

AUM

AUBURN UNIVERSITY MONTGOMERY

GRADUATE  
CATALOG  
1997-1998



# Auburn University Montgomery

## 1997-98 Graduate Catalog

CollegeSource

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**AUBURN UNIVERSITY AT MONTGOMERY**  
**Montgomery, Alabama**  
**1997-1998**  
**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.

Auburn University at Montgomery is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the bachelor's, master's, specialist, and doctoral degrees.



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# Calendar 1997–1998

## Fall Quarter 1997

### Full Quarter Calendar

- 1. Preregistration for fall quarter by invitation only, 8 A.M.– 6 P.M. .... Fri., Aug. 1
- 2. Student housing fee (fall quarter) due ..... Fri., Aug. 1
- 3. Extended preregistration ..... Mon., Aug. 4–Fri., Aug. 8
- 4. Early orientation and registration (by invitation only) ..... Fri., Aug. 8
- 5. New undergraduate student orientation ..... Thurs., Sep. 11
- 6. Final registration, 8 A.M.– 6 P.M. .... Fri., Sep. 12
- 7. Student housing move-in ..... Sun., Sep. 14
- 8. Late registration fee begins ..... Mon., Sep. 15
- 9. Regular classwork begins:
  - Weekend classes ..... Sat., Sep. 13–Sun., Sep. 14
  - Monday/Wednesday classes ..... Mon., Sep. 15
  - Tuesday/Thursday classes ..... Tues., Sep. 16
- (NOTE: After the second scheduled class period starts, or after the first scheduled class for classes that meet once per week, prior written permission of the head of the department in which the course is offered is required to register or add a class.)
- 10. Schedule adjustment fee begins ..... Mon., Sep. 22
- 11. Last day for refunds/course waivers ..... Fri., Sep. 26
- 12. Last day to apply for fall quarter graduation ..... Fri., Oct. 10
- 13. Last day to drop/resign classes (by 5 P.M.) ..... Fri., Oct. 17
- 14. Graduation worksheets due from advisors ..... Fri., Oct. 24
- 15. Preregistration for winter quarter, 8 A.M.– 6 P.M. .... Fri., Oct. 31
- 16. Extended preregistration ..... Mon., Nov. 3–Fri., Nov. 7
- 17. Last day of classes:
  - Weekend classes ..... Sat., Nov. 8–Sun., Nov. 9
  - Monday/Wednesday classes ..... Wed., Nov. 12
  - Tuesday/Thursday classes ..... Thurs., Nov. 13
- 18. Final examinations (see examination schedule for weekday classes) ..... Sat., Nov. 15–Thurs., Nov. 20
  - (NOTE: Because of the variety of class times, final examinations for weekend classes are scheduled by the course instructor.)
- 19. Student housing fee (winter quarter) due ..... Mon., Nov. 17
- 20. Graduating candidates' grades and all requirements for graduation completed and due in the Records Office by 12 noon ..... Fri., Nov. 21
- 21. Student housing move-out ..... Fri., Nov. 21
- 22. All grades due in Records Office by 5 P.M. .... Mon., Nov. 24
- 23. Graduation ..... Tues., Nov. 25

NOTE: Some classes may be offered on a half- or tri-term basis; please check the quarter course schedule for these possible additional courses. Also, there is a possibility that a December mini-term may be offered. Check the fall quarter course schedule for details.

## Winter Quarter 1998

### Full Quarter Calendar

1. Preregistration for winter quarter by invitation only, 8 A.M.– 6 P.M. .... Fri., Oct. 31
2. Extended preregistration ..... Mon., Nov. 3–Fri., Nov. 7
3. Student housing fee (winter quarter) due ..... Mon., Nov. 17
4. New undergraduate student orientation ..... Fri., Dec. 19
5. Final registration, 8 A.M.– 6 P.M. .... Fri., Jan. 2
6. Student housing move-in ..... Fri., Jan. 2
7. Late registration fee begins ..... Mon., Jan. 5
8. Regular classwork begins:
  - Weekend classes ..... Sat., Jan. 3–Sun., Jan. 4
  - Monday/Wednesday classes ..... Mon., Jan. 5
  - Tuesday/Thursday classes ..... Tues., Jan. 6
9. Schedule adjustment fee begins ..... Fri., Jan. 9
10. Last day for refunds/course waivers ..... Fri., Jan. 16
11. Martin Luther King, Jr./Robert E. Lee holiday (no classes) ..... Sat., Jan. 17–Mon., Jan. 19
12. Monday/Wednesday classes meet at regular times ..... Fri., Jan. 23
13. Last day to apply for winter quarter graduation ..... Fri., Jan. 30
14. Last day to drop/resign classes (by 5 P.M.) ..... Fri., Feb. 6
15. Graduation worksheets due from advisors ..... Fri., Feb. 13
16. Student housing fee (spring quarter) due ..... Mon., Feb. 16
17. Preregistration for spring quarter, 8 A.M.– 6 P.M. .... Fri., Feb. 20
18. Extended preregistration ..... Mon., Feb. 23–Fri., Feb. 27
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  
 (NOTE: Because of the variety of class times, final examinations for weekend classes are scheduled by the course instructor.)
21. Student housing move-out ..... Fri., Mar. 13
22. Graduating candidates' grades and all requirements for graduation completed and due in the Records Office by 12 noon ..... Mon., Mar. 16
23. All grades due in Records Office by 5 P.M. .... Mon., Mar. 16
24. Graduation ..... Tues., Mar. 17

**NOTE:** Some classes may be offered on a half- or tri-term basis; please check the quarter course schedule for these possible additional courses.

Spring Quarter 1998

Full Quarter Calendar

- 1. Student housing fee (spring quarter) due ..... Mon., Feb. 16
- 2. Preregistration for spring quarter by invitation only, 8 A.M.– 6 P.M. .... Fri., Feb. 20
- 3. Extended preregistration ..... Mon., Feb. 23–Fri., Feb. 27
- 4. New undergraduate student orientation ..... Thurs., Mar. 26
- 5. Final registration, 8 A.M.– 6 P.M. .... Fri., Mar. 27
- 6. Student housing move-in ..... Fri., Mar. 27
- 7. Late registration fee begins ..... Mon., Mar. 30
- 8. Regular classwork begins:
  - Weekend classes ..... Sat., Mar. 28–Sun., Mar. 29
  - Monday/Wednesday classes ..... Mon., Mar. 30
  - Tuesday/Thursday classes ..... Tues., Mar. 31
- 9. Schedule adjustment fee begins ..... Fri., Apr. 3
- 10. Last day for refunds/course waivers ..... Fri., Apr. 10
- 11. Last day to apply for spring quarter graduation ..... Fri., Apr. 24
- 12. Last day to drop/resign spring quarter classes. .... Fri., May 1
- 13. Preregistration for summer quarter, 8 A.M.– 6 P.M. .... Fri., May 8
- 14. Extended preregistration ..... Mon., May 11–Fri., May 15
- 15. Graduation worksheets due from advisors ..... Fri., May 15
- 16. Student housing fee (summer quarter) due ..... Fri., May 15
- 17. Monday/Wednesday classes meet at regular times ..... Fri., May 15
- 18. Last day of weekend classes ..... Sat., May 23–Sun., May 24
- 19. Memorial Day holiday (no classes) ..... Mon., May 25
- 20. Last day of weekday classes:
  - Monday/Wednesday classes ..... Wed., May 27
  - Tuesday/Thursday classes ..... Thurs., May 28
- 21. Final examinations (see examination schedule for weekday classes) ..... Sat., May 30–Thurs., June 4  
(NOTE: Because of the variety of class times, final examinations for weekend classes are scheduled by the course instructor.)
- 22. Graduating candidates' grades and all requirements for graduation completed and due in the Records Office by 12 noon ..... Thurs., June 4
- 23. Student housing move-out ..... Fri., June 5
- 24. All grades due in Records Office by 5 P.M. .... Fri., June 5
- 25. Graduation ..... Sat., June 6

NOTE: Some classes may be offered on a half- or tri-term basis; please check the quarter course schedule for these possible additional courses.



Summer Quarter 1998

Full Quarter Calendar

- 1. Preregistration for summer quarter by invitation only, 8 A.M.– 6 P.M. .... Fri., May 8
- 2. Extended preregistration ..... Mon., May 11–Fri., May 15
- 3. Student housing fee (summer quarter) due ..... Fri., May 15
- 4. New undergraduate student orientation ..... Thurs., June 11
- 5. Final registration, 8 A.M.– 6 P.M. .... Fri., June 12
- 6. Student housing move-in ..... Fri., June 12
- 7. Weekend classwork begins ..... Sat., Jun. 13–Sun., June 14
- 8. Late registration fee begins ..... Mon., June 15
- 9. Weekday classwork begins:
  - Monday/Wednesday classes ..... Mon., June 15
  - Tuesday/Thursday classes ..... Tues., June 16
- 10. Schedule adjustment fee begins ..... Fri., June 19
- 11. Last day for refunds/course waivers ..... Fri., June 26
- 12. Last day to apply for summer quarter graduation ..... Thurs., July 2
- 13. Independence Day holidays (no classes) ..... Fri., Jul. 3–Sun., July 5
- 14. Last day to drop/resign summer quarter classes ..... Tues., July 14
- 15. Graduation worksheets due from advisors ..... Fri., July 24
- 16. Preregistration for fall quarter, 8 A.M.– 6 P.M. .... Fri., July 24
- 17. Extended preregistration ..... Mon., Jul. 27–Fri., July 31
- 18. Student housing fee (fall quarter) due ..... Mon., Aug. 3
- 19. Last day of classes:
  - Monday/Wednesday classes ..... Wed., Aug. 12
  - Tuesday/Thursday classes ..... Thurs., Aug. 13
  - Weekend classes ..... Sat., Aug. 15–Sun., Aug. 16
- 20. Final examinations (see examination schedule
  - for weekday classes) ..... Mon., Aug. 17–Sun., Aug. 23
  - (NOTE: Because of the variety of class times, final examinations for weekend classes are scheduled by the course instructor.)
- 21. Student housing move-out ..... Fri., Aug. 21
- 22. Graduating candidates' grades and all requirements for graduation completed and due in the Records Office by 12 noon ..... Mon., Aug. 24
- 23. All grades due in Records Office by 5 P.M. .... Mon., Aug. 24
- 24. Graduation ..... Tues., Aug. 25

NOTE: Some classes may be offered on a half- or tri-term basis; please check the quarter course schedule for these possible additional courses.

# Final Exam Schedules

## Fall Quarter 1997

	Mon. Nov. 17	Tues. Nov. 18	Wed. Nov. 19	Thurs. Nov. 20
8–11 A.M.	1st Period M–W	1st Period T–Th	2nd Period M–W	2nd Period T–Th
1–4 P.M.	3rd Period M–W	3rd Period T–Th	4th Period M–W	4th Period T–Th
6–9 P.M.	5th Period M–W	5th Period T–Th	6th Period M–W	6th Period T–Th

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

## Winter Quarter 1998

	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
1–4 P.M.	4th Period M–W	4th Period T–Th	3rd Period M–W	3rd Period T–Th
6–9 P.M.	6th Period M–W	6th Period T–Th	5th Period M–W	5th Period T–Th

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

# Final Exam Schedules

## Spring Quarter 1998

	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
1–4 P.M.	3rd Period M–W	3rd Period T–Th	4th Period M–W	4th Period T–Th
6–9 P.M.	5th Period M–W	5th Period T–Th	6th Period M–W	6th Period T–Th

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

## Summer Quarter 1998

	Mon. Aug. 17	Tues. Aug. 18	Wed. Aug. 19	Thurs. Aug. 20
8–11 A.M.	2nd Period M–W	2nd Period T–Th	1st Period M–W	1st Period T–Th
1–4 P.M.	4th Period M–W	4th Period T–Th	3rd Period M–W	3rd Period T–Th
6–9 P.M.	6th Period M–W	6th Period T–Th	5th Period M–W	5th Period T–Th

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 Administration ..... MBA

## School of Education

Degree	Curriculum Identifier
M.Ed.	Art Education (N-12) ..... ATE
Class A Certification	Educational Leadership
	Non-School ..... ANS
	Educational Administrator (N-12) ..... EDL
	Counseling (N-12)
	Counseling and Development ..... CD
	Elementary School Counseling ..... ESC
	School Counseling ..... CED
	Early Childhood Education (N-3) ..... ECE
	Elementary Education (1-6) ..... EED
	Physical Education
	General Physical Education (N-12) ..... HPE
	Non-Certification Physical Education ..... NPE
	Reading Education (N-12)
	Reading Teacher ..... RET
	Secondary Education (7-12)
	Biology ..... SBI
	English ..... SEH
	History ..... SHY
	Language Arts ..... SLA
	Mathematics ..... SMH
	Political Science ..... SPO
	Social Studies ..... SSS
	Special Education (N-12 except SEC)
	Early Childhood Special Education (B-5) ..... SEC
	Learning Disabilities ..... SLD
	Mental Retardation ..... SMR
	Mild Learning Disabilities ..... SML
Ed.S.	Educational Leadership
Class AA Certification	Educational Administrator (N-12) ..... EDL
	Counseling (N-12)
	Elementary School Counseling ..... ESC
	School Counseling ..... CED
	Early Childhood Education (N-3) ..... ECE
	Elementary Education (1-6) ..... EED
	Reading Education (N-12)
	Reading Teacher ..... RET
	Secondary Education (7-12)
	Biology ..... SBI
	English ..... SEH
	History ..... SHY
	Language Arts ..... SLA
	Mathematics ..... SMH

	Political Science .....	SPO
	Social Studies .....	SSS
	Special Education (N-12)	
	Mild Learning Disabilities .....	SML
Alternative M.Ed.	Art Education (N-12) .....	ATE
Class A	Early Childhood Education (N-3) .....	ECE
Certification	Elementary Education (1-6) .....	EED
	Secondary Education (7-12)	
	Biology .....	SBI
	English .....	SEH
	History .....	SHY
	Language Arts .....	SLA
	Mathematics .....	SMH
	Political Science .....	SPO
	Social Studies .....	SSS
	Special Education (N-12 except SEC)	
	Early Childhood Special Education (B-5) .....	SEC
	Learning Disabilities .....	SLD
	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 Forrest H. James, Jr., Governor of Alabama, President (ex officio) ..... Montgomery		
Dr. Edward R. Richardson, State Superintendent of Education (ex officio) ..... Montgomery		
Name	District	Home
Term Ends 1999		
Bessie Mae Holloway	First	Prichard
William James Samford, Jr.	Third	Opelika
John V. Denson	Third	Opelika
Emory O. Cunningham	Ninth	Birmingham
President Pro Tempore		
Term Ends 2003		
Jack B. Venable	Fourth	Tallassee
Lowell R. Barron	Fifth	Fyffe
Charles G. Glover	Seventh	Cullman
Term Ends 2007		
Vacant <sup>1</sup>	Second	
Paul J. Spina, Jr.	Sixth	Hoover
Vacant <sup>1</sup>	Eighth	

<sup>1</sup> As of January 30, 1997.

## Advisory Board

E. Kyle Kyser, Chairman	Bonnie B. Moore
James L. Loeb, Vice Chairman	W. Robbins Taylor
A. Bowen Ballard	David W. Thames
James Barganier	Luther Waller
Newton J. Bell III	George H. Waters
W. Mike Bridger	John H. Winston, Jr.
John A. Caddell	Carolyn D. Corliss, ex officio
J. Marvin Carroll	Larry Dixon, ex officio
Danny Cassady	Terry Everett, ex officio
George B. Clements	Emory Folmar, ex officio
Marjorie V. Garzon	William Joseph, ex officio
James L. "Soup" Goyer, Jr.	Donald G. Nobles, ex officio
Jeanne Hackman	George D. Schrader, ex officio
Ouita B. Kimbrough	Thomas T. Somerville, Jr., ex officio
Jack J. Kirschenfeld	Gregory D. Wren, ex officio
William H. McLemore	

## Advisory Board Members Emeriti

M. Taylor Dawson, Jr.  
Robert B. Ingram  
D. Joseph McInnes  
Eunice Davis McNeill  
Charles Smith III  
Will Hill Tankersley

Robert S. Weil II  
C. E. Weldon, Jr.  
Milton A. Wendland  
Clyde H. Wood  
Ida Belle Young

## Administrative Council

Muse, William V., <b>President</b> .....	1992
B.S., Northwestern State University; M.B.A., Ph.D., University of Arkansas	
Saigo, Roy H., <b>Chancellor</b> .....	1994
B.A., University of California at Davis; Ph.D., Oregon State University	
Best, Rickey D., <b>Interim Dean, Library</b> .....	1986
B.A., M.A., University of California, Riverside; M.L.I.S., University of California at Berkeley	
Boyer, Joe L., <b>Assistant to the Chancellor</b> .....	1989
B.S., Tennessee State University; M.S., University of Illinois at Urbana-Champaign; Ph.D., Ohio State University	
Butler, Stephen, <b>Director, Computer Center</b> .....	1980
B.A., M.I.S, Auburn University at Montgomery	
Chapman, Larry F., <b>Director, Athletics</b> .....	1977
B.S., M.Ed., Auburn University	
Cook, Jerry T., <b>Director, Physical Plant</b> .....	1986
B.S., Auburn University	
Corliss, Carolyn D., <b>President, Staff Council</b> .....	1991
B.S., Troy State University	
Davis, Pharis Lee, Jr., <b>Director, Admissions</b> .....	1973
A.B., Bethany Nazarene College; M.Div., Nazarene Theological Seminary; M.Ed., University of Montevallo	
Deaton, William L., <b>Dean, School of Education</b> .....	1992
B.S., Albany State College; M.S.Ed., Ph.D., University of Kansas	
Deravi, M. Keivan, <b>Director, Center for Government and Public Affairs</b> .....	1985
B.A., University of Teheran; M.B.A., Tarlton State University; Ph.D., Oklahoma State University	
Fulford, Sherri G., <b>Executive Director, University Relations</b> .....	1983
B.S., Troy State University; M.P.A., Auburn University at Montgomery	
Gardner, Jay W., <b>Chief, Campus Police</b> .....	1994
B.S., Trenton State College; M.S., Auburn University at Montgomery	
Gerogiannis, Nicholas C., <b>President, Department Heads Council</b> .....	1976
B.A., M.A., San Francisco State University	
Hackel, Alan S., <b>Dean, Continuing Education</b> .....	1993
B.A., M.S., Case Western Reserve University; Ph.D., Ohio State University	
Hill, George A., <b>Interim Registrar</b> .....	1984
B.S., M.S., Troy State University	

Hill, Joseph B., <b>Dean, School of Sciences</b> .....	1969
B.A., M.A., Washington State University; Ph.D., Auburn University	
Johnston, <b>James K., Vice Chancellor for Financial and Administrative Services</b> .....	1990
B.S., M.Ed., Auburn University	
Lantz, Keith W., <b>Dean, School of Business</b> .....	1995
B.S., University of Wyoming; M.S., Oklahoma State University; Ph.D., University of Iowa	
McDaniel, Nancy, <b>Director, Center for Special Services</b> .....	1992
B.S., Kent State University; M.Ed., Ed.D., Auburn University	
Nobles, Donald G., <b>President, Faculty Council</b> .....	1989
A.B., M.A., University of Alabama	
O'Brien, Wini M., <b>Interim Dean, School of Nursing</b> .....	1989
B.S.N., Auburn University; M.S.N., Troy State University; Ph.D., University of Alabama	
Pollard, Dempsey, <b>Director, Campus Services</b> .....	1973
B.S., Huntingdon College	
Ritvo, Roger A., <b>Vice Chancellor for Academic and Student Affairs, and Director, Graduate Studies</b> .....	1997
B.A., Western Reserve University; M.B.A., George Washington University; Ph.D., Case Western Reserve University	
Shook, Rose, <b>Director, Personnel Services</b> .....	1987
B.S., Central Michigan University; M.A., Andrews University; M.S.A., University of Notre Dame	
Tomczak, Edward J., <b>Special Assistant to the Vice Chancellor for Student Affairs</b> .....	1976
B.S., Fordham University; M.Ed., Auburn University at Montgomery	
Veres, John G., III, <b>Director, Center for Business and Economic Development</b> .....	1978
B.S., M.S., Auburn University at Montgomery; Ph.D., Auburn University	
Walker, Robbie Jean, <b>Interim Dean, School of Liberal Arts</b> .....	1979
B.S., Alabama A&M University; M.Ed., Alabama State University; Ed.D., Auburn University	
Woodman, Nancy C., <b>Executive Director, Advancement and Alumni Services</b> .....	1981
B.A., Hendrix College; M.S., University of Arkansas; Ph.D., University of Mississippi	
<b>President, Student Government Association</b>	



# Graduate Council

Dr. Jane Goodson .....	School of Business
Dr. Thomas Lucy-Bouler .....	School of Business
Dr. Jennifer Brown .....	School of Education
Dr. Dianne Griswold .....	School of Education
Dr. Daniel Statt .....	School of Liberal Arts
Ms. Nancy Anderson .....	School of Liberal Arts
Dr. Nancy McDonald .....	School of Nursing
Dr. Steven LoBello .....	School of Sciences
Dr. Thomas M. Wilson .....	School of Sciences
Mr. George Hill .....	Interim Registrar
Dr. Judd Katz, Chairman .....	Associate Director of Graduate Studies
Dr. Roger A. Ritvo .....	Director of Graduate Studies

# Graduate Coordinators

Dr. Jane Goodson .....	School of Business
Dr. William L. Deaton .....	School of Education
Dr. Susan Willis .....	School of Liberal Arts
Dr. Cy Sadowski (Interim) .....	School of Sciences
Mr. George Hill .....	Interim Registrar
Mr. Lee Davis .....	Director of Admissions
Dr. Thomas M. Wilson .....	Air University
Dr. Judd Katz .....	Associate Director of Graduate Studies
Dr. Roger A. Ritvo .....	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 decision
  - 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 that 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 that includes alumni participation in the areas of academics, research and development, recruiting, and fund-raising, and that 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, 1968, Dr. H. Hanly Funderburk, Jr., was appointed vice president and chief administrator of the new institution called Auburn University at Montgomery. The University offered its first classes in September, 1969. 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, Saturday, and Sunday at hours that 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, 1996, was 5,645. In addition to the students enrolled in credit courses, over 15,000 persons were enrolled in Continuing Education activities.

