are often tied in with a workshop, called a wrap-around, with a local facilitator who conducts both the workshop and the teleconference. The division's satellite teleconferencing capabilities can accommodate audio and video teleconferences for as many as 300 people.

WEEKEND COLLEGE

Weekend College provides the option to take classes when there are fewer demands on your schedule. As an alternative to evening classes, Weekend College offers possibilities to start or complete a degree and the opportunity to take the college course you always wanted to take. Courses are scheduled on Friday evening, Saturday mornings, or Sunday evenings.

Admission Requirements for the Weekend College Courses

You must be admitted to AUM by calling the Admissions Office.

ADMISSION REQUIREMENTS FOR NONCREDIT COURSES

For the large majority of courses, the requirements are simply a desire to learn, the completion of registration, and payment of tuition. In all cases, preregistration is required prior to the first class.

TUITION

Noncredit course fees are based upon the length and content of the course. Course announcements include the tuition charge. Weekend College course tuition is the standard AUM tuition.

CAREER DEVELOPMENT CENTER

The purpose of the Career Development Center is to promote and stimulate the career development processes of AUM students and interested alumni. It is a clearing house of information for those interested in career planning, placement, and cooperative education.

CAREER PLANNING AND PLACEMENT

This activity is designed to meet the needs of all students concerned with career planning and placement. The career library provides current information on salaries and employment trends on the national, state, and local levels. It contains pertinent information on careers in general, as well as literature on numerous companies throughout the country. Career counseling and interest inventory testing are available to all students to aid in making decisions regarding a career or college major. Job search seminars are given throughout the year to assist in writing resumes and cover letters, to develop job interviewing skills, and to improve job search techniques. These seminars are recommended for all AUM students so that they can prepare to meet the recruiters from numerous companies who come to campus to interview seniors for full-time employment upon graduation. In addition, videotapes covering preparation for the job search, resume writing, interviewing, and negotiating the job offer are available for viewing. Students nearing graduation may register with the office by establishing a placement file. These files will be mailed to prospective employers at the request of the student.

COOPERATIVE EDUCATION

Cooperative Education is designed primarily for the undergraduate student. Co-op is a blending of classroom learning with actual work experience in a field closely related to the student's major field of study. It translates academic theory into the real world of industry. Students may start working in a co-op job as early as the third quarter and continue through their senior year. Some advantages for students participating in the Cooperative Education Program include becoming better prepared technically through actual on-the-job experience, learning valuable lessons in human relations, having the chance to observe professionals working in their chosen field, and earning wages which help cover educational expenses. Students interested in Co-op should complete an application form and establish a co-op file with the Career Development Center.

There is no charge for any of the services provided by the Career Development Center. In addition, a list of full-time and part-time jobs is available. For more information, come to Room 207 Goodwyn Hall.

FACULTY APPROVED FOR GRADUATE TEACHING

- Adams, Caroline S., **Professor of Biology** 1974
B.A., Drew University; M.A., Ph.D., Southern Illinois University
- Afolayan, Johnson Ajide, **Assistant Professor of Education** 1987
B.A., M.S., Ed.S., University of Wisconsin-Stout; Ph.D., Iowa State University
- Albree, Anson B., **Assistant Professor of Mathematics and Pre-Engineering** 1976
B.E., Vanderbilt University; M.A., University of Tennessee
- Alexander, Jeri Jo, **Assistant Professor of Education** 1988
B.A., Fort Lewis College; M.A., Northern Arizona University; Ph.D., University of New Mexico
- Benson, Mark, **Assistant Professor of Music** 1988
B.Mus., M.Mus., Miami University; Ph.D., University of California at Los Angeles
- Blackwell, Martha, **Associate Professor of Psychology** 1973
B.A., Samford University; M.A., Ph.D., University of Alabama
- Bogie, Donald W., **Director, Center for Demographic and Cultural Research and Professor of Sociology** 1971
B.A., Georgetown College; M.A., Ph.D., University of Kentucky
- Bradley, Patricia J., **Assistant Professor of History** 1982
B.A., University of Georgia; M.A., West Georgia College; Ph.D., Emory University
- Braswell, Ray, **Assistant Professor of Education** 1988
B.M., M.A., Appalachian State University; Ed.D., Virginia Polytechnic Institute and State University
- Brown, Jennifer, **Associate Professor of Education** 1976
B.S., Jacksonville State University; M.A., Ed.D., University of Alabama
- Budden, Michael C., **Dean, School of Business and Professor of Marketing** 1988
B.S., Louisiana State University; M.B.A., Southeastern Louisiana University; Ph.D., University of Arkansas
- Cairns, Eldon J., **Emeritus Head, Department of Biology and Emeritus Professor of Biology** 1970
B.A., M.A., University of California at Los Angeles; Ph.D., University of Maryland
- Calvasina, Eugene J., **Head, Department of Management and Professor of Management** 1985
B.A., M.B.A., Ph.D., University of Mississippi
- Campbell, Donald W., **Head, Department of Physical Education and Professor of Education** 1983
B.S., State University of New York-Cortland; M.S., D.P.E., Springfield College

