



**AUBURN UNIVERSITY
AT MONTGOMERY**

Graduate Catalog 2021-22





**AUBURN UNIVERSITY
AT MONTGOMERY**

Auburn University at Montgomery presents this catalog to its graduate students, prospective undergraduate students, employees and others to inform them about the admission process, degree programs and requirements, course descriptions, regulations, faculty members and other pertinent information. The statements made in this catalog are for informational purposes only and do not constitute a contract between the student and AUM.

While Auburn University at Montgomery reserves the right to make changes to its policies, regulations, curriculum and other items listed in this catalog without actual notice to students, the information accurately reflects policy and progress requirements for graduation effective August 1, 2021. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

Auburn Montgomery will make every effort to keep students advised on any such changes. Information on changes will be available online at www.aum.edu. It is important that each student be aware of their individual responsibility to keep apprised of current graduation requirements for their degree program.

I certify that this catalog is true and correct in content and policy as required by 38CFR21.4258(d)(1).

A handwritten signature in black ink, reading 'Mrinal Mugdh'.

Dr. Mrinal Mugdh Varma
Provost and Senior Vice Chancellor

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Accreditation

Auburn University at Montgomery is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, educational specialist and doctoral degrees. Inquiries related to the university's accreditation by the commission may be directed to the Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097, 404-679-4500 or www.sacscoc.org. Questions related to admissions, programs and practices of AUM should be directed to the university's offices, publications or websites.

Academic Calendars, Class Meeting Times and Final Examination Schedule

Current AUM academic calendars, class meeting times and final examination schedules are available online at www.aum.edu.

Graduate Degrees

College of Business

Degree

M.Acc.
M.B.A.
M.S.
M.S.

Curriculum

Accountancy
Business Administration
Healthcare Administration
Management Information Systems

College of Education

Degree

M.Ed.

Curriculum

Counselor Education

Clinical Mental Health Counseling (non-certification)
School Counseling (P-12)

Elementary Education

Early Childhood Education (P-3)
Elementary Education (K-6)

Instructional Leadership

Instructional Technology (non-certification)

Kinesiology

Physical Education (P-12)
Sport Management
Exercise Science (non-certification)
Sport Management (non-certification)

Secondary Education

Art (P-12)
Biology (6-12)
English/Language Arts (6-12)
General Science (6-12)
History (6-12)
Mathematics (6-12)
Social Science (6-12)

Special Education

Early Childhood Special Education (Birth-age 8)
Collaborative Teacher K-6
Collaborative Teacher 6-12

Elementary Education

Early Childhood Education (P-3)
Elementary Education (K-6)

M.Ed. (Alternative A)

Ed.S.

Kinesiology

Physical Education (P-12)

Secondary Education

Art (P-12)

Biology (6-12)

English/Language Arts (6-12)

General Science (6-12)

History (6-12)

Mathematics (6-12)

Social Science (6-12)

Special Education

Early Childhood Special Education (Birth-age 8)

Collaborative Teacher K-6

Collaborative Teacher 6-12

Counselor Education

Clinical Mental Health Counseling (non-certification)

School Counseling (P-12)

Elementary Education

Early Childhood Education (P-3)

Elementary Education (K-6)

Physical Education (P-12)

Instructional Leadership (P-12)**Instructional Technology (non-certification)****Special Education**

Collaborative Teacher K-6

Collaborative Teacher 6-12

College of Liberal Arts and Social Sciences**Degree**

M.S.

M.S.

M.S.

M.L.A.

M.P.S.

M.P.A.

Ph.D.¹**Curriculum****Applied Economics****Homeland Security and Emergency Management****Criminal Justice****Liberal Arts****Political Science****Public Administration****Public Administration and Public Policy****College of Nursing and Health Sciences****Degree**

M.S.N.

D.N.P

Curriculum**Nursing**

Family Nurse Practitioner

Nurse Educator for Interprofessional Practice

Graduate Certificate in Nursing Education

Post-Graduate Family Nurse Practitioner Certificate

Nursing Practice**College of Sciences****Degree**

M.S.