## Campus and Buildings

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. (See area map on inside back cover of the catalog.)

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. (See campus map on inside front cover of the catalog.)

Goodwyn Hall, containing over 100,000 square feet of space, houses the School of Sciences, the Fine Arts Department, the Art Gallery, and the Life Sciences Annex.

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 and named in honor of Dr. Irma B. Moore in 1993. It contains faculty offices, classrooms, and laboratories. The Learning Center is also located in Moore Hall.

The Library and the University's administrative offices are situated in the 100,000 square foot Library building. Also located in this building are the Centers for Business and Economic Development, Demographic and Cultural Research, Government and Public Affairs, and Special Services and the offices of Advancement and Alumni Services, the Division of Continuing Education, Contracts and Grants Administration, and University Relations. The Deichmann Conference Center is located on the tenth floor of the Library building.

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, conference rooms, SGA, ROTC, the Admissions Office, the Registrar's Office, the Cashier 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.

## AUM Library

The AUM Library is housed in a two-phase building complex which includes a ten-story tower. The library collections contain about 318,000 books and 1,600 periodical subscriptions. The Library also has extensive collections of documents and periodicals on microfilm, a growing collection of manuscripts and archival materials, and several databases on CD ROM. The CD ROM databases provide indexes to U.S. census data and journal articles in the fields of education, psychology, business, nursing, and literature. There is a computer link to the library catalog of Auburn University in Auburn and a CD ROM catalog of the library holdings for many of the other libraries, public and academic, in the state of Alabama.

The Library is a federal government documents depository with over one million publications dating from the mid-19th century to the present. The Library supplements these resources by providing interlibrary loan 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) and SOLINET (Southeast Library Network).

The Library reference service offers bibliographic instruction for upper level classes to assist students in beginning a research project. The faculty and staff also provide individual assistance to students in finding information, using CD ROM databases, and using microform readers.

The Library seats almost 700 and includes closed study carrels, a carrel with a machine to assist those with visual difficulties, and a classroom. It is staffed by a capable, friendly staff of professional librarians and paraprofessionals who are ready to help you. The Library is open about 80 hours each week during quarters.

## 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 that house two students. The remaining West Area residence hall accommodates four students in each apartment. Rooms specifically designed for individuals with physical disabilities 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 north of the East University Drive entrance to the campus. 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 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 in the fee schedule. When they occur, changes in the fee schedule 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 their financial obligations to the University when due. Most AUM related obligations are included in the University's student accounts receivable system, which bills students by mail at three- to five-week intervals. Payment of all billed charges must be made by each statement's due date to avoid late payment charges. Payments may be made either by mail or direct delivery to the Cashier Office, 141 University Center. Payments made by mail should allow for delivery on or before the due date. A drop box is located at the Cashier Office to accommodate after hour delivery of payments. Billing statements are sent to the student's last provided address, and the Cashier Office should be contacted if a statement has not been received within three weeks of incurring a charge.

AUM reserves the right to deny continuing admission and to hold grades and transcripts of students who fail to meet their financial obligations to the University. Reasonable collection costs and charges along with all attorney's fees necessary for the collection of any debt will be charged to and paid by the debtor.

## Checks

Checks given in payment of fees and charges are accepted subject to final payment. If the bank on which the check is drawn does not honor the demand for payment and returns the check unpaid, the student will be assessed the handling charge of \$20. The University has the right but not the obligation to redeposit any returned check without notice to the student or maker. Any returned check not paid within 10 days will be referred to the District Attorney's office for collection at the student's expense.

Stop-payment and account closed checks will be processed as returned items and will be 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 or the school of your major.

## Veterans

Veterans enrolled under the federal GI 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.

<b>Full-time students</b> (12-15 hours) .....	<b>\$710</b>
Additional fee (per hour over 15 hours) .....	<b>\$26</b>
<b>Full-time nonresident fee</b> (12-15 hours) .....	<b>\$2,130</b>
Additional fee (per hour over 15 hours) .....	<b>\$78</b>



**Part-time students** (not exceeding 11 hours per quarter)

Course fee (per credit hour) .....	\$56
Registration fee .....	\$38
(The \$38 registration fee is waived for full-time faculty and staff members.)	

**Part-time nonresident students** (not exceeding 11 hours per quarter)

Course fee (per credit hour) .....	\$168
Registration fee .....	\$38

**Student Housing Fees**

<b>Security deposit</b> (refundable with conditions) .....	\$100
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**West Area**

One-bedroom apartment for two students .....	\$590/qtr./person
Two-bedroom apartment for four students .....	\$520/qtr./person
One-bedroom apartment for married couple .....	\$1,180/qtr.

**East Area**

Apartment for two students .....	\$790/qtr./person
One-bedroom apartment for married couple .....	\$1,580/qtr.

**Other Fees**

<b>Clearing for graduation fee</b> .....	\$38
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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.

<b>Graduation fee</b> .....	\$35
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Transferred to any subsequent quarter or refundable if student fails to qualify.

<b>Late registration fee</b> (nonrefundable) .....	\$30
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<b>Late payment fee</b> (per billing cycle) (nonrefundable) .....	\$1 - \$25
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<b>Audit fee</b> (per course) .....	\$56
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Any student who pays less than full fees must pay this fee for auditing a course. Registration fee is also assessed.

<b>Schedule adjustment fee</b> .....	\$20
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Charge is made in all cases where the student is not required by the University to change, but has the department head's approval to do so after classes begin.

<b>Transcript fee</b> .....	\$3
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**Registration Fee Cancellation or Refunds**

Students resigning by the last day for refunds/course waivers are eligible for a refund/waiver of all course fees paid, except \$38, which is retained by AUM. Housing fees are refunded according to the terms and conditions of the rental agreement.

Students resigning because of personal illness or call to military service may be eligible for a refund of all fees paid, except \$38, 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.

## Satisfactory Academic Progress Policy

Auburn University at Montgomery is required by the Higher Education Act of 1965, as amended, to establish a satisfactory academic progress policy for students who receive federal Title IV financial aid. Federal regulations require that the policy include qualitative and quantitative measures and a time frame within which an academic program must be completed.

**Qualitative measure:** Students who receive financial aid will continue to receive aid as long as they meet the requirements and maintain a minimum overall grade point average of 3.0 on a 4.0 scale. This minimum standard goes into effect for each student after the student has attempted the first 15 hours of work at Auburn University at Montgomery.

**Time frame:** Students working on a graduate degree or certification will be allowed two academic years of FTE.

**Quantitative measure:** In order to remain eligible for financial assistance, students must pass a minimum number of hours as follows:

FTE Quarters Enrolled	Credit Hours Required to Be Completed	
	Undergraduate	Graduate
3	36	30
6	72	60
9	108	NA
12	144	NA
15	180	NA
18	216	NA

A graduate student must be enrolled for a minimum of 10 hours to be considered a full-time student. Students enrolling less than full time will be treated according to their enrollment status. (Two half-time quarters equal one full-time quarter. Four three-quarter-time quarters equal three full-time quarters.) Students who withdraw from the University during the quarter will have their financial assistance prorated according to federal regulations.

**Evaluation:** A student will be evaluated each time he/she applies for financial assistance, which will be at least annually.

**Appeals:** Students receiving or applying for financial aid may appeal a decision of non-compliance using the following procedure: Appeals must be made in writing to the director of financial aid. All appeals must be submitted within two weeks after students receive notification that they are not eligible to receive financial aid. All appeals must include the reason why they failed to complete the credit hours as required and any documentation which supports their appeal.

**Reinstatement:** Students who become ineligible for financial aid because of failure to maintain satisfactory academic progress may reapply for financial aid after clearing the deficiency and when they bring their overall academic average to at least the 3.0 level.

## Financial Aid Programs

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

1. **Federal Work-Study (FWS) 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. **Federal 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 nine 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. Cancellations are also available to individuals employed full-time in the nursing/medical technology and law enforcement fields.

The Perkins Loan is for both undergraduate and graduate students.

3. **Federal Direct Stafford Loans:** This program enables a student to borrow directly from the U.S. Department of Education.

Application can be made by a student enrolled at least half-time (5 hours). The maximum amount allowed per year is \$8,500. The total amount allowed for graduate or professional school is \$65,500 (including any undergraduate loans). A variable interest rate is based on the 91-day T-bill rate plus 3.10%, not to exceed 8.25%.

4. **Federal Direct Unsubsidized Loans:** This program is intended for those student borrowers who do not qualify for federal interest benefits. Students borrow directly from the U.S. Department of Education.

Application can be made by a student enrolled at least half-time (5 hours). The maximum amount allowed per year is \$8,500, and the total amount allowed for graduate or professional school is \$65,500 (including any undergraduate loans). The variable interest rate is based on the 91-day T-bill plus 3.10%, not to exceed 8.25%. The student is responsible for paying all interest while in school.

5. **AUM Emergency Loan Fund:** This program is available to undergraduate or graduate students whose tuition is paid and who are taking 12 or more hours (undergraduate) or 8 or more hours (graduate) 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. Students obtaining emergency loans will have up to 45 days 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 educational 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 educational benefits.

For complete information about these programs contact the coordinator of veterans affairs, Admissions Office, Auburn University at Montgomery, P.O. Box 244023, Montgomery, Alabama 36124-4023.

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, disability, 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 with a disability as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Specifically, the Center for Special Services coordinates support services for students with disabilities. Specialized services provide students with disabilities complete access to all academic and campus programs. Eligibility for services requires documentation of the disability.

Anyone who desires information about accessibility or services should contact the Center for Special Services, ninth floor of the Library Tower, or call 244-3468 (voice or TDD).

Complaints regarding accessibility should be addressed to the Section 504 compliance officer at 244-3632. TDD users may 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 an agreement with Pri-Med, a local health care provider located on Vaughn Road. Under this agreement AUM pays 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 AUM Campus Police at 244-3424 (voice or TDD). Students needing medical assistance after 9:00 P.M. should contact Campus Police.

Questions about medical treatment for students should be directed to the Office of Student Affairs, 244-3619. TDD users may call 244-3801.

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 Affairs, 244-3619. TDD users may call 244-3801.

## 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 312 of the University Center.

## Alumni Association

The AUM Alumni Association was established in 1980 to promote the goals and ideals of AUM, perpetuate the friendships formed while attending AUM, and foster causes of education and citizenship. The University has more than 20,000 alumni living in 138 countries.

All currently enrolled students, former students, and friends of the University may join the association. Membership dues support scholarships, stipends, and awards recognizing distinguished graduates, faculty, and community leaders. The Alumni Services office is located in the AUM Library Tower, Room 900.

## 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 Academic Affairs, Admissions, Bookstore, Cashier Office, 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 his or her class schedule is entered into the system. A student is liable for all tuition and fees at this point. If a student wishes to resign or withdraw from all or any of the courses, he or she must follow the procedures for resignation/withdrawal identified later in this catalog.

## 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 head of the department 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 head of the department 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, a student must complete the process in the school of his or her major/advisor. After the last day for refunds, a grade of "W" (Withdrawal) will be recorded on the student's official academic record.

When a student, as a result of exceptional or emergency circumstances, is forced to withdraw from a course after the 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.P.G.); Master of Liberal Arts (M.L.A.); Education Specialist (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 (accredited by the American Assembly of Collegiate Schools of Business, AACSB) 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 that 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 (accredited by the National Council for the Accreditation of Teacher Education, NCATE) 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. 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 Examination (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 5 years old. (There are some exceptions.)
  - 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.

## Admission of International Students

The University welcomes admission inquiries from international students. The following guidelines and requirements apply to international students interested in applying for admission to AUM to pursue graduate study.

Formal application to AUM must be on file in the AUM Admissions Office 30 days prior to the expected registration date.

Official transcripts must be mailed directly to the Admissions Office from the records office of previous school(s) awarding academic credit and must be received 30 days prior to the expected registration date.

All transcripts from foreign universities where English is not the primary language must be translated to English. If it is determined that a foreign transcript is indiscernible due to language, style of grade documentation, or degree equivalency, the transcript must be evaluated by World Education Services at the student's expense. Determination for transcript review will be made by the director of graduate studies.

Students whose country's language is not English must have an official report of their Test of English as a Foreign Language (TOEFL) score sent to the AUM Admissions Office. The minimum acceptable TOEFL score is 500. If a student has obtained a bachelor's degree from an accredited school in the United States, a waiver of the TOEFL will be granted.

All entrance examination scores required for full admission (GR classification) must be in the Admissions Office 30 days prior to the beginning of the quarter in which the student desires admission.

Admission tests for each school are as follows:

- A. The School of Business requires the Graduate Management Aptitude Test (GMAT).
- B. The School of Education requires either the general section of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
- C. The School of Sciences requires either the general section of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

An international student must meet all the requirements for the GR classification (full admission) before AUM begins processing an INS Form I-20A-B. Provisional classifications are not appropriate for international students due to the INS requirement that the AUM admissions officer certify that the international student "has been accepted for a full course of study" at AUM.

Financial ability of the graduate student seeking F-1 student status must be determined by use of Federal Form I-20A-B.

AUM asks that an international graduate student establish and show proof of a sponsor in the Montgomery area who will be financially responsible for the debts to the University incurred by the student. If sponsorship cannot be arranged, then AUM asks that the international student deposit three quarters worth of tuition with the AUM Finance Office to cover an academic year. An F-1 student must pay nonresident tuition. This deposit should also include three quarters worth of student housing fees if the international student plans to live in university housing (see Fees and Charges section).

A health insurance policy paid up for one year (approximately \$325 per 12-month coverage) must be purchased. This purchase is renewed each year.

## Forms and Regulations

Most major requests and transactions between the potential international student and the Immigration and Naturalization Service (INS) will be initiated on an INS Form I-20A-B.

Upon discovery of a potential international student, a faculty member can request that the director of admissions send an application package to the applicant.

Upon receipt of transcripts, admission examination scores, and evidence of financial support (the name of the sponsor in the Montgomery area who will be financially responsible for the debts to the University incurred by the student or a statement that one academic year's tuition and housing will be paid in advance), the director of admissions will complete the university portion of the I-20A-B, certify it with his or her signature, and mail it to the applicant. The director of admissions is the only university officer who is authorized to release the INS Form I-20A-B.

Upon receipt of the INS Form I-20A-B, the applicant will complete the student section of the form and present it to an American consulate in his or her country. If approved, the consulate will issue an INS I-20ID (yellow card) and place a visa stamp in the student's passport. At this point, the student is eligible to enter the United States and attend class. The student must attend the university and course of study specified on the student's copy of the I-20A-B.

If a transfer of university or transfer of course of study (to include attaining a higher degree) is desired, the student must complete another INS Form I-20A-B and obtain approval and acceptance from the new department, the university, and the INS.

## Employment Restrictions

An F-1 student may accept employment at the institution that he or she is authorized to attend without prior approval from INS. On-campus employment that is undertaken pursuant to the terms of a scholarship, fellowship, or assistantship is considered to be part of a student's program of study if the student is in good academic standing and is enrolled in a full course of study. On-campus employment is limited to a maximum of 20 hours per week and limited to "employment performed on the school's premises."

Off-campus employment is specifically prohibited during the first 12 months in F-1 student status. After the first year, an F-1 student may apply to INS for employment authorization if he or she can demonstrate economic necessity due to unforeseen circumstance arising subsequent to entry. The student must be in good academic standing and must demonstrate that acceptance of employment will not interfere with the student's carrying a full course of study. Employment must not exceed 20 hours a week when school is in session.

## 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 nonresident tuition fee.

An Alabama student is a person who shall be a citizen of the United States, or a resident alien, and who shall have 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" shall mean a person applying for admission to the institution if the applicant is married or 19 years of age, and financially independent. Otherwise, it shall 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 nonresident tuition.

No person who moves to Alabama for the primary purpose of attending college shall be considered to have demonstrated intent to establish domicile in the State of Alabama, and will generally not be considered eligible for classification as a resident student. Clear and convincing evidence to the contrary must be presented to overcome this presumption.

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

### **Additional Persons Eligible for Resident Tuition**

1. Military personnel on active duty stationed in Alabama and their spouses and dependent children (as defined by Internal Revenue codes), as well as military personnel whose "Home of Record" is Alabama, who have continuously filed Alabama income tax returns for the duration of their service, and their spouses and dependent children.
2. Nonresident undergraduate students who have been awarded full academic, athletic, or other similar performance tuition scholarships by Auburn University at Montgomery, and graduate students appointed on assistantships of at least one-fourth time.
3. Full-time employees of a State of Alabama agency or institution, their spouses and dependent children.
4. Spouse and dependent children of a nonresident, provided the nonresident has been employed in Alabama full-time for at least 12 consecutive months prior to registration, 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.
5. Nonresident 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 nonresident for tuition purposes.
6. Persons whose spouses by legal marriage are bona fide Alabama residents.
7. Spouses and dependent children of persons who establish domicile within the State of Alabama, provided that the person who establishes domicile is employed full-time in a permanent position in Alabama.
8. Nonresident persons enrolled in programs of Auburn University at Montgomery not funded by tax revenues of the State of Alabama.

### **Initial Determination of Eligibility**

In order to be initially classified as eligible for resident tuition, 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, attesting 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 12 months of their most recent 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 12 months must establish eligibility upon re-enrollment.

Students initially classified as ineligible for resident tuition will retain that classification for tuition purposes until they provide clear and convincing evidence that they have established permanent domicile in Alabama. 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.

Nonresident students who carry an academic load considered normal (10 or more hours per term) for students at Auburn University at Montgomery will be presumed to be in the State of Alabama primarily for the purpose of gaining an education and, thus, have not demonstrated the intent to establish a true domicile in Alabama. 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 of Alabama. In all cases the person must be at least 19 years of age or more or married, and financially independent. Otherwise, the person's residency will be based on that of the parent or guardian.

1. Ownership or rental of residential property in the State of Alabama and continuous occupation thereof on an extended term of not less than 12 consecutive months.
2. Full-time permanent employment in the State of Alabama.
3. Possession of State of Alabama licenses required to do business or practice a profession in Alabama.
4. Legal marriage to a bona fide Alabama resident.
5. Registration to vote in the State of Alabama.
6. Filing of Alabama resident income tax returns.
7. Holding of a current Alabama driver's license.
8. Registration of vehicle in Alabama, and payment of property taxes thereon.
9. Evidence of banking activity within the State of Alabama for 12 consecutive months prior to making application for residency change.

The director of admissions at Auburn University at Montgomery shall have the responsibility for determining whether a student shall be classified as an Alabama or non-Alabama student. The decision of the director of admissions shall be subject to review by the chancellor at Auburn University at Montgomery, or the designated representative of the chancellor, upon written request of the applicant.

## Student Classification

**Classification 5:** The 5 is used to identify students who have already been awarded one undergraduate degree and are taking course work at AUM that will lead to the awarding of a second undergraduate degree or are taking specific course work to meet specific certification requirements.