- Campbell, Ken C., **Head, Department of Curriculum, Instruction, and Administration and Professor of Education** 1970
B.S., Florida State University; M.A., Florida Atlantic University; Ed.D., University of Georgia
- Carson, Norma, **Assistant Professor of Sociology** 1981
B.S., M.S., Tuskegee Institute; M.A., Auburn University; Ph.D., Northwestern University
- Chambless, Donald A., **Professor of Mathematics and Pre-Engineering** 1973
B.M.E., Auburn University; M.S., University of Tennessee; Ph.D., Tulane University
- Chiles, Ted W., **Assistant Professor of Economics** 1990
B.A., Westminster College; M.A., University of Akron; Ph.D., The Pennsylvania State University
- Clark, Joy, **Assistant Professor of Economics** 1989
B.S., M.S., Auburn University; Ph.D., Texas A&M University
- Clark, Kathryn L., **Assistant Professor of Decision Science** 1991
B.S.B.A., M.B.A., Auburn University at Montgomery
- Clark, William D., **Head, Department of Marketing and Professor of Marketing** 1969
B.S.B.A., M.B.A., Ph.D., University of Arkansas
- Coley, Phillip, **Professor of Fine Arts** 1972
B.F.A., M.F.A., University of Georgia
- Cooper, William E., Jr., **Professor of Biology** 1976
B.A., University of Richmond; M.S., Ph.D., Kansas State University
- Crippen, Donald, **Assistant Professor of Education** 1974
B.S., Auburn University; M.S., Troy State University
- Crowley, Joseph P., **Assistant Professor of English** 1979
B.A., University of Toronto; Ph.D., University of North Carolina
- Culverhouse, Renee, **Assistant Vice Chancellor for Academic Affairs and Associate Professor of Management** 1981
B.A., Auburn University; J.D., Samford University
- Denton, Thomas E., **Head, Department of Biology and Professor of Biology** 1987
B.A., Huntingdon College; M.S., Ph.D., University of Alabama
- Deravi, M. Keivan, **Associate Professor of Economics** 1985
B.A., University of Teheran; M.B.A., Tarlton State University; Ph.D., Oklahoma State University
- Dodd, Donald B., **Professor of History** 1969
B.S., Florence State University; M.A., Auburn University; Ph.D., University of Georgia
- Duarte, Neville, **Assistant Professor of Management** 1989
B.A., M.A., University of Bombay; Ph.D., University of Florida
- Dunn, Elizabeth, **Assistant Professor of History** 1990
B.A., M.A., Purdue University; Ph.D., University of Illinois at Urbana-Champaign

- Elliott, Robert H., **Associate Dean, School of Sciences and Professor of Political Science and Public Administration** 1976
B.A., M.A., Mississippi State University; Ph.D., University of Houston
- Evans, Robert C., **Associate Professor of English** 1982
B.A., University of Pittsburgh; Ph.D., Princeton University
- Fair, John D., **Head, Department of History and Professor of History** 1971
B.A., Juniata College; M.A., Wake Forest University; Ph.D., Duke University
- Fitzsimmons, Michael P., **Associate Professor of History** 1985
B.A., Belmont Abbey College; M.A., Ph.D., University of North Carolina
- Flynt, Samuel W., **Assistant Professor of Education** 1987
B.S., M.S., University of Alabama; Ed.D., Auburn University
- Gaines, Robert A., **Director, Theatre AUM and Professor of Theatre** 1977
B.A., College of William and Mary; M.A., University of Maryland; Ph.D., Indiana University
- Golden, Charles W., **Professor of Information Systems and Decision Science** 1973
B.S., D.B.A., Mississippi State University; M.B.A., Memphis State University
- Golden, Mary E., **Professor of Accounting** 1973
B.B.A., M.B.A., Memphis State University; D.B.A., Mississippi State University; CPA
- Goodson, Jane R., **Coordinator, Graduate Studies in Business and Associate Professor of Management** 1986
B.S., M.S., Ph.D., University of Alabama
- Gordon, Bruce, **Associate Professor of Education** 1971
B.S., M.S., State College of New York at Buffalo; Ed.D., University of Georgia
- Grafton, Carl, **Professor of Political Science and Public Administration** 1976
B.S., University of Toledo; M.A., Ph.D., Purdue University
- Gregorowicz, Philip, **Associate Professor of Economics** 1980
B.A., M.A., Ph.D., Northern Illinois University
- Griswold, Dianne, **Associate Professor of Education** 1979
B.S., M.Ed., Auburn University; Ph.D., Arizona State University
- Gulgoz, Sami, **Assistant Professor of Psychology** 1989
B.S., Bosphorus University; M.S., Ph.D., University of Georgia
- Guttikonda, Ramamohana R., **Assistant Professor of Accounting** 1985
B.S., Andhra University, India; M.S., Sardar Patel University, India; M.B.A., Alabama A & M University; Ph.D., University of Arkansas
- Gwinn, Sandra, **Assistant Professor of Education** 1990
B.S., Alabama State University; M.S., Auburn University at Montgomery; Ed.D., Atlanta University