M.S.

M.S.

M.S.

Curriculum**Computer Science****Computer Information Systems and Cyber Security****Geographic Information Systems****Psychology**¹ Joint doctoral program with Auburn University

Mission of the University

The mission of Auburn University at Montgomery is to provide quality and diverse educational opportunities at the undergraduate and graduate-levels through use of traditional and electronic delivery systems, and to foster and support an environment conducive to teaching, research, scholarship, and collaboration with government agencies, our community, and other educational institutions.

University Identity and Core Values

Auburn University at Montgomery is an accredited comprehensive, public university with a diverse student population that includes a blend of traditional and non-traditional learners awarded degrees in a variety of disciplines from its programs. Our personalized and caring learning environment offers academically strong undergraduate and graduate programs designed and taught by faculty who are active researchers in their fields and who play a vital role in each student's success. We stand apart from our peers as an institution with an applied emphasis, having a history of producing leaders prepared to make a positive impact in their chosen fields.

As a critical partner in our community, we provide expertise that enhances economic development and the quality of life for individuals in the region and beyond. These partnerships strengthen not only our community, but our students and faculty as well.

Core Values

Auburn University at Montgomery values and promotes:

- A Student-Centered Experience
- Citizenship & Community Engagement
- Excellence as Our Standard
- Commitment to Constant Improvement
- Diversity of People & Perspective with a Culture of Inclusiveness
- Lifelong Learning
- Environment of Collaboration

AUM Library

The AUM Library is located in the 10-story Ida Belle Young Library Tower. The library collection contains over 500,000 books, over 75,000 e-books, and more than 70,000 full-text journals available in print and/or electronic format. The library provides online access to more than 155 databases covering all academic disciplines. The library also has extensive collections of documents and periodicals in electronic format and on microfilm and a growing collection of manuscripts and archival materials. In addition, it maintains a collection of browsing materials consisting of bestseller and popular fiction items. The library is one of two regional federal documents depository libraries in Alabama, with more than 2 million publications dating from the mid-19th century to the present.

The library provides access to its holdings through its online catalog, as well as providing access to the catalogs of libraries within the state and throughout the world. For remote access to library collections, visit the library homepage at <http://aumnicat.aum.edu>.

The library supplements its holdings by providing interlibrary loan services for students, faculty, and staff. The campus community also has direct, online borrowing privileges for books from the libraries at Auburn University, Jacksonville State University, the University of Alabama, and the University of Alabama at Birmingham. The AUM Library is a member of OCLC Inc., an international online bibliographic database with more than 100 million records; Lyris, the nation's largest regional membership organization serving libraries; and NAAL, the Network of Alabama Academic Libraries.

The AUM Library is also a member of the Montgomery Higher Education Consortium, which allows AUM students, faculty, and staff to check materials out from the libraries at Alabama State University, Faulkner University, Huntingdon College, and Troy University's Montgomery campus.

The library's reference service offers instruction for students in the use of library resources and assistance in beginning a research project. The library's reference assistance is offered in person, by phone, and online via the library's "Ask a Librarian" service, which provides online chat, email, and texting options available at <http://askus.library.aum.edu>. The library faculty and staff also provide assistance in finding information, using online databases, and with the use of library equipment. The library provides news and updates through various social media platforms (Facebook, Twitter, Instagram).

Seating is available for more than 600 students, including study tables and chairs and comfortable soft seating. For quiet study there are individual study carrels located on floors three, four, and five of the tower. The library provides equipment to assist those with visual impairments, listening carrels, and a combined computer lab/classroom that can seat 31 patrons. The library is also configured for wireless access and provides comfortable seating on all floors, with access to the Books and Beans Coffee Shoppe on the second floor.

The library is open 85.5 hours a week during the semester and is staffed by capable and friendly professional librarians and paraprofessional staff eager to assist you in locating information both in person and online.