**Classification GR:** Full admission to graduate program for the purpose of earning a master's degree. (formerly classification 6)

- Classification PB:** Academic probationary 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 PB classification 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 PB. If the student does not obtain a 3.0 GPA in 20 hours, the student is released from graduate study. (formerly classification 7)
- Classification PV:** Administrative provisional classification (documents missing, e.g. admission test score or teaching certificate). Normally, the student must remove the PV 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 has limited use of this classification. All Business students must complete the GMAT before they can be admitted to graduate study.) (formerly classification 8)
- Classification UN:** Student holds master's degree from approved institution. Admission is for non-degree or certification purposes. (formerly classification 13)
- Classification PV:** Provisional classification in the graduate program for the purpose of earning an Ed.S. degree. (formerly classification 14)
- Classification GR:** Full admission to the graduate program for the purpose of earning an Ed.S. degree. (formerly classification 15)
- Classification PUB:** Full admission to the joint Ph.D. program in Public Administration. (determined by Joint Doctoral Program). (formerly classification 9)
- Classification UN:** Non-candidate status. The UN classification is used only for validating purposes. Courses taken as a UN 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. (formerly classification 10)
- Classification TR:** Transient status. A student is assigned a TR 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 TR is used for both graduate and undergraduate students. (formerly classification 12)

## 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 that is prepared by a committee in the academic department or school offering the degree. All programs have broadly defined requirements for admission regarding 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 8 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's GPA drops below 2.52, he or she 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 PB. 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, FA, S, U, CR, NC, P, I, IP, W, 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 per hour attempted
- F = failure and 0 quality points per hour attempted
- FA = failure due to absence and 0 quality points per hour attempted
- 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
- CR = passing for developmental/remedial course work and 0 quality points, but the hours attempted are not included in grade point determinations
- NC = failure for developmental/remedial course work and 0 quality points, but the hours attempted are not included in grade point determinations
- P = passing for nontraditional course work and 0 quality points, but the hours attempted are not included in grade point determinations
- I = incomplete and 0 quality points per hour attempted until resolution and a final grade is assigned. A one-year statute of limitations exists for grade changes.
- IP = in progress and 0 quality points, but the hours attempted are not included in grade point determinations. This grade is used only for AUM courses currently in progress, courses for which the student has preregistered, and for students who have cross-enrolled at another institution but the final grades have not yet been received.
- W = withdrawal and 0 quality points but the hours attempted are not included in grade point average determination
- AU = audit with 0 quality points and 0 hours attempted
- NR = no grade reported (administrative procedure) and also used for audit students not meeting the attendance requirement

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 REGX 111, "For Registration Only."

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 rectified 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.

A grade of Failure Due to Absence ("FA") will be assigned if a student has excessive absences or is absent from a special or final examination.

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 awarding 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 three 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 or professional 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 25 hours from ACSC or AWC to 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 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. Current Records Office hours are 8:00 A.M. through 6:00 P.M., Monday and Tuesday, and 8:00 A.M. through 5:00 P.M., Wednesday, Thursday, and Friday. The \$35 graduation fee will be billed to the student's account. 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 reenroll** 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. Keith W. Lantz, Dean

## Master of Business Administration

General M.B.A.	Information Systems
Accounting Option	Option
Contract Management	Management Option
Option	Marketing Option
Economics Option	Nursing Administration
Finance Option	Option
Global Business	
Management Option	

# Graduate Work in the School of Business

## The M.B.A.

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 three parts: (1) a Basic Program consisting of 11 five-week courses that provides the student with a review of broad business concepts (this part of the program may be partially or fully waived—see Basic Program); (2) a Core Program consisting of seven courses that extends the manager's knowledge in all areas of business; and (3) either an option, allowing the student to specialize in an area; or the General Degree Option, 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 acceptable scores on the Graduate Management Admissions Test (GMAT).

## AACSB Accreditation

The degree programs, both undergraduate and graduate, offered by the School of Business have achieved business accreditation by the American Assembly of Collegiate Schools of Business (AACSB), the nation's oldest and most prestigious business school accrediting body.

## Graduate Study Requirements

Students must meet all AUM graduate program requirements. 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 AACSB accredited institution may be transferred to AUM. This credit will be transferred 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 in course work beyond the Basic Program 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 work, computer lab work, and group assignments 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 should register for the comprehensive exam even if a comp waiver is expected. A student must apply for graduation and be registered at AUM for classes 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. Core classes can be taken in any order, assuming the Basic prerequisite has been met. The Synergistic Organizational Strategy course (MN 680) is the capstone course and is taken **after** all other core courses have been completed.

The Master of Business Administration Program

Students who have an adequate background in any of the Basic Program courses listed below may be **exempted** from courses by the Graduate Screening Committee or the dean, School of Business. Students who do not have adequate background may take some or all of the following mini-courses (all mini-courses are half-term courses). Students should have a working knowledge of Microsoft Office prior to entering the program. Students may fulfill this requirement by a skills test or appropriate course utilizing Microsoft software.

Basic Program

Mini-Course

AC 600	Financial Accounting Concepts .....	2.5
AC 601	Managerial Accounting Concepts .....	2.5
MN 600	Survey of Management .....	2.5
MT 600	Survey of Marketing .....	2.5
MN 601	Survey of Business Law .....	2.5
EC 601	Survey of Microeconomic Analysis .....	2.5
EC 602	Survey of Macroeconomic Analysis .....	2.5
QM 600	Operations Management .....	2.5
QM 610	Business Statistics.....	2.5
IS 607	Introduction to Management Information Systems.....	2.5
FI 600	Survey of Finance .....	2.5
Total Hours Basic Program		<u>27.5</u>

Business Core Program

The Business Core is taken by all students and consists of the following courses:

AC 610	Managerial Applications of Accounting Information .....	5
FI 663	Financial Valuation: Models and Applications.....	5
MT 615	Marketing Management.....	5
EC 608	Economics of Decision Making .....	5
QM 674	Data Analysis for Managers .....	5
MN 615	Managing People .....	5
MN 680	Synergistic Organizational Strategy .....	5
Total Hours Core Program		<u>35</u>

In addition to the M.B.A. Basic and Core Programs, students will pursue either the General M.B.A. or an option.

General M.B.A.

The General M.B.A. allows students to take three electives in addition to the Basic and Core Programs.

M.B.A. Elective .....	5
M.B.A. Elective .....	5
M.B.A. Elective .....	5
<b>Total Hours</b>	<b>15</b>

M.B.A. Options

M.B.A. Accounting Option

This option to the M.B.A. Program offers an opportunity for advanced study in the area of Accounting. All M.B.A. Accounting Option students are required to take AC 617 Advanced Accounting Theory and two accounting electives. Students who wish to sit for the CPA exam in Alabama should be aware that Alabama law requires a minimum of 225 quarter hours of academic preparation before an applicant is qualified. Most students must complete additional courses beyond a baccalaureate degree program in accounting. The M.B.A. Accounting Option for AUM accounting graduates and graduates of other colleges and universities can be used to complete the additional course requirements at the graduate level. Students should consult with an accounting advisor to plan their program.

AC 617 Advanced Accounting Theory .....	5
Accounting Elective .....	5
Accounting Elective .....	5
<b>Total Hours</b>	<b>15</b>

The following courses are approved Accounting electives:

- AC 602 Advanced Managerial Accounting
- AC 614 Research in Federal Taxation
- AC 620 Advanced Accounting Systems and Internal Control
- AC 650 Accounting Seminar
- AC 684 Federal Taxes and Management Decisions
- AC 604 Advanced Income Tax Accounting
- AC 607 Advanced Financial Accounting
- AC 609 Advanced Governmental and Nonprofit Accounting
- AC 616 Advanced Auditing

M.B.A. Contract Management Option

This option allows students to concentrate in the area of government acquisition and contracting. It is designed specifically to help contracting professionals prepare for the C.P.C.M. certification exam which is offered by the National Association of Contract Management. The option is of interest to military personnel, civilian personnel, as well as private sector contractors.

MT/MN 651 Contract Management .....	5
MN 652 Government Contract Law .....	5
Contract Management Elective .....	5
Contract Management Elective .....	5
<b>Total Hours</b>	<b>20</b>

**M.B.A. Economics Option**

This option to the general M.B.A. Program offers an opportunity for concentration in the area of Business Economics. The goal of this option is to provide analytical tools for analyzing and solving today’s business and societal problems. The requirements for the option are:

Economics Elective .....	5
Economics Elective .....	5
M.B.A. Elective¹ .....	5
<b>Total Hours</b>	<b>15</b>

¹The M.B.A. elective may be chosen from non-Core, non-Basic graduate level business courses, including Economics.

The following courses are approved Economics electives:

- EC 610 The Macroeconomic Environment of the Firm
- EC 611 Market Structures
- EC 617 Managerial Economics
- EC 631 Economic Foundations of International Trade and Finance
- EC 650 Economics Seminar
- EC 660 Law and Economics

**M.B.A. Finance Option**

The M.B.A. Finance Option offers the flexibility of a specialization in financial planning, insurance and investments; financial management, with international, managerial and accounting applications; or any combination which supports the varied needs of the M.B.A. Program. The requirements for the option are:

Finance Elective .....	5
Finance Elective .....	5
Related Elective .....	5
<b>Total Hours</b>	<b>15</b>

The following are approved electives for the Finance Option. At least two selected courses must be Finance (FI).

- FI 621 Commercial Risk Management and Insurance
- FI 637 Personal Financial Planning
- FI 664 Security Analysis and Portfolio Management
- FI 675 International Finance
- AC 684 Federal Taxes and Management Decisions
- EC 610 The Macroeconomic Environment of the Firm
- EC 617 Managerial Economics

**M.B.A. Global Business Management Option**

The M.B.A. Global Business Management Option is designed to prepare individuals to meet the challenge of managing business enterprises in a global environment. The increasingly complex international environment demands that successful managers understand not only how business works, but how it works on a global scale. The courses build on the basic business skills taking an international perspective and include discussion of the effects of national culture and the global economic environment on business decisions. The requirements for the option are:

MN 675 International Business Management .....	5
MN 676 International Business Law .....	5
EC 631 Economic Foundations of International Trade and Finance .....	5
<b>Total Hours</b>	<b>15</b>

**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 Information Systems curriculum is intended to give students an understanding of the development, implementation, management, and application of computerized software systems in modern organizations in which information systems has become a major component of daily operations. Students in the M.B.A. I.S. curriculum must also demonstrate competence in at least one procedural programming language. The requirements for the option are:

IS 656 Database Management .....	5
IS 670 Data Communications .....	5
IS 675 Structured Design .....	5
IS 680 Software Design Management .....	5
<b>Total Hours</b>	<b>20</b>

**M.B.A. Management Option**

The Management Option welcomes students who desire to learn the latest management techniques being practiced in high-performing organizations. Courses within the option focus on contemporaneous issues and advances that define managerial excellence in a rapidly changing environment. The curriculum reflects the most current feedback and suggestions from leaders in the business community regarding the skills needed for managerial success. This option caters to students who wish to enhance their interpersonal, communication, and leadership skills. The requirements for the option are:

Management Elective .....	5
Management Elective .....	5
Management Elective .....	5
<b>Total Hours</b>	<b>15</b>

The following courses are approved Management electives:

- MN 612 Strategic Human Resource Management
- MN 641 Ethical and Social Responsibility in Business
- MN 613 Change or Else
- MN 642 Employment Law
- MN 640 Managing the Legal Environment

M.B.A. Marketing Option

This option to the general M.B.A. Program offers an opportunity for concentration in the area of Marketing, and is recommended for students seeking marketing management positions in industry, government, and nonprofit organizations. The requirements for the option are:

Marketing Elective .....	5
Marketing Elective .....	5
Marketing Elective .....	5
<b>Total Hours</b>	<b>15</b>

The following courses are approved Marketing electives:

- MT 635 Marketing Strategy
- MT 636 Marketing Research Methods
- MT 637 Sales Management
- MT 650 Marketing Seminar
- MT 651 Contract Management
- MT 673 Marketing for Nonprofit Organizations
- MT 690 Special Problems

M.B.A. Nursing Administration Option

This option to the M.B.A. Program offers an opportunity for concentration in the area of Nursing Administration. To register for these courses, the student must be licensed as a Registered Nurse and receive permission from the dean of nursing. The requirements for the option are:

NUR 601 Nursing Administration I.....	5
NUR 602 Nursing Administration II ....	5
NUR 603 Administrative Practicum .....	5
<b>Total Hours</b>	<b>15</b>

Accounting and Finance

*Professors M. Golden, Johnson, Kamnikar, Lake,  
Lange (Distinguished Teaching Fellow), Lantz (Dean), and Rogow  
Associate Professor Lett  
Assistant Professors Heier and Sayers*

Accounting (AC)

- 600. Financial Accounting Concepts (2.5). Pr., graduate standing or permission of department head.**  
A survey of financial accounting concepts designed to acquaint the student with current practices and problems. May not be used as an elective.
- 601. Managerial Accounting Concepts (2.5). Pr., graduate standing.**  
A survey of managerial accounting concepts designed to acquaint the student with current practices, problems, and techniques. May not be used as an elective.
- 602. Advanced Managerial Accounting (5). Pr., AC 600 and AC 601 or equivalent, graduate standing.**  
Advanced study in compilation, presentation, and use of accounting data for effective management. Decision-making, budgeting and responsibility accounting, cost-volume-profit analysis, and other topics are covered. Emphasis is placed on behavioral consequences of accounting decisions and quantitative tools for analysis.

- 604. Advanced Income Tax Accounting (5). Pr., AC 304, graduate standing.**  
Specialized tax accounting problems of individuals, corporations, estates, and trusts, including selected current issues in taxation. Duplicate credit will not be allowed for AC 404 and AC 604.
- 607. Advanced Financial Accounting (5). Pr., AC 302, graduate standing.**  
Advanced accounting theories and methods, consolidation of financial statements, and other special problems. Duplicate credit will not be allowed for AC 407 and AC 607.
- 609. Advanced Governmental and Nonprofit Accounting (5). Pr., AC 301, graduate standing.**  
Advanced accounting principles and practices for governmental and non-profit entities. Duplicate credit will not be allowed for AC 409 and AC 609.
- 610. Managerial Applications of Accounting Information (5). Pr., AC 600 and AC 601 or equivalent, graduate standing.**  
Identification, selection, and use of accounting information for management decision making with emphasis on management's control responsibilities and the financial impact of management decisions on the firm.
- 614. Research in Federal Taxation (5). Pr., AC 404 or AC 604, graduate standing.**  
A study of tax research procedures, documentation of research, and presentation of research findings through in-depth examination of selected current topics in individual, corporate, and estate and gift taxation. Extensive use of computerized tax research services.
- 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 and AC 616.
- 617. Advanced Accounting Theory (5). Pr., AC 302, graduate standing.**  
Concentrated study of theories of asset valuation and income determination and the structure of financial accounting. Duplicate credit will not be allowed for AC 417 and AC 617.
- 620. Advanced Accounting Systems and Internal Control (5). Pr., IS 607 or equivalent, graduate standing.**  
Reviews general accounting information systems concepts; concentrates on the design and implementation of computerized accounting.
- 650. Accounting Seminar (1-5). Pr., AC 303, graduate standing or permission of department head.**  
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.
- 684. Federal Taxes and Management Decisions (5). Pr., AC 600 and AC 601 or equivalent, 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.
- 690. Special Problems (1-5). Pr., graduate standing and permission of department head and dean.**  
Variable content in the accounting and finance areas.

## Finance (FI)

- 600. Survey of Finance (2.5). Pr., graduate standing or permission of department head.**  
Provides a survey of finance theory as well as applications as a basis for FI 663. May not be used as an elective.
- 621. Commercial Risk Management and Insurance (5). Pr., FI 600 or equivalent, graduate standing.**  
The identification, measurement and management of commercial risks. Includes commercial insurance lines of auto, inland marine, liability, and property insurance. Duplicate FI credit will not be allowed for FI 421 and FI 621.
- 637. Personal Financial Planning (5). Pr., FI 600 or equivalent, graduate standing.**  
Financial planning applications, including planning, acquiring, protecting - insurance, preserving - tax and estate planning, and investing personal assets.
- 663. Financial Valuation: Models and Applications (5). Pr., FI 600 or equivalent, graduate standing.**  
Discounted cash flow, capital asset, arbitrage and option pricing financial valuation models are applied to single, multinational, and multibusiness firms. Valuation factors, including the cost of capital and capital structure are identified. Managerial opportunities to create value are further explored by evaluating mergers, acquisitions, and joint ventures.
- 664. Security Analysis and Portfolio Management (5). Pr., FI 663, graduate standing.**  
Analysis of risk and strategies for developing efficient portfolios; qualitative and quantitative analysis of stocks and fixed 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., FI 600 or equivalent, 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 and FI 675.

## Economics (EC)

*Professors Deravi, Gregorowicz (Head), Hegji (Distinguished Research Professor), Lacy, and Moberly*  
*Associate Professors Chiles, J. Clark, and Sollars (Assistant Dean)*

- 601. Survey of Microeconomic Analysis (2.5). Pr., graduate standing.**  
An accelerated overview of microeconomic concepts. Course will examine concepts of demand, supply, consumer choice models, production models, market structures and distribution of income. May not be used as an elective.
- 602. Survey of Macroeconomic Analysis (2.5). Pr., graduate standing.**  
An accelerated overview of fundamental macroeconomic concepts. Course will examine macroeconomic measurements, economic growth, differing macroeconomic models, and international trade issues. May not be used as an elective.

**608. Economics of Decision Making (5). Pr., EC 601, and EC 602, or equivalent, graduate standing.**

This course examines how the economic decisions made by managers can be impacted by changing market, political, and global conditions outside the firm. Decisions about optimal resource use, production, and pricing by the firm will be examined.

**610. The Macroeconomic Environment of the Firm (5). Pr., EC 608, graduate standing.**

An analysis of the aggregate economic performance of the economy, including the determination of national income, output, employment, price levels and interest rates. Central topics include determinants of long term growth, business cycle analysis, government fiscal policy, Federal Reserve monetary policy, inflation, exchange rates, and the balance of payments.

**611. Market Structures (5). Pr., EC 608, graduate standing.**

The behavior of the firm under different market structures and the study of competitive strategy and modern industrial organization. Central topics include industry analysis, market structure and competition, strategic commitment, entry and exit, and the dynamics of pricing rivalry.

**617. Managerial Economics (5). Pr., EC 608, 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.

**631. Economic Foundations of International Trade and Finance (5). Pr., EC 608, graduate standing.**

This course examines the global nature of economic activity and its impact on business decision making and public policy. The focus of the course is the study of the effects of the global economic environment on domestic product, labor, resource, and financial markets. Key factors include the balance of payments, trade and capital flows, exchange rate determination, and risk management.

**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.

**660. Law and Economics (5). Pr., one course in economics (EC 601 or equivalent, EC 610, EC 611, or EC 617), graduate standing.**

Survey of the law and legal institutions (including law enforcement) from an economics perspective. Topics include property, contracts, torts, criminal, and constitutional law, efficiency of common law, and efficient allocation of law enforcement resources.

**690. Special Problems (1-5). Pr., graduate standing.**

Variable content in the economics area.

## Information Systems (IS)

*Professors C. Golden, Griffin, and Ho (Head)*

*Associate Professors Lucy-Bouler and McDevitt*

*Assistant Professor Shih*

**600. Computer Basics (2.5). Pr., graduate standing.**

Introduces students to basic computer skills in the Windows operating environment. Applications covered will be Word Processing, Presentation Graphics, and Spreadsheets. May not be used as an elective.



- 607. Introduction to Management Information Systems (2.5). Pr., graduate standing.**  
Introduces business applications in Database Management, Presentation Graphics, Macro Programming, E-Mail, and the Internet as a business resource. May not be used as an elective.
- 610. Principles of Management Information Systems (5). Pr., graduate standing.**  
A broad technical treatment of selected topics in the area of information technology. Topics include database management systems, business telecommunications, information systems development and management.
- 656. Database Management (5). Pr., IS 610 or IS 356 or equivalent, graduate standing.**  
Database concepts beyond the technical or implementation level. Designed to consider the managerial aspects of a database environment.
- 670. Data Communications and Distributed Systems (5). Pr., IS 610 or IS 370 or equivalent, 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., IS 610 or IS 460 or equivalent, 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.
- 680. Software Design Management (5). Pr., IS 675, graduate standing.**  
Study of software engineering concepts including methods, tools, and procedures that enable the manager to control the process software development and provide the practitioner with a foundation for building high quality software in a productive manner.
- 690. Special Problems (1-5). Pr., graduate standing.**  
Variable content in the information systems area.