- Hall, Marc A., **Assistant Professor of Management** 1987
B.S., University of Montevallo; J.D., Cumberland School of Law
- Hamilton, John B., Jr., **Professor of Physical Sciences** 1972
B.A., Bellarmine College; Ph.D., Case Western Reserve University
- Harrison, Danny E., **Head, Department of Sociology and
Professor of Sociology** 1972
B.A., M.S., Ph.D., Mississippi State University; M.C.E., Emory
University
- Hegji, Charles E., **Associate Professor of Economics** 1985
B.S., M.S., University of Wisconsin; Ph.D., Washington University
- Heier, Jan R., **Assistant Professor of Accounting and
Finance** 1986
B.S., M.B.A., University of Wisconsin; D.B.A., Mississippi State
University; CPA
- Hess, Allen K., **Head, Department of Psychology and
Professor of Psychology** 1988
B.A., City College of New York; M.A., Ph.D., University of
Kentucky
- Hill, Joseph B., **Dean, School of Sciences and Associate
Professor of Mathematics** 1969
B.A., M.A., Washington State University; Ph.D., Auburn
University
- Ho, Yaw-Chin, **Head, Department of Information Systems
and Decision Science and Associate Professor of
Information Systems and Decision Science** 1980
B.A., Soochow University; M.S., Vanderbilt University; Ph.D.,
George Peabody College
- Hollis, Debra, **Assistant Professor of Management** 1985
B.A., Birmingham-Southern College; J.D., University of
Alabama School of Law
- Honan, Ava S., **Assistant Professor of Information
Systems and Decision Science** 1981
B.S., Georgia Institute of Technology; M.B.A., Auburn
University at Montgomery; Ph.D., Auburn University
- Honey, William C., **Assistant Professor of Management** 1985
B.A., University of the South; J.D., Washington University
- Houser, Henry F., **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., **Professor of Marketing** 1970
B.S., M.A., University of Alabama; Ph.D., University of Arkansas
- Jensen, Suzanne, **Assistant Professor of Fine Arts** 1987
B.A.F., Indiana State University; M.F.A., Tulane University
- Johnson, Raymond M., **Associate Professor of Finance** 1970
B.S., M.B.A., University of Southern Mississippi; M.S., Ph.D.,
Oklahoma State University
- Johnson, Susie P., **Associate Professor of English** 1985
B.A., University of Southern Mississippi; M.A., University of
Mississippi; Ph.D., University of South Carolina

- Jones, Michael, **Assistant Professor of Marketing** 1987
B.A., M.S., Louisiana State University; Ph.D., University of Missouri
- Kamnikar, Judith A., **Professor of Accounting** 1984
B.S., M.S., Northern Illinois University; Ph.D., University of Denver; CPA
- Katz, Judd A., **Associate Director, Graduate Studies and Professor of Psychology** 1973
B.A., M.A., Arizona State University; Ed.D., University of Georgia
- Kirkpatrick, Jane, **Assistant Professor of Physical Education** 1990
B.A., Judson College; M.S., Southern Illinois University at Carbondale; Ed.D., University of Alabama
- Lacy, Allen Wayne, **Head, Department of Economics and Professor of Economics** 1976
B.S., M.S., Auburn University; Ph.D., Iowa State University
- Lake, Robert C., **Associate Dean, School of Business and Professor of Accounting** 1971
B.S., M.B.A., University of New Orleans; D.B.A., Louisiana Tech University; CPA; CDP; CIA; CMA
- Lange, David R., **Assistant Professor of Finance** 1990
B.S., Northern Kentucky University; M.A., Ph.D., University of Kentucky
- Lett, Samuel L., **Associate Professor of Accounting** 1976
B.S., Huntingdon College; M.A., University of Alabama; Ph.D., University of South Carolina; CPA
- LoBello, Steven G., **Assistant Professor of Psychology** 1989
B.A., Christian Brothers College; M.S., Mississippi State University; Ph.D., University of Southern Mississippi
- Long, Carolyn K., **Assistant Professor of Psychology** 1974
B.S., Auburn University; B.A., Auburn University at Montgomery; M.S., University of Georgia
- Lucy-Bouler, Thomas, **Assistant Professor of Information Systems and Decision Science** 1990
B.S., Ph.D., University of Alabama
- Maertens, Norbert, **Dean, School of Education and Professor of Education** 1978
B.S., Mankato State University; M.A., Ph.D., University of Minnesota
- Mahaffy, Christopher A.L., **Associate Professor of Physical Sciences** 1981
B.Sc., The Northern Ireland Polytechnic; Ph.D., University of Strathclyde; MRSC/C. Chem. Royal Society of Chemistry
- Martin, Larry, **Assistant Dean, School of Education and Professor of Education** 1976
B.P.E., M.S., Ph.D., Purdue University
- McClurg, Verne H., **Head, Department of Justice and Public Safety and Associate Professor of Justice and Public Safety** 1982
B.S., Northern Arizona University; M.A., Washington State University; Ph.D., University of Nebraska