Center for Disability Services

The Center for Disability Services (CDS) provides academic support services to students with disabilities. Their services include test proctoring, interpreting, captioning [CART], note taking, assistive technology, electronic text (e-text), Braille & other alternative formats and accommodations designed to meet the specific needs of each individual.

Students with documented disabilities should register with CDS prior to the beginning of each semester of enrollment at AUM. More information regarding specific documentation requirements can be found at the CDS website at www.aum.edu/cds.

Disability Services also provides training and technical assistance regarding disabilities, accommodations, accessibility, or other services for individuals with disabilities. In addition, the Center for Disability Services acts as the campus' monitoring agency for compliance with the Americans with Disabilities Act of 1990 and the ADA Amendments Act and Section 504 of the Rehabilitation Act of 1973.

For additional information about the Center for Disabilities Services, contact us at cds@aum.edu.

Counseling and Health Promotion Services (CHPS)

Counseling and Health Promotion Services (CHPS) provides free confidential counseling services to all current AUM students. We offer crisis interventions, individual counseling, group counseling, assessments and referrals to students, and consultation and outreach to members of the AUM community. Our staff of licensed counselors, administrative support, and interns are committed to providing a safe, nonjudgmental, and confidential space.

College life is exciting and rewarding; however, the challenges, demands, and responsibilities can feel overwhelming. It's not uncommon to feel you need help. Many students visit us for help with homesickness, stress, relationship concerns, depression, anxiety, sexual identity and gender matters, substance use, eating and body image, and overall adjustment to college life. CHPS counselors are here to help students achieve academic success and personal growth in order to ensure that students remain healthy and thriving during their college years and beyond.

Counseling is available by appointment. Hours of operation are Monday through Friday 8 a.m. to 5 p.m. The counseling process can be initiated by the student or through referral by a teacher, family member, friend, or professional in the community. However, the choice to begin or continue counseling is left to the student. Referrals will be made to community mental health providers when the needs of the student cannot be met by CHPS.

CHPS also functions as a training facility. Each academic year, graduate and pre-doctoral interns train at CHPS. They receive supervision from our staff of licensed professional counselors.

We have a strong commitment to meeting the needs of diverse people; therefore, we strive to create an environment where all individuals feel welcome. If you need to talk, receive support, or problem-solve, please call on us. We are passionate about assisting our students with concerns related to personal, emotional, social, and mental health matters.

For assistance or additional information, contact us at counselingcenter@aum.edu

Warhawk Academic Success Center

The purpose of the Warhawk Academic Success Center (WASC) is to provide a central location where students can find academic support services designed to promote their academic success. Located on the second floor of the IBY Library, the WASC is home to the Bridge Program, Student Success Advisors, the Curtiss Check In program, and the Learning Center and Instructional Support Lab. All programs operating in the WASC are designed to provide support for students in their academic endeavors.

Student Success Advisors

Student Success Advisors are professional staff members who reach out to students and foster connections between the students, faculty, and institutional academic support services. Student Success Advisors assist students with their concerns including but not limited to personal support, adjusting to college, study skills, time management, and advocacy. Student Success Advisors proactively reach out to students and connect them with support services as well as collaborate with them in establishing a plan of action to gain the knowledge and skills needed to succeed at AUM.

Curtiss Check In

Curtiss Check In is an early alert program through which faculty and staff members refer students to the Warhawk Academic Success Center. A Student Success Advisor will contact the student via e-mail or phone call and encourage the student to meet for an appointment during which advice, support, advocacy, other student-focused interventions are enacted in order to promote academic success.

Learning Center and Instructional Support Lab (LC.ISL)

The Learning Center and Instructional Support Lab is a unit of AUM academic support services that provides free individual tutoring for currently enrolled AUM students. The Learning Center (LC), located in the Library in 225-226 in the WASC, offers tutoring in most AUM courses, including mathematics, accounting, economics, statistics, sociology, psychology, music, art, history, communications, English and English as a Second Language. This location also provides writing consultations for courses in all disciplines. The center provides online asynchronous writing consultations for students enrolled in online courses. In addition to one-on-one tutoring, the LC provides small group tutoring, workshops on topics like study skills and specific course test prep sessions as well as accounting small group sessions, called Extending the Classroom (ETC). Students who live on campus may be tutored in campus residence halls. Walk-ins are welcomed on a space-available basis. For information or to make an appointment for a session at the LC call 334-244-3470 or stop by the center.