## Management (MN)

*Professor Goodson (Head)*

*Associate Professors Arnold, Duarte, Hall, Honey, and Lewis*

*Assistant Professor Francis*

*Instructor McArthur*

- 600. Survey of Management (2.5). Pr., graduate standing.**  
A survey of management principles to expose students to the role of management in today's changing environment and the various processes and strategies needed to manage organizations more effectively. May not be used as an elective.
- 601. Survey of Business Law (2.5). Pr., graduate standing.**  
A survey analysis of the essential aspects of the laws affecting the contemporary business manager. May not be used as an elective.
- 612. Strategic Human Resource Management (5). Pr., MN 600, graduate standing.**  
An analysis of human resource planning, policy-making, staffing, compensation, labor relations, employee performance management/development, and occupational safety/health from a strategic perspective.

- 613. Change or Else (5). Pr., MN 600, graduate standing.**  
A study of organizational systems in a rapidly changing environment with an emphasis on organizational design and development. Emphasis on state-of-the-art management practices and current issues such as quality management, business process re-engineering, organizational culture, and innovation.
- 615. Managing People (5). Pr., MN 600, graduate standing.**  
The course is designed to enhance awareness of how organizational problems can arise from poor people skills, to understand how problems can be minimized or solved by improved people skills, and to develop more effective people skills.
- 640. Managing the Legal Environment (5). Pr., MN 600, graduate standing.**  
The essential features of managing the legal environment of a business, including the legal system, and the law of contracts, sales, agency, business organizations, securities law, negotiable instruments, debtor-creditor relations, commercial paper, employment and labor law, as they relate to the management function of U.S. and international business transactions.
- 641. Ethical and Social Responsibility in Business (5). Pr., MN 600, graduate standing.**  
Analysis of current ethical and social responsibility issues in business today. Emphasis on the evaluation of ethical problems and social responsibility challenges facing business leaders.
- 642. Employment Law (5). Pr., graduate standing.**  
Examination of laws affecting the employment relationship. Emphasis is placed on common law "at will" principles, employee personal rights, equal employment opportunity, civil rights, workers compensation, and wage and hour legislation.
- 651. Contract Management (5). Pr., none.**  
The course focuses on the contracting and acquisition processes used to obtain and support facilities, operations, and systems. A brief overview of contracting principles leads into an examination of the acquisition environment. The course covers processes, requirements, specification, planning, solicitation of bids, selection of vendors, contract awards, contract administration, and evaluation. The course also addresses ethics and government reform initiative. The overall objective is to help students understand the role of contracting in the acquisition process as a developer, supporter, or manager.
- 652. Government Contract Law (5). Pr., none.**  
The course is designed to provide the student with useful knowledge of law applicable to government acquisition contracts and to develop a comprehension of the legal significance of the contents of the contractual instrument as it affects both the contractor and the government. Subject material reviews basic legal principles, sources of contract law, modifications, terminations, remedies, interpretation of contract language, award law, government property, defective pricing data, patent and data law, ethics, labor law, and law involving the flow of contract monies. Course content will also include acquisition reform. Court, Board and Comptroller General ruling will be studied, stressing the contractor and government interface and current interpretation of regulations, statutes, and contract clauses.

- 660. Staffing Organizations (5). Pr., MN 600, graduate standing.**  
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.
- 675. International Business Management (5). Pr., graduate standing.**  
This course focuses on the unique issues of managing in a global environment, such as the influence of trade agreements and financial policies on the strategic formulation and management of a firm engaged in international trade. Other topics covered are managing culture's consequences, global human resource management, managing and organizing the multinational enterprise, and global strategic management.
- 676. International Business Law (5). Pr., graduate standing.**  
A survey of domestic and foreign laws and treaties as they affect international business transactions.
- 680. Synergistic Organizational Strategy (5). Pr., 30 graduate core hours, or permission of dean.**  
Focuses on building the viewpoint and skills required of the general manager in solving complex business problems. Builds upon previous M.B.A. course work by integrating the functional and technical areas to provide a complete business perspective. Oral and written communications are emphasized using the case method and group projects.
- 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, Ingram, and Self*

*Associate Professors Jones and Judd (Head)*

- 600. Essentials of Marketing (2.5). Pr., graduate standing.**  
A broad overview of marketing principles with emphasis on current research, practices, and problems. May not be taken as an elective.
- 615. Marketing Management (5). Pr., MT 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, graduate standing.**  
Advanced case course dealing with the wide range of marketing problems involving policy and strategy decisions faced by the marketing manager.
- 636. Marketing Research Methods. (5). Pr., MT 615, graduate standing.**  
The application of research techniques and procedures for measuring market opportunities. Specific attention, in addition to descriptive analysis, is given to techniques of, and criteria for, the identification and selection of market segments.

- 637. Sales Management (5). Pr., MT 615, graduate standing.**  
The purpose of the course is to familiarize students with the problems and tasks faced by sales managers, to present principles and applications of effective sales management, and to develop students' ability to critically analyze and provide solutions to problems of sales management.
- 650. Marketing Seminar (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.
- 651. Contract Management (5). Pr., none.**  
The course focuses on the contracting and acquisition processes used to obtain and support facilities, operations, and systems. A brief overview of contracting principles leads into an examination of the acquisition environment. The course covers processes, requirements, specification, planning, solicitation of bids, selection of vendors, contract awards, contract administration, and evaluation. The course also addresses ethics and government reform initiative. The overall objective is to help students understand the role of contracting in the acquisition process as a developer, supporter, or manager.
- 673. Marketing for Nonprofit Organizations (5). Pr., graduate standing.**  
The course is designed to introduce students to the role of marketing in nonprofit organizations as the key to meeting the needs of the target clients, patrons, or customers. The course will deal with the basic elements of marketing as well as developing strategies and plans, researching the market, developing relevant services, and planning marketing communications. Same as PA 673.
- 690. Special Problems (5). Pr., graduate standing and permission of instructor.**  
Variable content in the marketing area.

## Quantitative Methods (QM)

*Professors C. Golden and Ho (Head)*

*Associate Professors Lucy-Bouler and McDevitt*

*Assistant Professors Ang and Shih*

- 600. Operations Management (2.5). Pr., graduate standing.**  
The objective of this course is to prepare students to become better managers to face the competitive challenge of effectively managing organizational resources to produce goods or provide services to the customer. May not be used as an elective.
- 610. Business Statistics (2.5). Pr., graduate standing.**  
Basic statistical methods as applied to business. Includes descriptive measures, probability distributions, sampling distributions, and classical estimation and testing. May not be used as an elective.
- 674. Data Analysis for Managers (5). Pr., QM 610 or equivalent, graduate standing.**  
With the continuing development of computer based information systems, the quantity of data available to the manager is increasing rapidly. This course is designed to provide the manager with the statistical literacy needed to function as an effective decision maker in today's data intense environment.
- 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, queuing 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 and permission of instructor.**  
Variable content in the quantitative methods area.



# School of Education

**Dr. William L. Deaton, 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

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and all programs are approved by the Alabama State Department of Education.



## Technology in the Curriculum

Auburn University at Montgomery has been approved to offer three courses for integrating technology in the curriculum. FED 621, FED 622, and FED 623 are authorized for support with Technology Scholarship Program for Alabama Teachers (TSPAT) funds.

## AUM/ASU Cross Enrollment Agreement

The cross enrollment agreement between Auburn University at Montgomery and Alabama State University lists the following four courses as mandatory for M.Ed. degrees in Elementary Education (traditional and alternative) at AUM and ASU:

**EED 652-O Curriculum and Teaching - Social Studies**

**FED 647 Foundations in Curriculum and Teaching**

**RED 601 Principles of Teaching Reading**

**RED 641 Diagnostic and Remedial Procedures in Reading**

EED 652-O was assigned exclusively to AUM (ASU comparable course is EDU 543), and RED 641 was assigned exclusively to AUM (ASU comparable course is REA 562).

FED 647 was assigned exclusively to ASU and is EDU 504 Elementary Curriculum. RED 601 was assigned exclusively to ASU and is REA 560 Techniques and Skills of Reading.

The AUM State Approved Certification programs for the A level (traditional M.Ed. and the alternative M.Ed.) in Elementary Education were revised to reflect the four mandatory courses. The revised programs were approved by the State Department of Education in March, 1993. Therefore, these four courses are now required for all students seeking A level teaching certificates in Elementary Education from the State Department of Education.

## 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.

Completion of M.Ed. programs requires 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.

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 and internships based on criteria other than scholarship.

## Alternative Master of Education (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 Content Mastery Examinations for Educators—Basic Skills 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.

Prior to the internship the student must submit an application for internship approved by his or her advisor to the Director of Laboratory Programs. The final dates for submission of the internship application are as follows:

Fall Quarter Internship .....	April 30
Winter Quarter Internship .....	August 30
Spring Quarter Internship .....	December 15

Students may not enroll in additional courses during the Professional Internship. Requests for exceptions will be considered only in unusual cases.

The student must be registered for Professional Internship at AUM the quarter of completing the internship course. Internship for the summer quarter will not be approved for students who are in the AUM degree program.

The student will receive a letter grade in the internship. In the event the intern receives a grade of “D” or “F,” the student must reapply for and repeat the internship. The new application must be approved by the Committee for the Professional Internship prior to enrollment in the internship course.

## 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, based 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 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 and internships 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.

**New and revised regulations related to teacher certification, approved by the State Board of Education, are effective July 1, 1997. Students in the School of Education must determine certification requirements through the Office of Certification and Laboratory Placement, Room 301E.**

## Transient Work

A student enrolled in the School of Education at AUM who wishes to take graduate courses at another regionally accredited university may do so with prior permission. Approval may be given for no more than 10 quarter hours to be taken as transient work; approval requires that the other institution be accredited by NCATE at the appropriate level (initial or advanced).

## 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

M.Ed.  
A Level Certification

Art (Grades N-12)  
Counselor Education  
    School Counseling  
    Counseling and Development  
        (Non-Certification)  
Early Childhood Education  
Educational Leadership  
Elementary Education  
Physical Education  
    Physical Education  
    Adult Fitness, Coaching  
        (Non-Certification)  
Reading Education

Secondary Education  
    Biology  
    English  
    History  
    Language Arts  
    Mathematics  
    Political Science  
    Social Studies  
Special Education  
    Mental Retardation  
    Early Childhood  
    Learning Disabilities  
    Mild Learning Disabilities

Alternative M.Ed.  
A Level Certification

Art (Grades N-12)  
Early Childhood Education  
Educational Leadership  
Elementary Education  
Secondary Education  
    Biology  
    English  
    History

Language Arts  
Mathematics  
Political Science  
Social Studies  
Special Education  
    Early Childhood  
    Mental Retardation  
    Learning Disabilities

Ed.S.  
AA Level Certification

Early Childhood Education  
Educational Leadership  
Elementary Education  
Reading Education  
Secondary Education  
    Biology  
    English  
    History

Language Arts  
Mathematics  
Political Science  
Social Studies  
School Counseling  
Special Education  
    Mild Learning Disabilities

Counselor Education (CED)

The master’s degree program in Counselor Education contains two basic options with flexibility allowed in each option. The skills and theories learned in AUM’s Counselor Education program are applicable to a variety of professional situations. Consequently, AUM attempts to provide training for those who wish to engage in school related counseling and those who wish to engage in counseling and development in agency, higher education, or nontraditional settings.

Those individuals who intend to function in a school situation must have or must qualify for certification as a teacher and must present evidence of at least one year of successful teaching experience. Since AUM recommends to the state that the student qualifies for certification, AUM counseling students must earn a letter grade of “B” or higher in all practica and internships before a recommendation for certification will be made.

Those individuals intending to function outside N-12 settings must demonstrate experience in interpersonal relationships. 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 graduates of this program, flexibility in course work is permissible. Students should consult a member of the Counselor Education faculty 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. Acceptance into the Ed.S. program in Counselor Education requires the student to meet certification requirements at the A level in Counselor Education. As with the M.Ed. program, the student should consult a member of the Counselor Education faculty to plan a specific program. This procedure will take into account previous graduate course work so that preparation meets the interests, needs, and background experiences of each individual.

### Early Childhood Education (ECE)

The Early Childhood Education programs at the M.Ed. and Ed.S. 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 Leadership (EDL)

The Educational Administrator certification program and the Ed.S. degree programs in Educational Leadership are based on the philosophy that the primary function of educational administrators is the enhancement of teaching and learning within the schools. Administrators must first be instructional leaders ensuring that other school related activities directly support this central function. The responsibility for instruction involves emphasizing the teaching-learning process, requiring ability to exert educational leadership and to provide effective supervision.

The purpose of the Educational Leadership preparation program is to prepare educational administrators for all leadership positions within the elementary and secondary schools. The program affords exposure to and experience in theoretical and applied aspects of educational administration and supervision. Satisfactory completion of the certification program prepares students for Alabama Class A certification.

The Ed.S. program in Educational Leadership is based on the philosophy that educational administration is an ongoing process. Increasing complexity of instructional, social, political, and legal concerns constantly alters the roles of those holding positions of educational leadership. Therefore, the educational administrator must engage in appropriate developmental activities designed to improve professional knowledge and skills that 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 successful completion of the certification program.
2. Develop those specialized competencies required to accomplish professional goals.

Satisfactory completion of the Ed.S. program prepares students for Alabama Class AA certification.

## **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.

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.

## **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. Satisfactory completion of the requirements of the Physical Education master's degree certification 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 Education (RED)**

The Reading Education program is designed to prepare teachers 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.

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.

## **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.

## **Special Education (SPE)**

M.Ed. programs in Special Education may be pursued in the areas of Mental Retardation, Learning Disabilities, Early Childhood Special Education and Mild Learning Disabilities. A specific program of courses is planned in conjunction with the student's major advisor. The student should consult an advisor in the Department of Counselor, Leadership, and Special Education for further assistance in the appropriate area. The education specialist degree is offered in the area of Mild Learning Disabilities 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.

## Counselor, Leadership, and Special Education

*Professors Martin, Thomas, and Wright (Head)*

*Associate Professor Flynt*

*Assistant Professors Dyal, Mason, McGhee, Meadows, and Morton*

## Counselor Education

### School Counseling (CED) Counseling and Development (CD)

- 618. Introduction to Rehabilitation Counseling (5). Pr., departmental approval.**  
Introductory course on the rehabilitation process and functions of the rehabilitation counselor. Emphasis will be placed on the philosophical, social, psychological, ethical, and legal responsibilities of the rehabilitation professional, as well as on the special needs of clients. Students will also become familiar with community resources available for clients in need of rehabilitation services.
- 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.
- 623. Ethical and Legal Issues in Counseling (2). Pr., CED 622 or departmental approval.**  
Includes the ethical codes of the American Counseling Association, its divisions and related professions. Provides opportunities to develop an increased awareness of ethical considerations in a multicultural and increasingly technical society. Helps students learn legal influences on counseling and the differences between legal and ethical issues. This course is offered as a block with CED 627 Counseling in a Multicultural Society.
- 626. Theories of Career Development (3). Pr., CED 622 or departmental approval.**  
Includes major and emerging career development theories with an emphasis on the developmental nature of decision making throughout one's life. Stresses the interrelationship of work, family, multicultural issues, gender, age, and career development. Ethical considerations and appraisal are also included. This course is offered as a block with CED 638 Information Systems in Counseling.



- 627. Counseling in a Multicultural Society (3). Pr., departmental approval.**  
Provides opportunities for the counseling student to develop an appreciation of the influences of culture on self, an understanding of the cultural values and behaviors of persons in diverse populations, and an increased sensitivity to the relationship between counselor, client, and their cultural differences. Counseling approaches and ethical issues specific to diverse populations are also included. This course is offered as a block with CED 623 Ethical and Legal Issues in Counseling.
- 628. Counseling Theory and Practice I (5). Pr., CED 622 or departmental approval.**  
Introduction to theory construction and understanding. Emphasis is 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 or departmental approval.**  
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 and Procedures in Counseling (5). Pr., CED 628 and CED 629 or departmental approval.**  
Provides an understanding of group development, dynamics, and procedures in counseling. Students become aware of their leadership styles and have experiential opportunities to learn additional leadership skills helpful in group work. The use of counseling theories in groups, ethical considerations, and evaluation strategies are also included.
- 632. Organization and Administration of a Counseling Program (3). Pr., CED 622 and departmental approval.**  
Includes strategies for needs assessment, program planning and evaluation, designing basic counseling program components, and role definition. Students learn the importance of networking, coordinating available resources, writing proposals, and using constructive leadership styles in implementing an effective counseling program in a school or agency. May be offered concurrently with CED 640.
- 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.
- 634. Counseling in the Elementary School (5). Pr., CED 622.**  
Needs of younger children are emphasized, with opportunities to learn counseling strategies helpful in implementing the goals of an elementary school curriculum. Consultation skills with parents, teachers, and administrators and coordination of available resources are included. Emphasis is on the developmental aspects of counseling, prevention of problems, beginning healthy career development, and teaching human relations skills.



- 635. Human Growth and Development (5). Pr., departmental approval.**  
Physical, psychological, social, emotional, and intellectual development over the life span comprises the core of the course. Cultural influences on development, interventions for healthier development, prevention programs, family violence, death and dying, and learning are also included.
- 638. Information Systems in Counseling (2). Pr., CED 622 or departmental approval.**  
Includes media and computerized systems of career information and methods of accessing these information systems. Educational, labor market and avocational information, resources, and their use in specific populations are also included. Information systems in career development programs in schools and agencies are emphasized, as well as laws pertaining to employment and the workplace. This course is offered as a block with CED 626 Theories of Career Development.
- 640. Consultation Skills and Practices (3). Pr., CED 622.**  
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 is given to developing skills requisite to functioning as a leader in a client/personnel team approach.
- 641. Internship in Group Leadership (5). Pr., CED 630 or departmental approval.**  
Provides opportunities to develop group leadership skills, interaction analysis, group design, and outcome research. Students observe different types of groups, cofacilitate group sessions, and implement a group under supervision.
- 646. Studies in Education (1-10). Pr., departmental approval.**  
Independent study in an area within the field of counseling. Area to be selected in consultation with the professor who will supervise this study.
- 650. Seminar in Counseling (5). Pr., permission of instructor.**  
Provides an opportunity for advanced graduate students and professors to pursue cooperatively selected concepts and theoretical formulations. May be repeated once.
- 656. Research and Evaluation in Counseling Programs (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 is on criteria, techniques, and research procedures necessary to evaluate counseling programs and outcomes.
- \*657. Practicum in Counseling (5). Pr., all core courses or departmental approval.**  
Provides structured in-class practice of individual and group counseling skills and supervised on-site application of counseling theories, concepts, and principles.
- \*658. Internship I in Area of Specialization (5). Pr., CED 657 and departmental approval.**  
This is the first of two internships that are taken consecutively. The internship provides supervised counseling experiences in agency or public school settings.
- \*659. Internship II in Area of Specialization (5). Pr., CED 658 and departmental approval.**  
This internship provides advanced training in counseling competencies in agency or public school settings.

- 660. Supervision in Counseling (5). Pr., Ed.S. standing.**  
Students learn program supervision skills, leadership styles, and planning strategies. Direct research of client needs and program evaluation are included, as well as supervision of counselors, client case management, and ethical considerations of counselor supervision.
- \*669. Advanced Internship in Area of Specialization (10). Pr., CED 657, CED 658, CED 659 or equivalent and Ed.S. standing.**  
Advanced internship provides supervised experiences in group and individual counseling, program development, consultation, and 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. It provides an opportunity to demonstrate the integration of course work. Must be taken during the final two quarters of enrollment in the M.Ed. program.
- \*899. Ed.S. Comprehensive Examination (0). Pr., departmental approval.**  
The Ed.S. Comprehensive Examination is required of all candidates for the Ed.S. Provides an opportunity to demonstrate the integration of course work. Must be taken during the final two quarters of enrollment in the Ed.S. program.

\*Counseling is a specialized profession that requires the ability to relate effectively to others and demonstrated 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 and internships.

## 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, Internship 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.

At this time, school counselors are certified N-12 and must offer proof of internship experience at two developmental levels.

- 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.**  
Students 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 examine N-12 programs from states with well-researched and established programs to determine which factors of those programs would be applicable the students' 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. Internship 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 a public elementary school during the academic year.