- McDevitt, Carl D., **Associate Professor of Information Systems and Decision Science** 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
- McGaughey, Ronni, **Assistant Professor of Information Systems and Decision Science** 1990
B.A., LaGrange College; B.S., M.B.A., University of Southern Mississippi
- Medley, Jerry M., **Assistant Professor of Communication** 1981
B.A., University of Alabama; M.A., Pennsylvania State University
- Michael, Marion C., **Dean, School of Liberal Arts and Professor of English** 1982
B.A., University of Georgia; M.A., University of Virginia; Ph.D., University of Georgia
- Mills, Richard, **Professor of Fine Arts** 1979
B.F.A., M.F.A., University of Tennessee
- Moberly, H. Dean, **Professor of Economics** 1970
B.S., Abilene Christian University; M.S., Texas Tech University; Ph.D., Texas A & M University
- Moody, Bradley, **Associate Professor of Political Science and Public Administration** 1972
B.A., Southwest Texas State College; Ph.D., University of Texas
- Morton, Gerald, **Associate Professor of English** 1982
B.A., Emory and Henry College; M.A., Georgia Southern College; Ph.D., University of Tennessee in Knoxville
- Nance, Guinevera A., **Vice Chancellor for Academic Affairs, Director, Graduate Studies, and 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
- Nathan, James A., **Khaled bin Sultan Eminent Scholar in Political Science and International Policy** 1991
A.B., Indiana University; M.A., Ph.D., Johns Hopkins University
- Nivens, Maryruth K., **Head, Department of Educational Foundations, Secondary, and Counselor Education and Professor of Education** 1975
B.S., Denver University; M.S., Ph.D., Purdue University
- Nowell, William, **Associate Professor of Mathematics** 1981
B.S., Georgia Institute of Technology; M.A., University of Maryland; Ph.D., University of Kentucky
- Okia, Nathan O., **Associate Professor of Biology** 1979
DIPED., Makerere University College; A.B., M.A., Ph.D., Indiana University
- Osterhoff, William E., **Professor of Justice and Public Safety** 1974
B.A., Syracuse University; M.A., Ph.D., University of Alabama

- Palmer, Chester I., **Professor of Mathematics and Director, Freshman Mathematics** 1974
A.B., Dartmouth College; M.A., Cornell University; M.Phil., Yale University; Ed.D., Auburn University
- Permaloff, Anne, **Professor of Political Science and Public Administration** 1975
Ph.B., M.A., Wayne State University; Ph.D., University of Minnesota
- Portis, Sarah C., **Assistant Professor of Education** 1973
B.S., M.Ed., Mississippi State University; Ed.D., Auburn University
- Prater, Norma Jean, **Assistant Professor of Education** 1975
B.S., University of Alabama; M.S., Florida State University
- Ramirez, Gilberto, **Assistant Professor of History** 1986
B.A., M.A., Ph.D., University of Texas
- Rankin-Ullock, Beverly A., **Associate Dean, School of Liberal Arts and Assistant Professor of Sociology** 1976
B.A., M.A., Memphis State University; M.S.S.W., University of Tennessee
- Rawlings, Jill, **Associate Professor of Physical Sciences** 1979
B.A., Northwestern; Ph.D., California Tech.
- Richardson, William S., **Professor of Physical Sciences** 1977
B.A., Huntingdon College; Ph.D., University of Alabama
- Rogow, Robert B., **Head, Department of Accounting and Finance and Professor of Accounting** 1986
B.S., M.B.A., Florida Atlantic University; Ph.D., University of Arkansas; CPA
- Ryali, Rajagopal, **Professor of Anthropology and International Studies** 1981
B.A., Honours, Presidency College, Madras; M.A., University of Madras, India; M.A., Ph.D., Duke University
- Sack, Nancy, **Assistant Professor of Psychology** 1990
B.A., M.A., University of Toledo
- Sadowski, Cyril J., **Associate Professor of Psychology** 1983
B.A., University of Illinois; M.S., Ph.D., University of Georgia
- Sayers, David L., **Assistant Professor of Accounting** 1985
B.S., Auburn University; M.B.A., Georgia State University; Ph.D., University of Nebraska-Lincoln; CPA
- Schlotterback, Darrell L., **Associate Professor of Justice and Public Safety** 1975
B.S.C., University of Iowa; M.S., Florida State University; J.D., University of Alabama Law School
- Schrader, George D., **Professor of Justice and Public Safety** 1977
B.S., J.D., University of Kentucky; M.B.A., University of Dayton; M.P.S., Auburn University; M.P.A., Auburn University at Montgomery

- Schwarz, Joseph E., **Head, Department of Fine Arts and Professor of Fine Arts** 1977
B.F.A., Ohio Wesleyan University; M.F.A., University of Illinois; Ph.D., Ohio State University
- Self, Donald R., **Professor of Marketing** 1985
B.A., Pan American University; M.B.A., Texas A & I University; D.B.A., Louisiana Tech University
- Sharp, Paul M., **Associate Professor of Sociology** 1983
B.S., Northeastern State University; M.S., Ph.D., Oklahoma State University
- Sheldon, Craig T., **Associate Dean, School of Liberal Arts and Associate Professor of Sociology and International Studies** 1977
B.A., University of Alabama; M.A., Ph.D., University of Oregon
- Shook, Lyle, **Assistant Professor of Justice and Public Safety** 1984
B.A., Coe College; M.A., University of Iowa; Ed.D., University of Northern Colorado
- Simpson, Fred Morgan, **Associate Professor of Education** 1974
B.S., M.Ed., Auburn University; Ed.D., Memphis State University
- Slattery, Patrick D., **Associate Professor of Psychology** 1972
B.A., M.A.Ed., Ph.D., Arizona State University
- Smith, Furman, **Associate Professor of Mathematics** 1982
B.S., M.A., University of Alabama; M.S., Ph.D., Florida State University
- Sollars, David L., **Assistant Professor of Economics** 1990
B.B.A., M.A., Ohio University; Ph.D., Florida State University
- Stockard, James W., Jr., **Associate Professor of Education** 1987
B.A., M.Ed., Northwestern Louisiana State University; Ed.D., Louisiana State University
- Teggins, John E., **Head, Department of Physical Sciences and Professor of Physical Sciences** 1971
B.Sc., Sheffield University; M.A., Ph.D., Boston University
- Thomas, M. Carolyn, **Associate Professor of Education** 1985
B.S., M.Ed., Tulane University; M.S., Auburn University at Montgomery; Ph.D., University of Iowa
- Thomas, Nicholas C., **Associate Professor of Physical Sciences** 1985
B.S., Ph.D., Monash University
- Thompson, Peter, **Assistant Professor of Fine Arts** 1987
B.A., M.F.A., University of Iowa
- Thomson, Mary Sue, **Assistant Professor of Biology** 1988
B.S., D.V.M., Mississippi State University; M.S., Ph.D., Auburn University
- Vocino, Thomas J., **Head, Department of Political Science and Public Administration and Professor of Political Science and Public Administration** 1974
B.S., M.S., University of Wisconsin-Milwaukee; Ph.D., Southern Illinois University