The Instructional Support Lab (ISL), located in 202-203 Goodwyn Hall, offers free, one-on-one or small group tutoring in biology, anatomy, chemistry, computer science, physics, statistics and all mathematics courses. Sessions are on a first-come, first-served basis. No appointments are necessary. For more information about

ISL services call 334-244-3265. Check out Facebook, Instagram and Twitter for current activities, news and announcements for the LC.ISL.

Housing and Residence Life

Housing and Residence Life at AUM gives students the full college experience. Residents are within easy walking distance of classes, the library, the Taylor Center, extracurricular activities and friends. In order to meet residents' needs, on-campus housing includes: free parking, unlimited laundry, ADA accessibility, and digital cable services.

AUM Housing offers four vibrant residential communities in order for students to choose their perfect fit. The Commons, AUM's eight-story apartment tower, features secure, suite-style apartments with private bedrooms and fully furnished kitchen and living areas. The Courtyards offers roomy open-concept apartments at an affordable price in double, triple, or quad occupancy with fully furnished kitchens. Warhawk Hall features fully furnished one, two and three bedroom apartments. P-40 Place features loft-style apartments with a community feel. These also include fully furnished living and common areas. Some of the AUMazing events planned annually for the residential community include the Professors 'n' Pajamas: Late Night Study Breakfast, Resident Appreciation Cookout and Kill-a-Watt Sustainability Challenge. AUM Housing is available to any enrolled student. Applications for housing are available online by logging in to MyAUM.

For more information about Housing and Residence Life, contact us at housing@aum.edu.

Accountability and Advocacy

The Office of Accountability and Advocacy works to ensure that students are knowledgeable regarding the guidelines that govern student conduct. Staff serve as advocates in empowering students in their academic and social development through programming, personal interaction and resource guidance.

How We Support Students:

- Provide clarity on university policies and procedures
- Create an opportunity for communication among those involved in resolving a problem or conflict
- Help students to develop problem-solving skills and promote critical thinking
- Provide referral to sources that can assist in creating a helping network
- Provide training and programming on topics related to communications, conflict, university policy, judicial resolution and areas of advocacy which impact academic and social development
- Assist students through the judicial process

For additional information or assistance, contact us at accountability@aum.edu.

Career Development Center

The Auburn University at Montgomery Career Development Center exists to educate, empower, and create opportunities for all Warhawks to achieve individual professional success. The Center can help you with all the important steps in developing your career: assessing personal interests, values and priorities; exploring majors and career options; developing a career action plan; building professional skills and competencies; and then organizing and conducting a job or graduate school search.

Engagement in the career development process begins as soon as you enter Auburn University at Montgomery. Career advisors within the Center are available to help you unpack the factors in your life that are or will be important to you, including your interests, values, personality characteristics, and other priorities in your life that need to be considered to make an informed career decision. You and your career advisor will develop criteria to measure your fit with different major and career options.

Once you have chosen your major/career path, career advisors will help you create a career action plan. Along with your academic course of study, your career action plan will include experiential learning activities

(internships, student involvement, service learning projects, study abroad assignments and more) that allow you to gain professional accomplishments in your chosen field during your time at Auburn Montgomery.