## Educational Leadership (EDL)

- 646. Studies in Educational Leadership (1-10). Pr., departmental approval.**  
Supervised independent study of a selected issue, problem, or trend that affects educational leadership. Appropriate research techniques and methodologies will be employed in the study. Maximum of 5 hours may be earned toward the M.Ed.
- 650. Seminar in Educational Leadership (1-10). Pr., departmental approval.**  
Advanced graduate students and professors cooperatively explore and analyze selected issues and concerns in educational leadership utilizing a seminar format.
- 651. Research in Educational Leadership (5). Pr., FED 661 and departmental approval.**  
Advanced graduate students will review, analyze, and interpret available research with emphasis on developing original research to meet the changing needs of educational leadership. Students will apply knowledge and skills in research design, methodology, and evaluation.
- 670. Supervision of the Instructional Program (4-5). Pr., departmental approval.**  
Study of the supervisory process, including the theoretical framework for supervision and the purposes, functions, and processes of supervision. The relationships among the school's curriculum, instructional program, and supervision will be studied.
- 682. Administration Internship (5). Pr., departmental approval.**  
The internship, as a culminating experience in the preparation program, provides the prospective educational administrator opportunities to demonstrate the ability to perform many of the responsibilities and tasks required of school leadership personnel. Plans for supervised experiences in a public school setting will be developed cooperatively by a university faculty member, experienced school administrators, and the intern.
- 683. Fundamentals of Educational Leadership (4-5). 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.
- 685. Advanced 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. Educational 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.**  
The course addresses important issues, procedures, and practices involved in the management of financial and material resources in schools and school systems. Specific attention is directed to management skills required of the building level administrator. Business functions include financial planning and budgeting, fiscal management, purchasing and accounting for resources, school plant operation and maintenance, pupil transportation, and school food services.

- 689. Educational Finance (5). Pr., departmental approval.**  
Course designed to assist educational administrators in developing an understanding of effective management of school finances to improve educational productivity. The context within which schools function is examined as well as demographic, political, economic, social, and legal factors influencing school financing and the challenge of developing a school finance system providing an equitable and adequate education program for all students.
- 691. Educational Plant Planning (5). Pr., departmental approval.**  
Course designed to assist educational administrators in developing fundamental knowledge of theories and principles of educational plant planning, design, construction, renovation, maintenance, and operation. Laws, rules, and regulations related to school construction in Alabama are examined. Attention is directed to responsibilities in developing cost efficient and functional facilities that support the instructional program.
- 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 (4-5). Pr., departmental approval.**  
Study of personnel administration in education, including recruitment, selection, assignment, and evaluation of employees; compensation programs; staff development programs.
- 695. Problem Analysis Project (1-10). Pr., departmental approval.**  
Directed by a supervising professor, the student will define, analyze, and propose an appropriate solution to a school, system-wide, or state-level problem of concern to educational leaders. The major purpose of this advanced study is to provide the student an opportunity to conduct a formal and systematic inquiry into a specialized issue.
- 696. Mentoring in Educational Leadership (5). Pr., departmental approval.**  
Orientation and training in the mentoring process is provided for practicing educational administrators. The mentor-intern program, a practice endorsed as a critical component of the developmental process in professional fields, is examined. Attention is directed to the mentor's role and function in preparing individuals to assume positions of leadership in the schools.
- 799. Master's Comprehensive Examination (0). Pr., departmental approval.**  
This comprehensive examination prepared by Educational Leadership faculty addresses cumulatively course content and learning experiences related to the program of study in the field of educational leadership.
- 899. Ed.S. Comprehensive Examination (0). Pr., departmental approval.**  
This comprehensive examination prepared by Educational Leadership faculty addresses cumulatively course content and learning experiences related to the advanced program of study in the field of educational leadership.

## 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.

**604. Advanced Study of the Introduction to Early Childhood Special Education (5). Pr., graduate standing.**

This course is designed to provide students with an in-depth overview of the field of early childhood special education, with a specific focus on early intervention from ages birth through eight. The primary focus will be to investigate the research on best practices and theories for educating young exceptional children. Special attention will be given to issues such as litigation, laws, and assessment procedures, as well as growth and development patterns of young exceptional children, birth through eight years. As part of the requirements, observations and visitations will be made in a wide variety of settings such as public schools, private agencies, Head Start, and hospitals. Advanced research on the subject is required. This course may be taught concurrently with SPE 404.

**605. Behavior Management of Exceptional Children (5). Pr., graduate standing.**

This course is designed to present the theoretical base and the practical use of formal and informal techniques for the behavior management of exceptional children. While the course will present various perspectives, the primary emphasis will be on behavior management. Advanced research in the subject is required. This course may be taught concurrently with SPE 405.

**606. Advanced Study of Problems and Issues in Early Childhood Special Education (5). Pr., graduate standing.**

An in-depth study of problems associated with the administration and implementation of educational programs for early childhood special education children, birth through eight years of age. This course is designed to provide an awareness of issues such as parental involvement, childhood health problems, disease, instructional approaches, and appropriate intervention strategies for children birth through eight years of age. Additionally, this course will focus on how to determine present level of performance, career options, and educational terminology appropriate for early childhood special education professionals.

**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.**

An overview of mental retardation as a social construct, educational label, and special field of study is emphasized. Topics included are definition(s), etiology, classification, and educational and behavioral interventions across the life cycle. Advanced research in the subject area is required. Laboratory experiences are included. This course may be taught concurrently with SPE 411.



- 612. Mental Retardation: Advanced Study of Methods and Materials for Instruction (5). Pr., graduate standing and SPE 411/611.**  
Analysis and evaluation of methodology and materials appropriate for use in teaching students with mental retardation are emphasized. The development of individualized education programs is included. Advanced research in the subject area is required. Laboratory experiences are included. This course may be taught concurrently with SPE 412.
- 620. Advanced Study of the Characteristics and Nature of Behavior Disorders (5). Pr., graduate standing.**  
A comprehensive study of existing theories and instructional programs for students with behavior disorders. Service delivery systems, management techniques, and educational programming are emphasized. Advanced research in the subject area is required. Laboratory experiences are included. This course may be taught concurrently with SPE 420.
- 630. Advanced Study of the Education of Children with Specific Learning Disabilities (5). Pr., graduate standing.**  
Existing theories and instructional programs for children with specific learning disabilities. Administrative arrangements, classroom management, individual educational evaluation, and programming are emphasized. Advanced research in the subject area is required. Laboratory experiences are included. This course may be taught concurrently with SPE 430.
- 631. Advanced Study of Assessment of Exceptional Children (5). Pr., SPE 430/630 or SPE 420/620 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 programs. Advanced research in the subject area is required. This course may be taught concurrently with SPE 431.
- 645. Advanced Study of Moderate Mental Retardation (5). Pr., graduate standing.**  
A comprehensive study of moderate mental retardation. Community-based programming is emphasized as an element of the philosophy of normalization. Advanced research in the subject area is required. This course may be taught concurrently with SPE 645.
- 646. D, E, M, R. (D) Learning Disabilities, (E) Early Childhood Special Education, (M) Mild Learning Disabilities, (R) Mental Retardation. Studies in Special Education (1-5). Pr., departmental approval.**  
Independent study of a topic in the area of exceptionality that is selected in consultation with the supervising professor.
- 649. D, H, R. (D) Learning Disabilities, (E) Early Childhood Special Education, (R) Mental Retardation. Professional Internship in Special Education (10). Pr., Enrolled in Alternative Master's Programs D, H, or R and 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—April 30; winter quarter—August 30; spring quarter—December 15. There is no summer quarter internship.
- 650. D, M, R. (D) Learning Disabilities, (M) Mild Learning Disabilities, (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 Disabilities, (R) Mental Retardation. Research Studies in Special Education (5). Pr., graduate standing.**  
Review, analysis, and interpretation of available research in area of exceptionality.
652. **D, E, M, R. (D) Learning Disabilities, (E) Emotional Conflict, (M) Mild Learning Disabilities, (R) Mental Retardation. Curriculum and Teaching in Special Education (5). Pr., graduate standing.**  
A critical study of teaching practices and reappraisal of content for curriculum improvement in area of specialization.
659. **D, E, M, R. (D) Learning Disabilities, (E) Early Childhood Special Education, (M) Mild Learning Disabilities, (R) Mental Retardation. Advanced Practicum in Special Education (5-10). Pr., graduate standing and departmental approval.**  
Supervised field experiences in area of specialization.
669. **M. (M) Mild Learning Disabilities. 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, E, M, R. (D) Learning Disabilities, (E) Early Childhood Special Education, (M) Mild Learning Disabilities, (R) Mental Retardation. Master's Comprehensive Examination (0).**
899. **M. (M) Mild Learning Disabilities. Ed.S. Comprehensive Examination (0).**

## Early Childhood, Elementary, and Reading Education

*Professors Griswold, Warren (Head), and Wolfinger*

*Associate Professor Stockard*

*Assistant Professors Hudson, Mills, Snyder, and Stringer*

### 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—April 30; winter quarter—August 30; spring quarter—December 15. 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. Ed.S. Comprehensive Examination (0).**

## Elementary Education (EED)

The following sectional notations apply for EED 651 and EED 652: (L) language arts, (M) mathematics, (S) science, (O) social science.

- 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—April 30; winter quarter—August 30; spring quarter—December 15. 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/Prescriptive Procedures in Reading (5). Pr., graduate standing.**

Administration and interpretation of tests to determine reading ability. Emphasis on analysis of test information in the planning and implementation of individual prescriptive reading programs.

643. **Clinical Procedures in Reading (5). Pr., RED 641.**

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)**

## Foundations, Secondary, and Physical Education

*Professors Brown (Head), Deaton, Simpson, and Williford (Distinguished Research Professor)*  
*Associate Professors Alexander, Braswell, Gibbons, and Olson*  
*Assistant Professors Fogg, Gilchrist, Riley, and Ulveland*

### 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.
- 621. Computer-Based Instructional Technologies (5). Pr., Graduate Standing.**  
This course is designed to meet the following outcomes: (1) demonstrate competency in the educational context of computers; (2) demonstrate competency in the knowledge of computer systems; (3) demonstrate competency in the knowledge of computer software; (4) demonstrate skill in computer use; (5) demonstrate skill in configuring a computer system; and (6) complete projects based upon these competencies.
- 622. Current and Emerging Instructional Technologies (5). Pr., FED 621.**  
This course is designed to meet the following outcomes: (1) demonstrate competency in software and applications; (2) demonstrate skill in desktop publishing; (3) demonstrate skill in graphics; (4) demonstrate skill in hypermedia; (5) demonstrate skill in telecommunications; (6) demonstrate skill in use of optical technologies; and (7) complete projects based upon these competencies.
- 623. Curriculum Integration of Technology (5). Pr., FED 622.**  
This course is designed to meet the following outcomes: (1) demonstrate knowledge of curriculum integration; (2) demonstrate skill in instructional design; (3) demonstrate production skills; (4) demonstrate evaluation skills; and (5) complete projects based upon these competencies.
- 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.
- 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. (Same as SY 625.) This course may be taught concurrently with FED 454 and SY 425/625.
- 661. Research and Experimentation in Education (5). Pr., graduate standing. (Prerequisite to FED 617 for CED and SED students: departmental policy.)**  
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 a Multicultural Classroom Environment (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)

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.**  
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. SED 605 is blocked with SED 410/610. Taught fall p.m. and spring a.m.
- 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.**  
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. SED 610 is blocked with SED 405/605. Taught fall p.m. and spring a.m.
- 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—April 30; winter quarter—August 30; spring quarter—December 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. Ed.S. 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.



## Physical Education (PE)

**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, anaerobic 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.

**601. Cardiac Rehabilitation (5).**

This course will emphasize the theories, programming, and procedures in the rehabilitation of adults with cardiovascular disease. Students will acquire academic and practical experience concerning the nature of cardiovascular disease, exercise prescription, and therapeutic progressions.

**602. Elementary Methods in Health and Physical Education (N-6) (5). Pr., graduate standing.**

A course designed to provide graduate students with an in-depth study of current research, issues, and trends in elementary health and physical education. Attention is given to instructional methods, the learning process, evaluation, curriculum trends, and factors impacting the elementary health and physical education programs. Research is conducted in these areas to ascertain the best current practices available in teaching elementary health and physical education. May be taught concurrently with PE 402.

**603. Secondary Methods in Physical Education (7-12) (5). Pr., graduate standing.**

A course designed to provide graduate students with an in-depth study of current research, issues, and trends in secondary physical education. Attention is given to instructional methods, the learning process, evaluation, curriculum trends, and factors impacting the secondary physical education program. Research is conducted in these areas to ascertain the best current practices available in teaching secondary 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. Robbie Jean Walker, Interim 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 students seeking intellectual challenge and interested in exploring a variety of current and classical ideas, themes, and problems through the disciplines of the Liberal Arts. An interdisciplinary program, the M.L.A. involves students in the areas of art, communication, English, history, international studies, music, philosophy, sociology, and theatre. Following a wide-ranging survey of developments in culture and society of the Western world, the student builds a focused array of course work leading to a specific project and a thesis. Throughout the M.L.A. curriculum, students are challenged to write on diverse topics, thus sharpening the skills of critical thinking, effective analysis, and scholarly research.

The Master of Liberal Arts is not a traditional professional degree but should enhance any student's effectiveness in a career, regardless of profession, in addition to providing opportunities for intellectual growth.

## Graduate Study Requirements

The program is open to graduates from any field who have demonstrated the capability to undertake graduate study. Graduate students must meet all admission requirements of the AUM Graduate School pertaining to the master's degree. Evidence considered includes undergraduate degree transcripts and scores on the Graduate Record Examination or the Miller Analogies Test as well as a letter from the candidate explaining his or her particular interest in the M.L.A. program and plans for specialization(s) within it.

The M.L.A. program, 50 hours in all, begins with three required core courses that establish a basis for interdisciplinary study and serve as prerequisites to further course work. Six additional courses are chosen from the M.L.A. seminars and, with permission, from the graduate courses offered in particular disciplines in Liberal Arts to explore the student's individual area of concern. The degree culminates with a required thesis seminar, thesis, and thesis defense.

A grade average of at least "B" in all courses attempted in the student's graduate program is required for graduation. The normal course load is 10 hours per quarter. Course loads in excess of 15 hours must be approved by the dean of the School of Liberal Arts. All requirements for the M.L.A. degree must be completed within five calendar years from the date the student begins graduate study.

## The Master of Liberal Arts Program (M.L.A.)

### Core Courses

The Master of Liberal Arts degree requires 50 hours in all. The following 12 hours of course work are prerequisite to further study toward the M.L.A. degree; a graduate course may, however, be taken concurrently with them. These courses are 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 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 17th 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 17th century to the present.

### M.L.A. Seminar Electives

When the core courses are completed, the student's individual area of study is planned with the M.L.A. graduate coordinator. This area of study is comprised of six courses (30 hours) chosen from the M.L.A. seminars. With permission of the M.L.A. coordinator, students may supplement these seminars with selected graduate course work from the individual disciplines' offerings. Course work must be done in at least two fields. The M.L.A. seminars are:

- 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.
- 645. Studies in International Studies (5). Pr., completion of or concurrent enrollment in MLA 601 or MLA 602 when offered.**  
Period and topic courses in international studies, 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.**

### Thesis-Related Courses

The two required thesis-related courses (8 hours) and successful defense of the thesis complete the work for the degree:

- 680. Seminar in Thesis (3). Pr., completion of 35 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.

### Additional Graduate Offerings in Liberal Arts

In addition to courses for the Master of Liberal Arts degree, the School of Liberal Arts offers graduate courses in anthropology, art, English, geography, gerontology, history, international studies, sociology, speech-language pathology and audiology, and theatre which are designed to support the master's degree program in Education and which can supplement the seminar offerings for the M.L.A. degree. The Liberal Arts courses that are approved for graduate credit are:

### 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, Mills, and Schwarz (Head)*

*Associate Professors Benson and Hood*

*Assistant Professor Jensen*

The Department of Fine Arts has two constituents: the Visual Arts and Music. Candidates for the M.L.A. degree may take course work in these areas and, with the approval of the department head, may 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 Dr. Susan Hood, 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.
- 651. Survey of Non-Western Art (5).**  
Survey of tribal, pre-Columbian, Islamic, Indian, and Far Eastern art. This course may be taught concurrently with FA 451.
- 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.

- 655. History of Seventeenth- and Eighteenth-Century Art (5).**  
An investigation beyond the survey level of Western painting, sculpture, and architecture produced during the Baroque and Rococo periods. This course may be taught concurrently with FA 455.
- 659. Art Since 1945 (5).**  
A study of international art since 1945 as well as themes and issues in contemporary art. This course may be taught concurrently with FA 459.
- 660. Women in the History of Art (5).**  
A study of women artists from 1550 to the present including cultural and social issues and historiography. This course may be taught concurrently with FA 460.
- 661. American Art (5).**  
A study beyond the survey level of the visual arts in America from the Colonial Era to the present. This course may be taught concurrently with FA 461.
- 695. Ceramics for the Public School (5).**  
Studio exploration of traditional ceramic processes, techniques, and methodology for public school teachers.

## English (EH)

*Professors Evans (Distinguished Research Professor), Gribben (Head), Michael, Morton, Nance, R. Walker, Williams (Emeritus), and Willis*  
*Associate Professors Anderson (Distinguished Teaching Fellow), Little, and Wiedemann*  
*Assistant Professors Curry and Sterling*

- 603. Technical Editing and Style (5).**  
A course in applied stylistics, directed toward writing and editing documents for audiences and purposes related to the workplace. Moves from general rhetorical theory to specific language decisions the editor must make in preparing publications. May be offered concurrently with EH 403.
- 604. Special Topics in Research and Writing (1-5). Pr., permission of instructor.**  
Instruction and practice in specialized fields within the larger areas of research and writing, such as advanced scholarly projects, archival studies, computer research, grant proposals, or community publications. The focus will be announced at each scheduling of the course. The course may be repeated for credit twice when the topics vary. May be offered concurrently with EH 404.
- 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.
- 607. History of the English Language (5).**  
The chronological development of the English language, with specific attention to changes in sounds, spellings, inflectional endings, syntax, and vocabulary, and to their relationships to political and social history. May be offered concurrently with EH 407.
- 608. Literary Criticism (5).**  
Advanced study of the history of critical theory from Aristotle to the present, emphasizing the evolution of aesthetic concepts pre-dominant 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.
- 610. Editing and Editors (5).**  
Instruction and practice in the art of editing in several styles and for varied purposes. At the discretion of the instructor, may involve an internship, guest lecturers, and visits to practicing editors. Emphasizes either university press standards or trade book publishing and feature magazine approaches to the craft. May be offered concurrently with EH 410.
- 611. Internship in Editing and Writing (1-10). Pr., departmental approval and 10 hours in designated upper level or graduate rhetoric writing, linguistic or editing courses, including EH 603, EH 604, EH 605, EH 606, EH 607, or EH 610.**  
On-the-job-training in editing, word-processing, drafting, or other duties of an assistant editor. The student's progress is monitored by a supervising professor. May be offered concurrently with EH 411.
- 613. Studies in Mythology (5).**  
An examination of the origin, nature, and transmission of myth, as well as the importance of myth to cultural traditions and cohesiveness. A specific focus will be announced when the course is offered, investigating such topics as the hero in myth and literature, gender images in literature and mythology, or myth in modern literature and film. May be offered concurrently with EH 413.
- 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. Shakespearean 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 451.
- 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 455.
- 663. British Novel III (5).**  
The technique and form of the modern novel, its themes, narrative developments, and styles as seen in close study of the works of major 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 its dramatic literature from colonial days to 1929, including the works of Tyler, Mowatt, Daly, Howard, Herne, Moody, Crothers, and Barry. 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 1929 to the present, emphasizing the works of playwrights such as O'Neill, Williams, Wilder, Inge, and Albee. May be offered concurrently with EH 476.
- 677. Studies in Southern Literature (5).**  
Authors, works, and literary movements associated with the American South, including such topics as Colonial writers, slavery and slave narratives, the Civil War in Southern literature, Southern Gothic, the Southern Renaissance, or Southern women writers. May be offered concurrently with EH 477. May be repeated once for credit when topics vary.