- Walden, John C., **Professor of Education** 1988
 B.A., University of California at Los Angeles; M.A., California State University at Los Angeles; Ph.D., Claremont Graduate School
- Walker, Robbie Jean, **Acting Head, Department of English and Philosophy, Director, Learning Center, and Associate Professor of English** 1979
 B.S., Alabama A & M; M.Ed., Alabama State University; Ed.D., Auburn University
- Warren, Janet Shell, **Associate Professor of Education** 1974
 B.S., M.S., Ed.D., Auburn University
- Weible, Ricky J., **Assistant Professor of Information Systems and Decision Science** 1989
 B.B.A., M.B.A., Marshall University
- White, James F., Jr., **Assistant Professor of Biology** 1988
 B.S., M.S., Auburn University; Ph.D., The University of Texas
- White, Randall K., **Associate Professor of Management** 1983
 B.B.A., University of Hawaii; M.S.B.A., The George Washington University; Ph.D., University of Arkansas
- Wiedemann, Barbara, **Assistant Professor of English** 1988
 B.A., State University of New York at Buffalo; M.A., Ph.D., University of South Florida, Tampa
- Wieseman, Robert, **Coordinator, Graduate Studies in Education and Professor of Education** 1979
 B.A., Catholic University of America; M.A., Ed.D., University of Kentucky
- Wilbourn, Macon, **Assistant Professor of Finance** 1982
 B.S.B.A., M.B.A., University of Alabama; D.B.A., Mississippi State University
- Willard, Julia L., **Professor of Education** 1972
 B.S., B.A., Jacksonville State University; M.Ed., Ed.D., Auburn University
- Williams, Benjamin B., **Coordinator, Graduate Studies in Liberal Arts and Professor of English** 1969
 A.B., M.A., University of Alabama; Ph.D., Vanderbilt University
- Williford, Henry (Hank) N., Jr., **Associate Professor of Education** 1983
 B.S., M.Ed., Auburn University; A.A., Ed.D., University of Alabama
- Willis, Susan, **Associate Professor of English** 1978
 B.A., Emory University; M.A., Ph.D., University of Virginia
- Wilson, Thomas M., **Director, Air University Graduate Program and Assistant Professor of Political Science and Public Administration** 1983
 B.A., Mississippi State University; M.A., Ph.D., University of Tennessee
- Wolfe, Virginia, **Associate Professor of Communication** 1983
 B.S., M.A., Ph.D., Ohio State University

- Wolfinger, Donna, **Associate Professor of Education** 1980
B.S., Clarion State College; M.Ed., Ed.D., Pennsylvania State
University
- Wozniak, Peter, **Assistant Professor of History** 1987
B.S.F.S., Georgetown University; B.S.F.S., University of
Marburg (West Germany); M.A., Ph.D., Indiana University

ADMINISTRATIVE/PROFESSIONAL STAFF

Abell, Patricia H., Catering Coordinator, Cafeteria	1988
Adams, Elizabeth J. C., Coordinator, Conferences, Continuing Education	1990
B.A., University of Alabama	
Adkins, Margie N., Assistant Manager, Cafeteria	1987
Allen, Glenn L., Assistant Director, Housing and Residence Life	1988
B.A., University of South Alabama	
Anderson, Jeffery, Manager, EDP Operations, Computer Center	1985
B.S., M.B.A., Auburn University at Montgomery	
Anthony, Charles E., Admissions Representative, Admissions	1990
B.A., Auburn University at Montgomery	
Barbara, Henry, Administrative Systems Specialist III, Computer Center	1980
B.S., Ohio State University; M.B.A., University of Alabama	
Berry, James, Director, Financial Aid	1972
B.S., Auburn University; M.S., Troy State University	
Bice, Charmaine P., Evaluator II, School of Education	1988
B.G.S., Auburn University at Montgomery	
Birchfield, J. Faye, Accountant, Controller	1989
B.S., Jacksonville State University	
Blake, Wanda, Accountant, Accounting	1988
B.S.B.A., Auburn University at Montgomery	
Bowden, Carolyn G., Manager, Cafeteria	1979
Boyer, Joe L., Assistant to the Chancellor	1989
B.S., Tennessee State University; M.S., University of Illinois-Champaign-Urbana; Ph.D., Ohio State University	
Butler, Stephen, Data Center Manager, Computer Center	1980
B.A., M.I.S., Auburn University at Montgomery	
Capell, Beverly, Accountant, Controller	1989
B.S.B.A., Auburn University at Montgomery	
Card, Nigel, Assistant Men's Basketball Coach	1987
B.S., Auburn University at Montgomery	
Carlson, James E., Director, Computing Services	1988
B.Ed., M.Ed., Ph.D., University of Alberta	
Champion, Cecilia, H., Management Scientist, Center for Business and Economic Development	1989
B.A., M.S., Ph.D., Auburn University	
Chapman, Tommie L., Accounting, Purchasing	1972
B.S.B.A., Auburn University at Montgomery	
Cohen, Constance A., Coordinator, Community Relations and Advocacy, Center for Rehabilitation Resources	1982
B.S., M.A., University of Alabama, Birmingham	