- 678. Studies in Children's Literature (5).**  
Topics on theme, genre, narrative, character, popular reception, publishing history, and other subjects relating to literature written for young audiences. Seminar titles, such as "The Child as Hero," will be announced each time the course is scheduled. May be offered concurrently with EH 478. May be repeated once for credit when the topics vary.
- 681. Modern Poetry (5).**  
Analyses of 20th-century poets and poetic movements of Britain, America, and Europe, treating their background, development, influence, and particular achievement, both thematic and technical. May be offered concurrently with EH 481.
- 682. Studies in American Literature (5).**  
Topics illustrating selected experiences, voices, and themes of United States authors, including those describing ethnic identities such as African-American or Asian-American, but also literary movements like American Realism, Literary Naturalism, or the Harlem Renaissance. The focus will be announced at each scheduling of the course. May be repeated twice for credit when the topics vary. May be offered concurrently with EH 482.
- 683. Studies in British and American Literature (5).**  
Topics combining British as well as American literary works, and examining themes, figures, movements, or other phenomena that illustrate trans-Atlantic connections. The focus will be announced at each scheduling of the course. May be repeated twice when the topics vary. May be offered concurrently with EH 483.
- 684. Studies in Literary Form (5).**  
Topics in the development and artistry of a particular genre or sub-genre, such as the essay, the autobiography, the letter, the travel narrative, the literary biography, or the diary and journal, as announced. May be offered concurrently with EH 484. May be repeated twice for credit when the topics vary.
- 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 and Mullins (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 (Emeritus), Fair (Head), and*

*Fitzsimmons (Distinguished Research Professor)*

*Associate Professors Wozniak and Zhai*

*Assistant Professors Henderson and Shannon*

**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).**  
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. American Historiography (5).**  
A study of the development of historical writing in the United States since colonial times, with emphasis on how particular scholars and schools of thought have had an impact on the intellectual life of the nation. Concurrent with HY 419.
- 629. Non-American Historiography (5).**  
A study of the development of historical writing outside the United States, with emphasis on how particular scholars and schools of thought have had an impact on the intellectual life of western civilization. Concurrent with HY 429.
- 634. Medieval England (5).**  
A study of the Middle Ages in England, especially the post-Conquest period, this course will examine political, social, economic, and religious institutions and changes up to the beginning of the Tudor period in 1485. This course may be offered concurrently with HY 434.
- 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 History of Early Modern Europe, 1500-1750 (5).**

A study of European society from 1500 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 sociologic, anthropologic, and economic perspectives. This course may be offered concurrently with HY 447.

**649. The Enlightenment (5).**

The course treats the intellectual and cultural blossoming in Europe in the period from 1680 to 1789. It examines the social, religious, moral, and political ideas of Enlightenment thinkers and explores the diffusion of Enlightenment values, such as the use of reason, political liberty, and the social role of science. Concurrent with HY 449.

**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. East Europe in the Twentieth Century (5).**  
This course examines the history of East Central Europe from the First World War to the collapse of the communist regimes. The emphasis is on comparative political and socioeconomic development. This course may be offered concurrently with HY 459.
- 660. The Balkans in the Modern World (5).**  
An examination of Southeastern Europe from the French Revolution to the collapse of the communist regimes. The course will highlight the cultural, political, and socioeconomic developments that have made this area the so-called "powder keg" of Europe. Concurrent with HY 460.
- 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.
- 679. East Asian-American Relations Since 1850 (5).**  
A survey of political, economic, and cultural interactions between the United States and East Asia (China and Japan) since 1850, with emphasis on mutual perceptions and images. This course may be offered concurrently with HY 479.
- 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.

## International Studies (IN)

*Professor Ryali*

*Associate Professor Sheldon*

*Assistant Professor Daniell*

**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. This course may be taught concurrently with IN 410.

**682. Hispanic Fiction (5). Pr., graduate standing.**

A study of Spanish and Latin American fiction from Cervantes to the present. May be offered concurrently with IN 482.

**683. European Fiction (5). Pr., graduate standing.**

A study of the selected works of major European writers, such as Goethe, Balzac, Flaubert, Tolstoy, Dostoevsky, Chekhov, Proust, Mann, and Camus. Focus will be announced at each scheduling of the course. May be offered concurrently with IN 483.

## Sociology (SC)

*Professors Bogie, Harrison, Mullins (Head), Ryali, and Sharp*

*Associate Professor Sheldon*

*Assistant Professor Elston*

**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 Deviance (5). Pr., SY 210 and junior or senior standing.**

An advanced examination of the phenomena of behavioral and non-behavioral forms of norm violations from theoretical, methodological, and evidentiary sources. Substance abuse, mental and physical illness, sexual deviations, suicide, violence, and societal reactions to forms of deviance are examined. 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, amalgamation, 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.
- 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)

*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 its dramatic literature from colonial days to 1929, including the works of such playwrights as Tyler, Mowatt, Daly, Howard, Herne, Moody, Crothers, and Barry. May be offered concurrently with TH 475.
- 676. American Theatre and Drama II (5). Pr., graduate standing.**  
A study of major developments in the history of American theatre from 1929 to the present, emphasizing the works of playwrights such as O'Neill, Williams, Wilder, Hellman, Miller, Inge, and Albee. May be offered concurrently with TH 476.
- 685. Studies in Drama (5). Pr., graduate standing.**  
Examination of a sub-genre or period of drama, such as tragedy, Restoration comedy, 18th-century British drama, or modern drama, to be specified for each course scheduling. May be repeated twice when the topics vary. May be offered concurrently with TH 485.
- 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.



# School of Nursing

**Dr. Wini M. O'Brien, Interim Dean**

Although the School of Nursing does not offer a graduate degree, it offers graduate courses in Nursing Administration that 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 program in Business Administration or the master's program in Public Administration. 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	Gerontology
Chemistry	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 that are designed to support the master's degree program in Education. Courses taught in the School of Sciences that are approved for graduate credit are as follows:

### Biology (BI)

*Professors Adams, Cairns (Emeritus), and Okia*

*Associate Professor Thomson*

*Assistant Professors Aho and Owens*

- 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.
- 650. Freshwater Biology (5). Lec. 4, Lab. 2, Pr., BI 102 or BI 103 or departmental approval.**  
Taxonomy and environmental relationships of the biota of freshwater inhabitants. This course may be taught concurrently with BI 450.
- 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, (or Lec. 4, Lab. 2, if specified), Pr., 30 quarter hours of biology courses.**  
his course is designed to cover subject material in the area of biology. The periodic offering will enable students to take current and diverse topics that are relevant to their biology options. The topics are those not fully treated in other formal biology courses. Some quarterly topics may specify a laboratory that will meet two hours each week.
- 698. Directed Research (3-5); may be repeated for a maximum of 10 hours. Pr., 20 credit hours of biology and 3.0 GPA, and departmental approval.**  
Students conduct research under the guidance of a research advisor whom they select in the Department of Biology. A one hour per week research meeting is required. Projects include approaches to designing, conducting, analyzing, and reporting various types of scientific investigations. Grading criteria are defined by the research advisor.
- 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)

*Professors Mahaffy (Distinguished Research Professor), Rawlings,  
Richardson, and Tegins (Head)  
Associate Professor N. Thomas*

- 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.
- 620. Biochemistry (5). Lec. 4, Lab. 3, Pr., 25 hours of chemistry or biology.**  
A standard biochemistry course designed to meet the requirements of students in the health and physical sciences. An emphasis is placed on the chemistry of proteins and carbohydrates. This course may be taught concurrently with CH 420. Offered during summer Quarter.

**660. 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 Mullins (Coordinator)*

*Associate Professor Slattery*

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 post-baccalaureate 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 (Emeritus)*

*Associate Professor McClurg (Head)*

*Assistant Professors Bailey and Van Der Velde*

The Master of Science degree 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 one course to be chosen from the areas of Corrections, Law Enforcement, Juvenile Justice, and Security Administration. The remaining hours may be taken within the Justice and Public Safety curricula or outside the department in concurrence with the student's academic advisor.

Students in the Judicial Administration option who wish to earn the legal assistant technician certificate must complete the JPS Core, three required courses, and choose three legal specialty elective courses for a total of 10 courses.

Students with less than a 2.75 overall GPA in their undergraduate work will be required to submit scores on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) before being considered for admission into the program.

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 that will include questions from the core area and the required course area. In addition, the student may be examined on readings courses as they apply to his/her program.
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 the Justice and Public Safety Department. 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 3.5.
  - 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 work will be in addition to the required 50 quarter hours and must be approved by the student's academic advisor and the department head. The student must receive a grade of "B" or better in both of the specialization courses. The additional 10 quarter hours may be taken from JPS courses offered or from outside the JPS Department.

- 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

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 Issues in Administration .....	5
Total Core Program		20

Options

Judicial Administration

Courses Required

- JP 660 Legal Research<sup>1</sup>
- JP 662 Legal Writing<sup>1</sup>
- JP 680 Paralegalism/Legal Ethics<sup>1</sup>

Electives (choose three courses)

- JP 652 Civil Law<sup>1</sup>
- JP 665 Civil Litigation<sup>1</sup>
- JP 666 Court and Judicial Administration
- JP 667 Family Law<sup>1</sup>
- JP 671 Alternative Dispute Resolution<sup>1</sup>
- JP 678 Administrative Law<sup>1</sup>
- JP 681 Computer Applications in Law<sup>1</sup>
- JP 690 Readings in JPS
- JP 691 Directed Research
- JP 695 Internship<sup>1</sup>

<sup>1</sup>Legal Specialty course.

Justice and Public Safety

The student must choose one (1) course from each of the following areas:

- Law Enforcement:** JP 622 Seminar: Ethics in Criminal Justice; JP 632 Public Safety in Contemporary America; JP 641 Trends in Police Administration
- Corrections:** JP 642 Correctional Administration; JP 643 Community Corrections
- Security Administration:** JP 635 Private Security Issues; JP 658 Retail Security
- Juvenile Justice:** JP 661 Juvenile Delinquency: Prevention and Control; JP 667 Family Law

In addition, the student must choose two (2) electives from the following courses:

- JP 652 Civil Law
- JP 660 Legal Research Seminar
- JP 662 Legal Writing
- JP 665 Civil Litigation and Procedure
- JP 666 Court and Judicial Administration
- JP 671 Alternative Dispute Resolution
- JP 675 Seminar: Terrorism and Industrial Espionage

JP 681 Computer Applications in Law

JP 690 Readings in JPS

JP 691 Directed Research

JP 695 Internship

## Justice and Public Safety (JP)

**622. Seminar: Ethics in Criminal Justice (5).**

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.

**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.

**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.

**652. Civil Law (5).**

To provide the student with an understanding of specific civil law subjects, including areas such as conflicts of laws, equity, extraordinary remedies, mortgages, legal ethics, insurance, personal property, administrative law, environmental law, and labor relations law. May be taught concurrently with JP 452.

**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).**  
Detailed study of legal bibliography, law library research, case and text analysis resulting in the supervised production of legal research assignments. Upon completion, the student will be able to identify and use a variety of legal sources, plan a research strategy, and complete a significant research project. 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.
- 662. Legal Writing (5). Pr., a minimum of three law related courses or JP 660.**  
Detailed study of writing skills and preparation of legal documents including legal briefs and memoranda of law. This course will integrate legal research and analysis skills to produce legal documents and effective legal communication. May be offered concurrently with JP 462.
- 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.
- 667. Family Law (5).**  
Examination of the law impacting family relationships such as marriage, annulment, divorce, adoption, child support and custody, child abuse, illegitimacy, termination of parental rights, and other related issues. It will also include procedural matters such as separation agreements, support agreements, and the rights of the parties involved. May be offered concurrently with JP 467.
- 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. May be taught concurrently with JP 470.

- 671. Alternative Dispute Resolution (5).**  
Examination of the various aspects of Alternative Dispute Resolution, including arbitration, negotiation, and mediation. The class will look at the differences and requirements in these areas as well as explore skills needed to work in this area, which is a growing field of law. May be offered concurrently with JP 471.
- 675. Seminar: Terrorism and Industrial Espionage (5).**  
This course will focus on industrial espionage, terrorist groups, and methods of subversion which operate against modern industry. Emphasis will be placed on methods the security administrator may employ to counter these threats to business security.
- 678. Administrative 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 claims, 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. May be offered concurrently with JP 478.
- 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.
- 681. Computer Applications in Law (5). Pr., JP 660.**  
Introduction to software commonly used in law offices, including spreadsheets, databases, and case management software, and review of word processing applications. Includes instruction in use of Internet and computer assisted legal research. Enrollment limited to 30. May be offered concurrently with JP 481.
- 685. Legal Issues in Administration (5). Core course.**  
Examination of contemporary legal issues related to the administration of justice. The course will focus on the implications of substantive and procedural law relating to personnel issues, legal and regulatory issues within an organization, sexual harassment in the workplace, and the criminal process.
- 690. Special Topics in Justice and Public Safety (5).**  
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)

*Professors Chambless, J. Hill, Nanney, and Palmer*

*Associate Professors Peele and Smith*

*Assistant Professors Albree, Schmidt, and Underwood*

**611. History of Mathematics (5). Pr., MH 163 or permission of instructor, and graduate standing.**

A first course beginning with Babylonian and Egyptian mathematics, including the contributions of the Greeks and the development of elementary mathematics through calculus. MH 611 may be taught concurrently with MH 411; however, additional work will be required for students enrolled in MH 611. MH 611 usually is offered only in the summer quarter of odd years.

**620. Discrete Mathematics (5). Coreq., MH 266 or permission of instructor, and graduate standing.**

Combinatorial reasoning and problem solving, including graph theory, counting principles, permutations and combinations, and combinatorial modeling. MH 620 may be taught concurrently with MH 420; however, additional work will be required for students enrolled in MH 620. MH 620 usually is offered only in the fall quarter of odd years.

**621. Analysis I (5). Pr., MH 266 or permission of instructor, and graduate standing.**

The Least Upper Bound Axiom and order properties of the real line; sequences; series; continuous functions; fixed point theory. Emphasis is on development of proofs by students. MH 621 may be taught concurrently with MH 421; however, additional work will be required for students enrolled in MH 621. MH 621 usually is offered only in the winter quarter of even years.

**622. Analysis II (5). Pr., MH 621 and graduate standing.**

A continuation of MH 621. Limits; derivatives; theory of the Riemann integral; sequences of functions; uniform convergence; power series. Emphasis is on development of proofs by students. MH 622 may be taught concurrently with MH 422; however, additional work will be required for students enrolled in MH 622. MH 622 may be offered in the spring quarter of even years.

**623. Complex Variables (5). Pr., MH 264 and graduate standing.**

Complex numbers, limits, differentiation, analytic functions, integration, conformal mappings, and applications. MH 623 may be taught concurrently with MH 423; however, additional work will be required for students enrolled in MH 623. MH 623 usually is offered only in the spring quarter of even years.

**630. Number Theory (5). Pr., MH 266 or permission of instructor, and graduate standing.**

Mathematics of the integers: divisibility, primes, unique factorization; congruences and residues; Diophantine problems; number theoretic functions. MH 630 may be taught concurrently with MH 430; however, additional work will be required for students enrolled in MH 630. MH 630 usually is offered only in the fall quarter of even years.

- 631. Modern Algebra I (5). Pr., MH 266 or permission of instructor, and graduate standing.**  
An introduction to algebraic structures. Binary operations, groups, subgroups, groups of permutations, cyclic groups, normal subgroups, quotient groups, homomorphisms and isomorphisms, rings, integral domains, fields. MH 631 may be taught concurrently with MH 431; however, additional work will be required for students enrolled in MH 631. MH 631 usually is offered only in the winter quarter of odd years.
- 632. Modern Algebra II (5). Pr., MH 631 and graduate standing.**  
A continuation of MH 631. Ideals and quotient rings, ring homomorphisms, rings of polynomials, factorization, Euclidean rings, extension fields, selected additional topics. MH 632 may be taught concurrently with MH 432; however, additional work will be required for students enrolled in MH 632. MH 632 may be offered in the spring quarter of odd years.
- 640. Mathematical Models and Simulation (5). Pr., MH 266, knowledge of an elementary computer language, and graduate standing.**  
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. MH 640 may be taught concurrently with MH 440; however, additional work will be required for students enrolled in MH 640. MH 640 usually is offered only in the summer quarter of even years.
- 647. Foundations of Plane Geometry (5). Pr., MH 163 and graduate standing.**  
Axiomatic development of plane geometry. Emphasis is placed on development of proofs by students. MH 647 may be taught concurrently with MH 447; however, additional work will be required for students enrolled in MH 647. MH 647 usually is offered each summer quarter.
- 650. Topology (5). Pr., MH 264, permission of instructor, and graduate standing.**  
Metric spaces, continuity, sequences, equivalent metrics; topological spaces, continuity and homeomorphisms, products; connectedness; compactness. MH 650 may be taught concurrently with MH 450; however, additional work will be required for students enrolled in MH 650.
- 660. Numerical Analysis I (5). MH 266, significant fluency in some computer programming language, familiarity with FORTRAN, and graduate standing.**  
Number systems and error propagation, solution of systems of nonlinear equations, acceleration of convergence, polynomial and spline interpolation, Chebyshev economization, numerical integration and differentiation including Romberg integration, efficient direct solution of systems of linear equations, PLU factorization of matrices, matrix norms and condition numbers. This course may be taught concurrently with MH 460; however, additional projects of a more theoretical nature (as compared with MH 460) are required. MH 660 usually is offered only in the winter quarter of even years.
- 661. Numerical Analysis II (5). Pr., MH 460 or MH 660 and graduate standing.**  
Iterative solution of large systems of linear equations, numerical solution of eigenvalue problems for linear systems, numerical solution of boundary value problems for ordinary differential equations, numerical solution of partial differential equations and systems of ordinary differential equations, least squares approximation. This course may be taught concurrently with MH 461; however, additional projects of a more theoretical nature (as compared with MH 461) are required. MH 661 may be offered in the spring quarter of even years.

- 667. Mathematical Statistics I (5). Pr., MH 264 and graduate standing.**  
Basic probability theory; combinatorics; random variables; special distributions; applications to scientific and engineering data. MH 667 may be taught concurrently with EN 411 and MH 467; however, additional work will be required for students enrolled in MH 667. 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, and graduate standing.**  
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. MH 668 may be taught concurrently with MH 468; however, additional work will be required for students enrolled in MH 668. MH 668 usually is offered only in the winter quarter of odd years.
- 669. Mathematical Methods in Engineering and Physics (5). Pr., MH 264, MH 269, and graduate standing.**  
Sturm-Liouville problems with special functions; Fourier series and integrals; partial differential equations, including hyperbolic, parabolic, and elliptic equations, with applications; Fourier and Laplace transform methods. MH 669 may be taught concurrently with MH 469; however, additional work of a more theoretical nature will be required for students enrolled in MH 669. MH 669 usually is offered only in the spring quarter of odd years.
- 691. Special Problems (1-5). Pr., permission of instructor and graduate standing.**  
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 (Distinguished Research Professor),*

*Nathan (Eminent Scholar; Khaled bin Sultan Chair),*

*Permaloff (M.P.S. Advisor), and Vocino (Head)*

*Associate Professors Moody and 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 contemporary political systems from a comparative perspective. 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. Foreign Policy (5).**  
An examination of the American diplomatic experience. The course examines American foreign relations from the period before the American Revolution up to contemporary policy.
- 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 and consent of instructor required for enrollment.
- 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.



## The Master of Science in Psychology

*Professors Hess (Head and Distinguished Research Professor),*

*Katz, and Sadowski (Distinguished Research Professor)*

*Associate Professor LoBello*

*Assistant Professors Long, Mehta, Ray, Tidwell, and Zachar*

The goal 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 have the opportunity to learn practical skills and acquire academic proficiency that will allow continued professional growth. This dual set of practical and academic competencies provides a solid academic foundation for students wishing to pursue doctoral study.

To be considered for admission into the graduate program in Psychology, the candidate needs to submit a completed application form, transcripts of undergraduate and any graduate work taken, and a current score from the Miller Analogies Test (MAT). The Graduate Record Examination can substitute for the MAT. These materials should be sent to the Admissions Office. All relevant documents must be on file before the Screening Committee will evaluate an applicant's qualifications.

The graduate program consists of (1) core courses; (2) an assessment sequence; (3) an intervention or specialty sequence; (4) practica, independent study, or electives; and (5) either a thesis, a specialty project, or comprehensive examinations. The core is composed of PG 610 Ethics, PG 619 Research, and two of the following three theory courses: PG 618 Personality, PG 620 History and Systems, and PG 650 Learning, for a total of 20 hours.

For students pursuing the thesis option, the testing sequence consists of PG 670 and at least **one** of the following: PG 660 Measurement of Human Behavior, PG 675 Objective Assessment, and PG 676 Projective Assessment. Students working toward the specialty project or comprehensive examination options take PG 670 and at least **two** of the three assessment courses: PG 660, PG 675, and PG 676.

For thesis students, the intervention sequence consists of PG 623 Advanced Behavior Pathology and at least **one** of the three following courses: PG 612 Behavior Modification, PG 624 Psychotherapy, and PG 684 Seminar in Psychotherapy and Behavior Change. Students opting for the specialty project or comprehensive examinations select at least **two** of the three intervention courses: PG 612, PG 624, and PG 684.