Conner, Leland W. C., Administrator, Professional Development, Continuing Education	1989
B.S., United States Air Force Academy; M.A., San Diego State University	
Cook, Jerry, Director, Physical Plant	1986
B.S., Auburn University	
Darity, Elizabeth G., Assistant, Institutional Advancement	1974
B.G.S., Auburn University at Montgomery	
Davis, Pharis Lee, Jr., Director, Admissions	1973
A.B., Bethany Nazarene College; M.Div., Nazarene Theological Seminary; M.Ed., University of Montevallo	
Deravi, Fariba, Director, Financial Analysis, Research and Development	1988
B.A., University of Teheran; M.B.A., Tarleton State University	
Deutsch, Alleen D., Dean, Continuing Education	1987
B.A., Bowling Green State University; M.S., Ph.D., Miami University (Ohio)	
Doane, C. Jack, Assistant Director, Institutional Advancement	1988
B.S., University of Maryland	
Douglass, MaryAnne, Comptroller, Accounting	1978
B.A., University of South Florida; M.B.A., Auburn University at Montgomery	
Dunlavy, Darold, Vice Chancellor for Student Affairs	1971
B.A., M.Ed., University of Montevallo	
Elliott, Gerard S., Case Manager/Counselor, Center for Rehabilitation Resources	1990
B.S., Campbell University	
Enstrom, Janine C., Director, Speech and Hearing Clinic	1990
B.A., Birmingham-Southern College; M.A., University of Alabama	
Estes, W. Rob, Research Specialist, Center for Business and Economic Development	1989
B.S., Auburn University at Montgomery; M.S., Radford University	
Fisher, Jon T., Telecommunications Specialist, Computer Center	1987
B.S.B.A., Auburn University at Montgomery	
Forrer, Daniel A., Budget Coordinator, Accounting	1984
B.S., Auburn University at Montgomery	
Gambles, Trunetta, Assistant Manager, Bookstore	1972
B.S., Miles College	
Garibaldi, Eduardo G., Project Specialist, Center for Business and Economic Development	1990
B.S.B.A., M.B.A., Auburn University at Montgomery	
Gilliland, Steven L., Library Automation Specialist, Library	1990
B.S.B.A., Auburn University at Montgomery	
Gorman, Letta D., Director, Center for Rehabilitation Resources	1979
B.A., Huntingdon College	

- Granger, Barbara B., **Research Specialist, Center for Government and Public Affairs** 1985
B.S., M.B.A., Auburn University at Montgomery
- Gunter, Kathy S., **Coordinator, Personal Development, Continuing Education** 1988
B.S., Auburn University; M.A., Auburn University at Montgomery
- Harris, James B., **Police Sergeant, Campus Police** 1976
- Harris, Nancy A., **Women's Tennis Coach and Sports Information Director** 1989
B.S., University of Alabama
- Heninger, Susan M., **Assistant Director, Alumni Services** 1983
B.A., Auburn University
- Hicks, John A., **Management Scientist, Center for Business and Economic Development** 1987
B.A., Bethany Nazarene College; Ph.D., Memphis State University
- Hill, George, **Associate Registrar** 1984
B.S., M.S., Troy State University
- Hogan, James B., **Management Scientist, Center for Business and Economic Development** 1987
B.A., Eckerd College; M.S., Ph.D., University of Georgia
- Hummel, John S., **Trainer II, Center for Government and Public Affairs** 1985
B.S., Purdue University; M.B.A., University of West Florida
- Jacobs, Grover T., **Special Assistant to the Chancellor** 1976
B.S., Troy State University; M.A., George Peabody College; LL.B., Jones Law School; Ph.D., Auburn University
- Jenkins, Linda, **Director, Student Development** 1980
B.S., M.S., Jacksonville State University
- Jones, Cary W., **Chief of Police** 1975
A.A., Alabama Christian College
- Joye, Carren, **News Services Coordinator, University Relations** 1988
B.A., Coker College
- Kenny, James T., **Vice Chancellor for Research and Development** 1985
B.A., Ricker College; M.A., Kent State University; Ph.D., University of Denver
- Kenton, George, **Coordinator, Professional Development, Continuing Education** 1986
B.A., M.A. University of Kentucky
- Kienzle, Patricia A., **Audiologist** 1988
B.A., Temple University; M.S.C., Auburn University
- Kyker, James H., **Trainer II, Center for Government and Public Affairs** 1981
B.S., United States Military Academy, West Point; M.S., Oklahoma State University

Livingston, Sonia, Research Specialist, Center for Business and Economic Development	1988
B.A., Auburn University	
Locklear, Toni S., Research Specialist, Center for Business and Economic Development	1989
B.S., Kennesaw State College; M.S., Auburn University	
Lowe, Q. V., Baseball Coach	1986
B.S., M.A., Auburn University	
Marable, Linda L., Evaluator II, Registrar's Office	1978
A.A.S., Troy State University	
Martin, Raymond R., Jr., Trainer I, Center for Government and Public Affairs	1989
B.S., Troy State University	
Mastin, Pamela, Accountant, Controller	1989
B.S.B.A., Auburn University at Montgomery	
Mathis, Paula M., Coordinator, Special Projects, University Relations	1990
B.A., Auburn University	
Meacham, James, Program Specialist, Center for Rehabilitation Resources	1986
A.A., Douglas McArthur Technical College	
Meriwether, Sherri, Director, University Relations	1983
B.S., Troy State University; M.P.A., Auburn University at Montgomery	
Merritt, Dick E., Director, Housing and Residence Life	1978
B.S., Auburn University	
Middleton, Rex, Maintenance Superintendent, Physical Plant	1980
Mims, Donald, Police Lieutenant, Campus Police	1974
Mitchell, Jackie F., Coordinator, Community Relations, Center for Rehabilitation Resources	1989
B.S., Auburn University	
Mizzell, Philip G., Trainer II, Center for Government and Public Affairs	1985
B.A., M.A., University of Alabama	
Moffett, Robin G., Evaluator II, School of Liberal Arts	1990
B.S., Auburn University	
Morgan, Janet M., Coordinator, Institutional Studies, Institutional Research	1981
B.S.B.A., Auburn University at Montgomery	
Mularz, Janet, Training Administrator, Center for Government and Public Affairs	1980
Myles, Joseph, SSG, Chief Administrative Non-Commissioned Officer	1986
Norton, George E., Assistant Director, Admissions	1986
B.S., University of Alabama; M.Ed., Auburn University at Montgomery	

- Noyes, Geneva, **Administrative Systems Specialist II, Computer Center** 1988
B.S., Park College
- Palmer, Jacquelyn, **Director, Purchasing** 1984
B.S.B.A., M.B.A., Auburn University at Montgomery
- Parrish, Ethel, **Superintendent, Building Services** 1988
- Patterson, Deborah A., **Assistant Director, Housing and Residence Life** 1979
B.S., University of Alabama; M.P.A., Auburn University at Montgomery
- Percival, Faye P., **Evaluator II, School of Business** 1973
B.S., Huntingdon College
- Pugh, John L., **Grounds Supervisor** 1978
- Remko, John, **Director, Computer Center** 1976
B.S., M.S., Ed.D., Northern Illinois University
- Reyna, Milano, **Research Specialist, Center for Business and Economic Development** 1987
B.A., University of South Alabama; M.A., University of West Florida
- Saia, Claude V., **Administrator, Athletics** 1964
B.S., M.S., Auburn University
- Savage, Judy W., **Evaluator II, School of Education** 1986
B.S./Ed., Auburn University
- Seay, Donna M., **Manager, Printing Services** 1986
B.F.A., Auburn University; M.F.A., University of Oregon
- Shook, Rose, **Director, Personnel** 1987
B.S., Central Michigan University; M.A., Andrews University; M.S.A., University of Notre Dame
- Smith, Edward N., **Assistant Director, Center for Government and Public Affairs** 1978
B.A., University of Maryland; M.P.A., Auburn University at Montgomery
- Supri, Carol P., **Associate Director, Financial Aid** 1986
B.S., M.S., Troy State University
- Tansey, Nancy, **Trainer I, Center for Government and Public Affairs** 1988
B.S., Troy State University
- Tiemkongkanchna, Surunya L., **Accountant, Accounting** 1987
B.B.A., Krirk College
- Tilley, Colby T., **Women's Basketball Coach, Athletics** 1985
B.S., Appalachian State University; M.R.A., Georgia Southern College
- Tomczak, Edward, **Registrar** 1976
B.S., Fordham University; M.Ed., Auburn University at Montgomery
- Tubbs, Larry, **Assistant Baseball Coach** 1989
B.S., Auburn University at Montgomery

- Tucker, Pamela, **Director, Media Center** 1979
 A.S., Walker Junior College; B.S., Livingston University;
 M.Ed., Ed.S., Auburn University at Montgomery
- Veres, John G., III, **Director, Center for Business and
 Economic Development** 1978
 B.S., M.S., Auburn University at Montgomery; Ph.D.,
 Auburn University
- Walden, Gayle, **Editor, University Relations** 1988
 B.A., M.A., Middle Tennessee State University
- Walker, Leigh Ann, **Assistant Women's Basketball Coach** 1989
 B.S., Judson College
- Ward, Faye E., **Assistant Director, Personnel** 1988
 B.A., Alabama State University
- Wells, Raymond B., **Director, Center for Government and
 Public Affairs** 1974
 B.A., M.A., Mississippi State University; Ph.D., Texas Tech
 University
- Williams, Ed, **Director, Career Development Center** 1982
 B.A., George Washington University; M.S., Troy State
 University
- Williams, Frank, **Photographer, University Relations** 1988
 A.A., Valdosta Technical College
- Wolfe, Geryl L., **Coordinator, Student Service, Center for
 Rehabilitation Resources** 1990
 B.S., Kennasaw College; M.S., Auburn University at
 Montgomery
- Wong, Nancy H., **Special Student Counselor, Admissions** 1988
 B.A., Huntingdon College; M.Ed., Auburn University
- Woodman, Lloyd, **Program Coordinator, Center for
 Government and Public Affairs** 1985
 B.S.B.A., M.B.A., Ph.D., University of Arkansas
- Woodman, Nancy C., **Director, Institutional Advancement** 1981
 B.A., Hendrix College; M.S., University of Arkansas; Ph.D.,
 University of Mississippi