Upon consultation with their advisors, students pursuing the thesis option take 10 hours of PG 690 Independent Study and PG 695 Practicum/Internship and 10 hours of class content electives in developing particular strengths in skill areas that the student wishes to pursue. Similarly, students electing to complete the specialty paper or comprehensive examinations complete 9 hours of PG 695 (supervised field placement) and 10 hours of class content electives. Thus, students wishing to pursue a specialty area such as child psychotherapy or industrial/organizational psychology can tailor the practica, the independent study, and the selection of electives, as they are offered, to define a more individualized program.

Students must select an advisor upon entry into the program, and, in consultation with the advisor, file a plan of study that indicates which option the student will follow. **This plan of study must be completed within the student's first 20 hours of graduate study in order for the student to continue in the program.** The following depicts the program. The core is common to all students. Then the thesis and the specialty project and comprehensive examination program requirements are listed.



The Thesis Option Program

I. Core Requirements

PG 610 Proseminar in Issues and Ethics .....	5
PG 619 Research Methods .....	5
Two of the following three theory courses:	
PG 618 Personality,	
PG 620 History and Systems, or	
PG 650 Learning .....	10
<b>Total Hours</b>	<b>20</b>

II. Assessment

PG 670 Individual Intelligence Testing .....	6
One of the following:	
PG 660 Measurement of Human Behavior,	
PG 675 Objective Personality Testing, or	
PG 676 Projective Personality Appraisal .....	5
<b>Total Hours</b>	<b>11</b>

III. Intervention or Specialty Sequence

PG 623 Advanced Behavior Pathology .....	5
One of the following:	
PG 612 Behavior Modification,	
PG 624 Psychotherapy, or	
PG 684 Seminar in Psychotherapy and	
Behavior Change .....	5

OR

Two Psychology courses, 5 credits	
of which may be PG 690 .....	10
<b>Total Hours</b>	<b>10</b>

IV. Specialization

PG 690 Independent Study and/or	
PG 695 Practicum/Internship .....	10
Electives .....	10
<b>Total Hours</b>	<b>20</b>

V. Thesis

PG 699 Thesis .....	0
<b>Total Thesis Program</b>	<b>61</b>

The Specialty Project and  
Comprehensive Examination Program

I. Core

PG 610 Proseminar in Issues and Ethics .....	5
PG 619 Research Methods .....	5
Two of the following three theory courses:	
PG 618 Personality,	
PG 620 History and Systems, or	
PG 650 Learning .....	10
<b>Total Hours</b>	<b>20</b>

<b>II. Assessment</b>	
PG 670 Individual Intelligence Assessment .....	6
Two of the following:	
PG 660 Measurement of Human Behavior,	
PG 675 Objective Personality Testing, or	
PG 676 Projective Personality Appraisal .....	10
<b>Total Hours</b>	<b>16</b>
<b>III. Intervention or Specialty Sequence</b>	
PG 623 Advanced Behavior Pathology .....	5
Two of the following:	
PG 612 Behavior Modification,	
PG 624 Psychotherapy, or	
PG 684 Seminar in Psychotherapy and	
Behavior Change .....	10
<b>OR</b>	
Three Psychology courses, 5 credits of	
which may be PG 690 .....	15
<b>Total Hours</b>	<b>15</b>
<b>IV. Specialization</b>	
Class content electives .....	10
PG 695 Practicum .....	9
<b>Total Hours</b>	<b>19</b>
<b>V. Special Project or Comprehensive Examination</b>	
PG 698 Special Project, or	
PG 999 Comprehensive Examination .....	0
<b>Total Special Projector Comprehensive</b>	
<b>Examination Program</b>	<b>70</b>

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. Usually offered summer quarter.
611.

**Advanced General Psychology (5). Pr., graduate standing.**

This course covers topics, facts, terminology, and concepts of the discipline of psychology.
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. Usually 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. Usually 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. Usually offered spring quarter.
- 615. Principles of Psychological Assessment (5). Pr., graduate standing.**  
Theory of psychological measurement and techniques of item and test construction. Usually offered fall and spring 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.
- 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. Usually offered quarterly. Same as FED 617.
- 618. Theories of Personality (5). Pr., graduate standing. Core course selection. (Two of the following will be taken as core: PG 618, PG 620, or PG 650.)**  
A systematic examination of the theoretical and methodological characteristics of approaches to the study of personality which have been influential in the area. Usually offered fall 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. Usually offered fall quarter.
- 620. Theories and Systems of Psychology (5). Core course selection. (Two of the following will be taken as core: PG 618, PG 620, or PG 650.)**  
A study of historical developments leading to various systematic foundations in contemporary psychology. Usually 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.
- 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.
- 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. Usually offered winter 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 approaches to the treatment of psychological and behavioral disorders. Usually offered spring 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. Usually offered spring quarter.
- 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. (Two of the following will be taken as core: PG 618, PG 620, or PG 650.)**  
An analysis of traditional and contemporary learning theories. Usually offered summer quarter.
- 660. Measurement of Human Behavior (5). Lec. 3, Lab. 4, Pr., PG 615 or equivalent.**  
Analysis and practicum in observing, measuring, assessing, and evaluating human behavior with emphasis on behavioral interviewing and the development of checklists and rating scales. Usually rotates with PG 675 and PG 676 in fall and spring quarters.
- 670. Individual Intelligence Testing (6). Lec. 2, Lab. 10, Pr., PG 615.**  
Supervised practice in the administration and interpretation of individual intelligence tests. Usually 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. Usually rotates with PG 660 and PG 676 in fall and spring quarters.
- 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. Usually rotates with PG 660 and PG 675 in fall and spring quarters.
- 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.
- 684. Seminar: Psychotherapy and Behavior Change (5). Pr., 20 graduate credits including PG 623.**  
A topical course in psychological intervention representing a particular area of psychotherapy, behavior change theory, or technique. May be repeated once.
- 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 (Ph.D. Director and Distinguished Research Professor), Nathan (Eminent Scholar, Khaled bin Sultan Chair), Permaloff, and Vocino (M.P.A. Director and Head)*  
*Associate Professors Moody and 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.

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

The following are the Ph.D. core courses.

- 700. Seminar in Public Administration (5). Pr., PA 601 and doctoral standing.**  
A critical survey of U.S. scholarship in public administration.
- 702. Seminar in Public Policy (5). Pr., PA 607 and doctoral standing.**  
Advanced study of the nature of public policy development and implementation.
- 706. Public Policy Analysis and Research (5). Pr., PA 606, PA 608, and 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., PA 603 and 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. 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 "PB," or academic probationary 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 and Nonprofit Budgeting (5).**  
An examination of the processes and techniques of public and nonprofit 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 three 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:

**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.

**Nonprofit Management and Leadership:** Three courses from PA 671, PA 672, PA 673

Objectives: To provide students with a comprehensive theoretical and practical knowledge of the dynamics of managing nonprofit organizations in American society; to develop an understanding of the unique management issues of nonprofits; to acquaint students with the historical development and contemporary growth of nonprofits; to develop an appreciation of the interrelationship of nonprofit organizations with public and private sector organizations; to develop an understanding of the financing of nonprofit organizations; and to appreciate the role of marketing for nonprofits. Completion of PA 671, PA 672, and PA 673 along with PA 604 leads to a Certificate in Nonprofit Management and Leadership.

**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.

**613. 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.



- 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).**  
his 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.
- 671. Administration of Nonprofit Organizations (5).**  
An introduction to management issues in the nonprofit sector. Topics covered include history and structure of nonprofits, total quality management applications, strategic planning, and the role of a board of directors.
- 672. Fund Raising and Grantsmanship for Nonprofit Organizations (5).**  
Explores funding sources and writing grant proposals. As part of this course, students will be expected to write at least one actual grant proposal.
- 673. Marketing for Nonprofit Organizations (5).**  
The course is designed to introduce students to the role of marketing in nonprofit organizations as the key to meeting the needs of the target clients, patrons, or customers. The course will deal with the basic elements of marketing as well as developing strategies and plans, researching the market, developing relevant services, and planning marketing communications. Same as MT 673.
- 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. Seminar in Health Care Policy and Administration (5).**  
In-depth examination of contemporary problems and issues 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 and consent of instructor required for enrollment.
- 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, including all core 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 Graduate Program

**Dr. Thomas M. Wilson, Director**

Master of Political Science

Master of Public Administration

# Air University Graduate 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 Examination 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 15 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 **AUM Air University Graduate Program, 20 North Pine Street, Maxwell AFB, AL 36112**. An application fee of \$25 is required. Please enclose a check or money order in the amount of \$25 payable to Auburn University at Montgomery.
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, P.O. Box 244023, Montgomery, Alabama 36124-4023**. 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 Examination 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 Air 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 25 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, 20 North Pine Street, Maxwell AFB, Alabama 36112, or by calling (334) 264-2257 or AUTOVON Maxwell AFB.

## Division of Continuing Education

The Division of Continuing Education supports AUM's education and service missions and offers lifelong education, training, and study opportunities to individuals and organizations in the community, state, and region. It coordinates, facilitates, and provides leadership for educational programs for nontraditional students and adults by extending the resources of the University to persons not regularly enrolled as students on the campus. Programs take the form of noncredit courses, seminars, teleconferences, certificate programs, business contracts, conferences, and special functions. Offerings include a broad range of subjects and programs in professional and personal development, management, computer applications, communications, leisure activities, and personal enrichment.

Continuing education programs are not limited to the traditional curriculum, but are flexible and responsive to contemporary thought and development. The 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 and develop job skills.

Personal Development also specializes in programs for youth and senior citizens. Youth College and Camp AUM are for children in elementary, junior high, and high school. They are 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. The senior college guest program allows persons 60 and over to attend credit course classes on a space available basis at no cost. With the exception of cost, general auditing requirements apply.

The day care certificate program, the teacher assistant certificate program, and the interior design certificate program are offered through Personal Development for persons who are currently employed or who aspire to positions in the particular fields.

### Professional Development

Professional Development provides quality, contemporary professional management, leadership, communication, and technical development programs to meet the education and training needs of business, military, and government within the community, state, and region. Practical programs are offered on a public enrollment and contract basis and on convenient schedules to individuals and organizations committed to developing their professional skills and knowledge.

Tailored contracts provide effective options to companies by offering specially developed and designed programs to meet specific corporate needs at accommodating times and locations. Professional development seminars in management, leadership, finances, and communication afford the opportunity for veteran and aspiring business leaders and professionals to progress in their career fields.

The Legal Assistant Education Program is designed to meet the needs of those individuals interested in a career in the paralegal field or those currently in the field who wish to upgrade their skills and credentials. Review courses are also available for those people preparing to sit for national exams in selected career fields.

Computer training using the latest hardware and software is offered in word processing, spreadsheet, data base management, autoCAD, desktop publishing, and other advanced applications.



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 education and training.

## Conferences and Meetings

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 has access to quality teleconferences on a myriad of subjects. Programs are viewed on a large screen and monitors. Telephone linkages are arranged for questions with the teleconference speakers. Teleconferences are often tied in with a workshop, 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.

Additionally, the AUM and AU campuses are directly linked via a microwave link. This system enables participants in Montgomery to attend classes or programs broadcast directly from one of Auburn's studio classrooms. Communication is two-way audio and visual. The microwave link also makes it possible to broadcast courses and programs to Auburn. In addition, this link gives AUM access to uplink capabilities and provides AUM with the ability to receive broadcasts via satellite from around the nation and the world.

## Weekend College

Weekend College provides the option to take classes when there are fewer demands on your schedule. In addition to evening classes, Weekend College offers opportunities to work toward a degree and to take the college course you always wanted to take. Courses are scheduled on Friday evenings, Saturdays, or Sundays.

### Admission Requirements for Weekend College Courses

You must be admitted to AUM to enroll in Weekend College courses. For application forms and information, call the Admissions Office at 244-3611 (1-800-227-2649 in Alabama). TDD users may call 244-3801.

### Admission Requirements for Noncredit Courses

For the majority of courses, the requirements are 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 clearinghouse 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. Upon request, 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., <b>Professor of Biology</b> .....	1974
B.A., Drew University; M.A., Ph.D., Southern Illinois University	
Aho, John M., <b>Assistant Professor of Biology</b> .....	1992
B.A., M.A., Wake Forest University; Ph.D., University of Exeter, England	
Albree, Anson B., <b>Assistant Professor of Mathematics and Pre-Engineering</b> .....	1976
B.E., Vanderbilt University; M.A., University of Tennessee	
Alexander, Jeri Jo, <b>Associate Professor of Education</b> .....	1988
B.A., Fort Lewis College; M.A., Northern Arizona University; Ph.D., University of New Mexico	
Anderson, Nancy, <b>Associate Professor of English and Director, English Composition; Distinguished Teaching Fellow</b> .....	1973
B.A., Millsaps College; M.A., University of Virginia	
Ang, David S., <b>Assistant Professor of Information Systems and Decision Science</b> .....	1992
B.S., Ohio University; M.S., Ph.D., University of Alabama at Huntsville	
Arnold, Edwin W., <b>Associate Professor of Management</b> .....	1989
B.B.A., University of Wisconsin-Whitewater; M.B.A., University of Arkansas; Ph.D., University of Alabama	
Bailey, C. Suzanne, <b>Assistant Professor of Justice and Public Safety</b> .....	1993
B.A., University of Michigan-Flint; J.D., The Thomas M. Cooley Law School	
Benson, Mark, <b>Associate Professor of Music</b> .....	1988
B.Mus., M.Mus., Miami University; Ph.D., University of California at Los Angeles	
Bogie, Donald W., <b>Director, Center for Demographic and Cultural Research, and Professor of Sociology</b> .....	1971
B.A., Georgetown College; M.A., Ph.D., University of Kentucky	
Braswell, Ray, <b>Associate Professor of Education</b> .....	1988
B.M., M.A., Appalachian State University; Ed.D., Virginia Polytechnic Institute and State University	
Brown, Jennifer, <b>Head, Department of Foundations, Secondary, and Physical Education, and Professor of Education</b> .....	1976
B.S., Jacksonville State University; M.A., Ed.D., University of Alabama	
Budden, Michael C., <b>Professor of Marketing</b> .....	1988
B.S., Louisiana State University; M.B.A., Southeastern Louisiana University; Ph.D., University of Arkansas	
Chambless, Donald A., <b>Professor of Mathematics and Pre-Engineering</b> .....	1973
B.M.E., Auburn University; M.S., University of Tennessee; Ph.D., Tulane University	
Chiles, Ted W., <b>Associate Professor of Economics</b> .....	1990
B.A., Westminster College; M.A., University of Akron; Ph.D., The Pennsylvania State University	

Clark, Joy, <b>Associate Professor of Economics</b> .....	1989
B.S., M.S., Auburn University; Ph.D., Texas A&M University	
Coley, Phillip, <b>Professor of Fine Arts</b> .....	1972
B.F.A., M.F.A., University of Georgia	
Curry, Mary Jane, <b>Assistant Professor of English</b> .....	1994
B.A., Birmingham-Southern College; M.A., University of Alabama; M.A., University of Alabama in Birmingham; Ph.D., Auburn University	
Daniell, Steven, <b>Assistant Professor of French and International Studies</b> .....	1991
B.A., Texas Tech University; M.A., Ph.D., University of Illinois-Urbana	
Deaton, William L., <b>Dean, School of Education, and Professor of Education</b> .....	1992
B.S., Albany State College; M.S.Ed., Ph.D., University of Kansas	
Deravi, M. Keivan, <b>Director, Center for Government and Public Affairs, and Professor of Economics</b> .....	1985
B.A., University of Teheran; M.B.A., Tarlton State University; Ph.D., Oklahoma State University	
Duarte, Neville, <b>Associate Professor of Management</b> .....	1989
B.A., M.A., LL.B., University of Bombay; Ph.D., University of Florida	
Dyal, Allen B., <b>Assistant Professor of Education</b> .....	1993
B.S., Appalachian State University; M.A., Western Carolina University; Ed.D., University of Tennessee	
Elliott, Robert H., <b>Associate Dean, School of Sciences, and Professor of Political Science and Public Administration</b> .....	1976
B.A., M.A., Mississippi State University; Ph.D., University of Houston	
Elston, Claudia Hall, <b>Assistant Professor of Sociology</b> .....	1990
B.A., University of Houston (Central); M.A., Southern University; Ph.D., Mississippi State University	
Evans, Robert C., <b>Professor of English</b> .....	1982
B.A., University of Pittsburgh; Ph.D., Princeton University	
Fair, John D., <b>Head, Department of History, and Alumni Professor of History</b> .....	1971
B.A., Juniata College; M.A., Wake Forest University; Ph.D., Duke University	
Fitzsimmons, Michael P., <b>Professor of History</b> .....	1985
B.A., Belmont Abbey College; M.A., Ph.D., University of North Carolina	
Flynt, Samuel W., <b>Associate Professor of Education</b> .....	1987
B.S., M.S., University of South Alabama; Ed.D., Auburn University	
Fogg, Terry L., <b>Assistant Professor of Education</b> .....	1995
B.Sc., B.Ed., M.Ed., University of Manitoba; Ph.D., Ontario Institute for Studies in Education	
Francis, Deborah H., <b>Assistant Professor of Management</b> .....	1994
B.S., University of Alabama; M.B.A., University of Alabama in Birmingham; Ph.D., University of South Carolina	

- Gaines, Robert A., **Head, Department of Communication and Dramatic Arts; Director, Theatre AUM; and Professor of Theatre** ..... 1977  
 B.A., College of William and Mary; M.A., University of Maryland; Ph.D., Indiana University; J.D., Jones School of Law
- Gibbons, Charlie, **Associate Professor of Education and Director, Intramurals** ..... 1977  
 B.A., M.Ed., Georgia Southern University; Ed.D., University of Alabama
- Gilchrist, Michael R., **Assistant Professor of Education** ..... 1991  
 B.S., Texas Christian University; M.Ed., Auburn University at Montgomery; Ed.D., Auburn 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., **Head, Department of Management; Coordinator, Graduate Studies in Business; and Professor of Management** ..... 1986  
 B.S., M.S., Ph.D., University of Alabama
- Grafton, Carl, **Professor of Political Science and Public Administration; Distinguished Research Professor** ..... 1976  
 B.S., University of Toledo; M.A., Ph.D., Purdue University
- Gregorowicz, Philip, **Head, Department of Economics, and Professor of Economics** ..... 1980  
 B.A., M.A., Ph.D., Northern Illinois University
- Gribben, Alan, **Head, Department of English and Philosophy, and Professor of English** ..... 1991  
 B.A., University of Kansas; M.A., University of Oregon; Ph.D., University of California at Berkeley
- Griffin, Tom F., III, **Professor of Information Systems and Decision Science** ..... 1992  
 B.S., M.B.A., Ph.D., University of Alabama
- Griswold, Dianne, **Professor of Education** ..... 1979  
 B.S., M.Ed., Auburn University; Ph.D., Arizona State University
- Hall, Marc A., **Associate Professor of Management** ..... 1987  
 B.S., University of Montevallo; J.D., Cumberland School of Law
- Harrison, Danny E., **Professor of Sociology** ..... 1972  
 B.A., M.S., Ph.D., Mississippi State University; M.C.E., Emory University
- Hegji, Charles E., **Professor of Economics; Distinguished Research Professor** ..... 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
- Henderson, Timothy J., **Assistant Professor of History** ..... 1996  
 B.A., M.A., University of Texas; Ph.D., University of North Carolina

- Hess, Allen K., **Head, Department of Psychology and Professor of Psychology; Distinguished Research Professor** ..... 1988  
B.A., City College of New York; M.A., Ph.D., University of Kentucky
- Hill, Joseph B., **Dean, School of Sciences, and 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 Professor of Information Systems and Decision Science** ..... 1980  
B.A., Soochow University; M.S., Vanderbilt University; Ph.D., George Peabody College
- Honey, William C., **Associate Professor of Management** ..... 1985  
B.A., University of the South; J.D., Washington University
- Hood, Susan B., **Associate Professor of Fine Arts** ..... 1993  
B.A., M.A., Ph.D., University of Missouri
- Hudson, Shelly J., **Assistant Professor of Education** ..... 1996  
B.S., Morehead State University; M.S., Troy State University; Ph.D., Florida State 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.F.A., Indiana State University; M.F.A., Tulane University
- Johnson, Raymond M., **Professor of Finance** ..... 1970  
B.S., M.B.A., University of Southern Mississippi; M.S., Ph.D., Oklahoma State University
- Jones, Michael A., **Associate Professor of Marketing** ..... 1987  
B.A., M.S., Louisiana State University; Ph.D., University of Missouri
- Judd, Vaughan C., **Head, Department of Marketing, and Associate Professor of Marketing** ..... 1986  
B.S., Rochester Institute of Technology; M.S., University of Rochester; Ph.D., University of North Texas
- Kamnikar, Judith A., **Professor of Accounting** ..... 1984  
B.S., M.S.B.A., Northern Illinois University; Ph.D., University of Denver; CPA
- Katz, Judd A., **Assistant Vice Chancellor for Academic Affairs, Associate Director of Graduate Studies, and Professor of Psychology** ..... 1973  
B.A., M.A., Arizona State University; Ed.D., University of Georgia
- Lacy, Allen Wayne, **Professor of Economics** ..... 1976  
B.S., M.S., Auburn University; Ph.D., Iowa State University
- Lake, Robert C., **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., **Professor of Finance; Distinguished Teaching Fellow** ..... 1990  
B.S., Northern Kentucky University; M.A., Ph.D., University of Kentucky