INDEX

Academic Integrity	41
Academic Regulations and Policies	28
Accounting and Finance	49
Administrative Council	14
Administrative Holds	30
Administrative/Professional Staff	143
Admission Requirements	33
Advising	30
Advisory Board	13
Alabama and Non-Alabama Students	35
Alabama Certification, Application for	58
Anthropology	86
Applying for Graduation	41
Attendance	30
Auditing Privilege	30
AUM-Air University Cooperative Graduate Degree Program	127
Biology	102
Board of Trustees	13
Business, School of	43
Course Descriptions	49
Calendar	4
Campus and Buildings	21
Career Development Center	132
Catalog of Concern	29
Chemistry	104
Classification, Student	36
Continuing Education, Division of	130
Cooperative Education	132
Correspondence Work	38
Counselor Education	59, 66
Course Load	38
Credit for Military Schools	28
Credit Recommended by the American Council on Education	28
Curriculum, Instruction and Administration	70
Early Childhood Education	59, 70
Educational Administration and Supervision	59, 73
Elementary Education	60, 75
Reading Education	61, 76
Special Education	61, 77
Degrees, Graduate (List of)	11
Degree Progression of Students, Evaluating Successful	38
Discipline	41
Early Childhood Education	59, 70
Economics	51
Education, School of	55
Course Descriptions	62
Education Specialist	32, 58
Educational Administration and Supervision	59, 73
Educational Foundations and Secondary Education	62
Foundations of Education	58, 62
Secondary Education	61, 63

Education-General	65
Counselor Education	59, 66
Elementary School Counseling	68
Elementary Education	60, 75
English	87
Equal Opportunity	28
Examinations	32
Exceptional Children Study	58
Faculty Approved for Graduate Teaching	133
Family Educational Rights and Privacy Act	28
Fees and Charges	22
Final Exam Schedule	9
Finance	50
Financial Aid	24
Fine Arts	86
Foundations of Education	58, 62
General Education	65
General Information	28
General Requirements	29
Geography	90
Gerontology	90, 105, 123
Goals of the University	16
Grade Requirements	38
Graduate Coordinators	15
Graduate Council	15
Graduate Degrees, List of	11
Graduate Programs	32
Admission Requirements	33
Requirements	37
Graduation, Applying for	41
History	91
History of AUM	19
Housing	22
ID Card	31
Information Systems	51
Justice and Public Safety	106
Corrections-Juvenile Justice Option	107
Judicial Administration Option	107
Law Enforcement Administration Option	107
Security Administration Option	107
Late Registration	31
Liberal Arts, School of	83
Course Descriptions	84
Library	22
Loans	25
Location of AUM	20
Management	52
Marketing	53
Master of Business Administration	32, 44
Study Requirements	44
Basic Program	45
Personnel Management Option	46

Information Systems Option	47
Nursing Administration Option	48
Master of Education	32, 57
Alternative Master of Education	57
Master of Liberal Arts	33, 84
Master of Political Science	32, 112
Master of Science in Justice and Public Safety	32, 106
Master of Science in Psychology	32, 115
Master of Public Administration	32, 120
Human Resources Administration Concentration	122
Health Care Administration Concentration	122
State and Local Administration Concentration	122
Public Policy Analysis Concentration	122
Gerontology Concentration	123
Mathematics	110
Medical Treatment for AUM Students	29
Mission of the University	16
Nursing, School of	99
Course Descriptions	100
Part-Time Study	34
Ph.D. in Public Administration	33, 118
Physical Education	60, 80
Policy on Accommodation for Individuals with Disabilities	28
Political Science Program	112
Psychology Program	115
Public Administration Programs	118
Quantitative Methods	54
Reading Education	61, 76
Registration	31
Late Registration	31
Refunds	24
Schedule Adjustment	31
Add	31
Resignation	31
Withdrawal	32
Sciences, School of	101
Course Descriptions	102
Secondary Education	61, 63
Sociology	94
Special Education	61, 77
Speech-Language Pathology and Audiology	96
Student Affairs Committee, School of Education	61
Student Financial Aid	24
Student Government Association	29
Student Housing	22
Theatre	97
Time Limit	39
Transfer of Credit	40
Transient Work	40
Veterans, Educational Benefits for	25
Visual Arts	86
Weekend College	131
Work-Study Program	24



1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the statistical analysis performed.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings of the research. The data shows a clear trend of increasing activity over time.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document concludes the study. It summarizes the key findings and provides a final statement on the importance of the research.