Lantz, Keith W., <b>Dean, School of Business, and Professor of Accounting</b> .....	1995
B.S., University of Wyoming; M.S., Oklahoma State University; Ph.D., University of Iowa	
Lett, Samuel L., <b>Associate Professor of Accounting</b> .....	1976
B.S., Huntingdon College; M.A., University of Alabama; Ph.D., University of South Carolina; CPA	
Lewis, Christine W., <b>Associate Professor of Management</b> .....	1988
B.A., J.D., University of Alabama	
Little, Anne C., <b>Associate Professor of English and Director, Learning Center</b> .....	1989
B.A., University of South Carolina; M.A., Auburn University; Ph.D., University of South Carolina	
LoBello, Steven G., <b>Associate Professor of Psychology</b> .....	1989
B.A., Christian Brothers College; M.S., Mississippi State University; Ph.D., University of Southern Mississippi	
Long, Carolyn K., <b>Assistant Professor of Psychology</b> .....	1974
B.S., Auburn University; B.A., Auburn University at Montgomery; M.S., University of Georgia	
Lucy-Bouler, Thomas, <b>Associate Professor of Information Systems and Decision Science</b> .....	1990
B.S., Ph.D., University of Alabama	
Mahaffy, Christopher A.L., <b>Professor of Physical Sciences; Distinguished Research Professor</b> .....	1981
B.Sc., The Northern Ireland Polytechnic; Ph.D., University of Strathclyde; MRSC/C. Chem. Royal Society of Chemistry	
Martin, Larry, <b>University Grants Facilitator; Director, DeWitt Wallace – Reader's Digest Pathways to Teaching Program; and Professor of Education</b> .....	1976
B.P.E., M.S., Ph.D., Purdue University	
Mason, Cynthia, <b>Assistant Professor of Education</b> .....	1996
B.S., Kentucky State University; M.Ed., Ed.S., Western Kentucky University; Ed.D., University of Kentucky	
McArthur, David, <b>Instructor of Management</b> .....	1996
B.S., United States Merchant Marine Academy; M.A., M.B.A., Brigham Young University	
McClurg, Verne H., <b>Head, Department of Justice and Public Safety, and Associate Professor of Justice and Public Safety</b> .....	1982
B.S., Northern Arizona University; M.A., Washington State University; Ph.D., University of Nebraska	
McDevitt, Carl D., <b>Associate Professor of Information Systems and Decision Science</b> .....	1975
B.A.A., M.S., Auburn University; Ph.D., University of Georgia	
McDonald, Nancy, <b>Associate Professor of Nursing; Distinguished Teaching Fellow</b> .....	1987
B.S.N., University of North Alabama; M.S.N., University of Alabama in Birmingham; Ed.S., Troy State University; Ed.D., Auburn University	



- McGhee, Marcheta, **Assistant Professor of Education** ..... 1993  
 B.S., M.A., University of Alabama; M.Ed.,  
 University of Alabama in Birmingham;  
 Ph.D., University of Alabama
- McKenzie, Nelya J., **Assistant Professor of Communication** ..... 1994  
 B.S., M.A., Auburn University; Ph.D., University of Florida
- Meadows, Robert B., **Assistant Professor of Education** ..... 1993  
 B.S., Jacksonville State University; M.Ed., Auburn  
 University; Ed.D., University of Georgia
- Mehta, Sheila, **Assistant Professor of Psychology** ..... 1993  
 A.B., Brown University; M.A., Ph.D., University  
 of Connecticut
- Melton, Jeffrey A., **Assistant Professor of English** ..... 1994  
 B.A., Clemson University; M.A., Ph.D., University of South Carolina
- Michael, Marion C., **Professor of English** ..... 1982  
 B.A., University of Georgia; M.A., University of Virginia;  
 Ph.D., University of Georgia
- Mills, Lynne, **Assistant Professor of Education** ..... 1990  
 B.S., M.S., Ph.D., Auburn University
- 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, **Professor of English** ..... 1982  
 B.A., Emory and Henry College; M.A., Georgia Southern  
 College; Ph.D., University of Tennessee in Knoxville
- Morton, Rhonda C., **Assistant Professor of Education** ..... 1991  
 B.S., M.Ed., College of Charleston; Ph.D., Florida  
 State University
- Mullins, Larry C., **Head, Department of Sociology, and  
 Professor of Sociology** ..... 1994  
 B.A., M.A., University of Alabama; Ph.D., Yale University
- Nance, Guinevera A., **Professor of English** ..... 1971  
 B.A., Texas Christian University; M.A., Ph.D., University of Virginia
- Nanney, Jimmy R., **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., John Hopkins University
- O'Brien, Wini M., **Interim Dean, School of Nursing,  
 and Associate Professor of Nursing** ..... 1989  
 B.S.N., Auburn University; M.S.N., Troy State University;  
 Ph.D., University of Alabama
- Okia, Nathan O., **Professor of Biology** ..... 1979  
 Dip.Ed., Makerere University College; A.B., M.A., Ph.D.,  
 Indiana University



Graduate Faculty	151
Olson, Michele Scharff, <b>Associate Professor of Education</b> .....	1995
B.A., Huntingdon College; M.Ed., Ph.D., Auburn University	
Osterhoff, William E., <b>Professor of Justice and Public Safety</b> .....	1974
B.A., Syracuse University; M.A., Ph.D., University of Alabama	
Palmer, Chester I., <b>Professor of Mathematics and Director, Freshman Mathematics</b> .....	1974
A.B., Dartmouth College; M.A., Cornell University; M.Phil., Yale University; Ed.D., Auburn University	
Peele, Howell Rhodes, Jr., <b>Associate Professor of Mathematics</b> .....	1990
B.S., North Carolina State University; M.S., Ph.D., University of North Carolina at Chapel Hill	
Permaloff, Anne, <b>Professor of Political Science and Public Administration</b> .....	1975
Ph.B., M.A., Wayne State University; Ph.D., University of Minnesota	
Rawlings, Jill, <b>Professor of Physical Sciences</b> .....	1979
B.A., Northwestern University; Ph.D., California Institute of Technology	
Ray, Glen E., <b>Assistant Professor of Psychology</b> .....	1994
B.S., Arkansas State University; M.S., Memphis State University; Ph.D., University of Memphis	
Richardson, William S., <b>Professor of Physical Sciences</b> .....	1977
B.A., Huntingdon College; Ph.D., University of Alabama	
Riley, Karen, <b>Assistant Professor of Education</b> .....	1996
B.S., M.A., University of Central Florida; Ph.D., University of Texas at Austin	
Rogow, Robert B., <b>Professor of Accounting</b> .....	1986
B.S., M.B.A., Florida Atlantic University; Ph.D., University of Arkansas; CPA	
Ryali, Rajagopal, <b>Professor of Anthropology, Geography, and International Studies</b> .....	1981
B.A., Honours, Presidency College, Madras; M.A., University of Madras, India; M.A., Ph.D., Duke University	
Sadowski, Cyril J., <b>Professor of Psychology; Distinguished Research Professor</b> .....	1983
B.A., University of Illinois; M.S., Ph.D., University of Georgia	
Sayers, David L., <b>Assistant Professor of Accounting</b> .....	1985
B.S., Auburn University; M.B.A., Georgia State University; Ph.D., University of Nebraska-Lincoln; CPA	
Schmidt, Bettina E., <b>Assistant Professor of Mathematics</b> .....	1993
Vordiplom, Diplom, Rheinisch-Westfälische Technische Hochschule Aachen; Ph.D., Auburn University	
Self, Donald R., <b>Professor of Marketing</b> .....	1985
B.A., Pan American University; M.B.A., Texas A & I University; D.B.A., Louisiana Tech University	
Shannon, Dennis M., <b>Assistant Professor of History</b> .....	1995
B.A., University of California at Los Angeles; M.A., University of Virginia; Ph.D., University of California at Berkeley	

- Sharp, Paul M., **Professor of Sociology** ..... 1983  
B.S., Northeastern State University; M.S., Ph.D., Oklahoma State University
- Sheldon, Craig T., **Associate Professor of Sociology and International Studies** ..... 1977  
B.A., University of Alabama; M.A., Ph.D., University of Oregon
- Shih, Stephen C., **Assistant Professor of Information Systems and Decision Science** ..... 1993  
B.S., Tunghai University; M.S., University of Missouri-Columbia; Ph.D., Pennsylvania State University
- Simpson, Fred Morgan, **Professor of Education** ..... 1974  
B.S., M.Ed., Auburn University; Ed.D., University of Memphis
- Smith, Furman, **Associate Professor of Mathematics** ..... 1982  
B.S., M.A., University of Alabama; M.S., Ph.D., Florida State University
- Snyder, Vaughn, **Assistant Professor of Education** ..... 1993  
B.S., Grace College; M.S., Saint Francis College; Ph.D., Ohio University
- Sollars, David L., **Assistant Dean, School of Business, and Associate Professor of Economics** ..... 1990  
B.B.A., M.A., Ohio University; Ph.D., Florida State University
- Sterling, Eric J., **Assistant Professor of English** ..... 1994  
B.A., Queens College (CUNY); M.A., Ph.D., Indiana University
- Stockard, James W., Jr., **Associate Professor of Education** ..... 1987  
B.A., M.Ed., Northwestern Louisiana State University; Ed.D., Louisiana State University
- Stringer, Suzanne J., **Assistant Professor of Education** ..... 1996  
B.S., Jacksonville University; M.S., University of West Alabama; Ph.D., University of Alabama at Birmingham
- 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, **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
- Thomson, Mary Sue, **Associate Professor of Biology** ..... 1988  
B.S., D.V.M., Mississippi State University; M.S., Ph.D., Auburn University
- Tidwell, Pamela S., **Assistant Professor of Psychology** ..... 1993  
B.A., Birmingham-Southern College; M.S., Ph.D., University of Georgia
- Ulveland, Randall Dana, **Assistant Professor of Education** ..... 1995  
B.A., B.Ed., University of Alberta; M.Sc., University of Oregon; Ph.D., Simon Fraser University
- Underwood, Robert G., **Assistant Professor of Mathematics** ..... 1994  
B.S., M.A., M.S., Ph.D., State University of New York at Albany

- Van Der Velde, Robert J., **Assistant Professor of Justice and Public Safety** ..... 1995  
 B.S., Ohio State University; M.S., Cleveland State University;  
 J.D., Cleveland-Marshall College of Law
- 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
- Walker, Robbie Jean, **Interim Dean, School of Liberal Arts, and Professor of English** ..... 1979  
 B.S., Alabama A & M University; M.Ed., Alabama State University; Ed.D., Auburn University
- Warren, Janet S., **Assistant Dean, School of Education; Head, Department of Early Childhood, Elementary, and Reading Education; and Professor of Education** ..... 1974  
 B.S., M.S., Ed.D., Auburn University
- Wiedemann, Barbara, **Associate Professor of English** ..... 1988  
 B.A., State University of New York at Buffalo; M.A., Ph.D., University of South Florida, Tampa
- Williford, Henry (Hank) N., Jr., **Professor of Education; Distinguished Research Professor** ..... 1983  
 B.S., M.Ed., Auburn University;  
 A.A., Ed.D., University of Alabama
- Willis, Susan, **Coordinator, Master of Liberal Arts Program, and Professor of English** ..... 1978  
 B.A., Emory University; M.A., Ph.D., University of Virginia
- Wilson, Thomas M., **Director, Air University Graduate Program, and Associate Professor of Political Science and Public Administration** ..... 1983  
 B.A., Mississippi State University; M.A., Ph.D., University of Tennessee
- Wolfe, Virginia, **Professor of Communication** ..... 1983  
 B.S., M.A., Ph.D., Ohio State University
- Wolfinger, Donna, **Professor of Education** ..... 1980  
 B.S., Clarion State College;  
 M.Ed., Ed.D., Pennsylvania State University
- Wozniak, Peter, **Associate Professor of History** ..... 1987  
 B.S.F.S., Georgetown University;  
 M.A., Ph.D., Indiana University
- Wright, James, **Head, Department of Counselor, Leadership, and Special Education, and Professor of Education** ..... 1992  
 B.S., Stillman College; M.S., Alabama State University; Ed.D., University of Alabama
- Zachar, Peter, **Assistant Professor of Psychology** ..... 1995  
 B.A., Loras College; M.A., Ph.D., Southern Illinois University
- Zhai, Qiang, **Associate Professor of History** ..... 1991  
 B.A., M.A., Nanjing University; Ph.D., Ohio University

## Emeriti Faculty

Cairns, Eldon J., <b>Professor Emeritus of Biology</b> .....	1970
B.A., M.A., University of California at Los Angeles;	
Ph.D., University of Maryland	
Campbell, Ken C., <b>Professor Emeritus of Education</b> .....	1970
B.S., Florida State University; M.A., Florida Atlantic University;	
Ed.D., University of Georgia	
Clark, William D., <b>Dean Emeritus of Business</b> .....	1969
B.S., M.B.A., Ph.D., University of Arkansas	
Dodd, Donald B., <b>Professor Emeritus of History</b> .....	1969
B.S., Florence State University; M.A., Auburn University;	
Ph.D., University of Georgia	
Hamilton, John B., Jr., <b>Professor Emeritus of Chemistry</b> .....	1972
B.A., Bellarmine College; Ph.D., Case Western Reserve University	
Maertens, Norbert, <b>Dean Emeritus of Education</b> .....	1978
B.S., Mankato State University; M.A., Ph.D., University of Minnesota	
McElroy, Derwyn, <b>Associate Professor Emeritus of Education</b> .....	1976
B.S., Florida State University; M.Ed., Ed.D., Auburn University	
Nivens, Maryruth K., <b>Professor Emerita of Education</b> .....	1975
B.S., Denver University; M.S., Ph.D., Purdue University	
Portis, Sarah C., <b>Associate Professor Emerita of Education</b> .....	1973
B.S., M.Ed., Mississippi State University; Ed.D., Auburn University	
Schlotterback, Darrell L., <b>Associate Professor Emeritus of</b> <b>Justice and Public Safety</b> .....	1975
B.S.C., University of Iowa; M.S., Florida State University;	
J.D., University of Alabama Law School	
Schrader, George D., <b>Professor Emeritus of Justice</b> <b>and Public Safety</b> .....	1979
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	
Sterkx, Henry E. (deceased), <b>Professor Emeritus of History</b> .....	1969
B.A., M.A., Louisiana State University; Ph.D., University of Alabama	
Walden, John C., <b>Professor Emeritus of Education</b> .....	1988
B.A., University of California at Los Angeles; M.A., California State	
University; Ph.D., Claremont Graduate School	
Wieseman, Robert A. (deceased), <b>Professor Emeritus of Education</b> .....	1979
B.A., Catholic University of America;	
M.A., Ed.D., University of Kentucky	
Willard, Julia L., <b>Professor Emerita of Education</b> .....	1972
B.A., B.S., Jacksonville State University;	
M.Ed., Ed.D., Auburn University	
Williams, Benjamin B., <b>Professor Emeritus of English</b> .....	1969
A.B., M.A., University of Alabama; Ph.D., Vanderbilt University	
Williams, James O., <b>Chancellor Emeritus</b> .....	1969
B.S., M.Ed., Ed.D., Auburn University	



## Administrative/Professional Staff

Adkins, Margie N., <b>Assistant Manager, Cafeteria</b> .....	1987
Aitken, Lisa, <b>Assistant Director, Financial Aid</b> .....	1989
B.S., Liberty University; M.Ed., Auburn University at Montgomery	
Allen, Glenn L., <b>Assistant Director, Housing and Residence Life</b> .....	1988
B.A., University of South Alabama	
Alwan, Ali K., <b>Graduation Evaluator, Registrar's Office, and Soccer Coach</b> .....	1993
B.S., Auburn University at Montgomery; M.A., U.S. Sports Academy	
Anderson, Ginny, <b>Project Specialist, Center for Business and Economic Development</b> .....	1995
B.S., Auburn University	
Anderson, Jeffery, <b>Data Center Administrator, Computer Center</b> .....	1985
B.S., M.B.A., Auburn University at Montgomery	
Armstrong, Carolyn, <b>Project Manager, Upward Bound Project, Center for Special Services</b> .....	1994
B.S., Faulkner University; M.S., Troy State University	
Barbara, Henry, <b>Computer Application Specialist III, Computer Center</b> .....	1980
B.S., Ohio State University; M.B.A., University of Alabama	
Bigalow, Reed L., <b>Project Coordinator, Project LABSS, Center for Special Services</b> .....	1996
B.B.A., University of Texas at San Antonio; B.A., Purdue; M.S.A., Georgia College	
Blake, Wanda C., <b>Director, Cashier Office</b> .....	1988
B.S.B.A., Auburn University at Montgomery	
Blitz, Connie T., <b>Advancement Officer, Advancement and Alumni Services</b> .....	1994
B.A., Auburn University Montgomery	
Bowden, Carolyn G., <b>Manager, Cafeteria</b> .....	1979
Bogie, Donald W., <b>Director, Center for Demographic and Cultural Research</b> .....	1971
B.A., Georgetown College; M.A., Ph.D., University of Kentucky	
Boyer, Joe L., <b>Assistant to the Chancellor</b> .....	1989
B.S., Tennessee State University; M.S., University of Illinois at Urbana-Champaign; Ph.D., Ohio State University	
Braga, Anibal C., <b>Assistant Men's and Women's Tennis Coach</b> .....	1996
B.S., Auburn University at Montgomery	
Bridges, Lee S., <b>News Services Coordinator, University Relations</b> .....	1996
B.A., Auburn University at Montgomery	
Brooks, Sharon E., <b>Director, Career Development Center</b> .....	1995
B.A., Talladega College; M.B.A., University of West Florida	
Brown, Peggy M., <b>Graphic Designer, University Relations</b> .....	1991
B.A., Auburn University at Montgomery	

Graduate Faculty .....	157
Butler, Stephen, <b>Director, Computer Center</b> .....	1980
B.A., M.I.S., Auburn University at Montgomery	
Card, Nigel, <b>Assistant Men's Basketball Coach</b> .....	1987
B.S., Auburn University at Montgomery	
Carrigan, Sarah D., <b>Coordinator, Institutional Studies</b> .....	1996
B.A., DePauw University; M.S., Indiana State University;	
Ph.D., University of Kentucky	
Chapman, Larry, <b>Director, Athletics</b> .....	1977
B.S., M.Ed., Auburn University	
Chapman, Tommie L., <b>Accountant I, Purchasing</b> .....	1972
B.S.B.A., Auburn University at Montgomery	
Chase, Sara K., <b>Assistant Women's Basketball Coach</b> .....	1996
B.A., Kalamazoo College	
Cook, Jerry, <b>Director, Physical Plant</b> .....	1986
B.S., Auburn University	
Crabtree, Bunny Cardwell, <b>Assistant Director, Admissions</b> .....	1990
B.A., Mars Hill College; M.Ed., Auburn University	
Crotz, Stephen D., <b>Women's Basketball Coach</b> .....	1996
B.S., University of Missouri at Columbia; M.Ed., University of	
Missouri at St. Louis	
Dahl, Debra D., <b>Manager, Personal Development,</b> <b>Division of Continuing Education</b> .....	1993
B.A., Huntingdon College	
Darden, Willie G., <b>Assistant Director, Center for Government</b> <b>and Public Affairs</b> .....	1994
B.S., Mississippi State University; M.A., Webster University	
Davis, Pharis Lee, Jr., <b>Director, Admissions</b> .....	1973
A.B., Bethany Nazarene College; M.Div., Nazarene Theological	
Seminary; M.Ed., University of Montevallo	
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