Throughout the academic year, the Center will facilitate various workshops, seminars and other educational activities designed to help you navigate through your action plan. Some examples include:

- Shadow Montgomery – an excursion to regional employer locations, where you can see professionals in action and identify valuable workplace activities and norms
- Life-After-College Conference – an immersion into the experiences and challenges of the “real world;” topics include financial planning/budgeting, managing professional expectations, and thriving in a diverse society/workplace
- Career Boot Camp – a one-day workshop with information needed to successfully launch your job search: topics include resume building, networking, and interview preparation. When the time comes to start searching for your next opportunity after college, the Center helps you develop a targeted job or post-graduate program search strategy. Career advisors will assist you with creating personal marketing materials that articulate your value to employer or graduate program organizations, including resumes, cover letters, LinkedIn profiles, interview preparation strategies, and more.

When the time comes to start searching for our next opportunity after college, the Center helps you develop a targeted job or post-graduate program search strategy. Career advisors will assist you with creating personal marketing materials that articulate your value to employer or graduate program organizations, including resumes, cover letters, LinkedIn profiles, interview preparation strategies, and more.

The Center helps create opportunities for students to interact with employer organizations through multiple platforms and services. Auburn University at Montgomery is a member of Handshake – a global network of universities and employer organizations with career and internship opportunities for students. Center team members can assist you with creating a Handshake account where you will have access to all opportunities and employer organizations within the network. You can engage with employer representatives virtually and face-to-face through our Employer Spotlight series. Employer Spotlight events include career fairs, employer information sessions, classroom/club presentations, and more. Visit Handshake to learn about Employer Spotlight events coming to campus. For additional information or assistance, please contact us at career-dev@aum.edu

Tuition, Fees and Other Charges

Current AUM tuition and charges are available online at www.aum.edu. As operating costs rise, small increases in tuition and fees are authorized by the Board of Trustees to meet these increased costs. Every effort is made to hold these changes to the minimum.

Payment of Tuition, Fees, and Other Charges

Students are expected to meet all financial obligations to the university when due. AUM has a centralized billing system for student accounts. Students should receive a statement two to three weeks prior to the first day of classes. If a student registers after this time, a billing statement will not be received. However, students are responsible for paying all charges by the due date. Billing statements for currently enrolled students are issued via e-bill only. An e-mail notification will be sent to the student's university issued e-mail address and to all authorized users when a new billing statement is issued.

It is the student's responsibility to monitor his or her outstanding charges through Web Pay throughout the term and to check his or her AUM email box regularly for correspondence related to billing statements, due dates and other financial matters.

Payment of all billed charges must be made by each statement's due date to avoid late charges. Payments may be made via Web Pay, by mail, or by direct delivery to the Office of Student Accounts. Payments made

by mail should allow for delivery on or before the due date. Students may pay by cash, check or credit card (VISA, MasterCard, Discover or American Express). International payments can also be made by wire transfer.

Acceptance of Financial Responsibility

AUM reserves the right to deny continuing admission and to hold grades and transcripts of students who fail to meet their financial obligations. Students are required to acknowledge an Acceptance of Financial Responsibility statement each semester. This Acceptance of Financial Responsibility reads as follows:

I understand that registration in classes at Auburn Montgomery will create tuition and other associated fees being assessed to my student account. By registering for classes at Auburn Montgomery or otherwise receiving good and valuable services from Auburn Montgomery, I understand and agree to the following:

- If I fail to pay any unpaid balance on my student account, I will be personally responsible for the debt, and agree to pay, all costs and fees of collection, including interest, late payment fees, transcript hold fees, collection fees of third party collection agencies or attorneys (which may be based on a percentage of up to 40% of the principal, interest, late payment fees, and transcript hold fees accrued prior to referral to such agency or attorney), court costs, and/or any other charges necessary for the collection of this debt.
- I authorize the University and/or their respective agents and contractors to contact me regarding my student account at the current or any future number that I provide including my cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.
- This agreement is subject to the laws of the State of Alabama, without regard to its conflict or choice of law provisions. I irrevocably consent to the jurisdiction of the state and federal courts located in Montgomery County, Alabama, in any lawsuit arising out of or concerning this agreement, or the enforcement of any obligations under this agreement, including any lawsuit to collect amounts that I may owe as a result of this agreement.

The process of acknowledging the Acceptance of Financial Responsibility is completed online through the registration process in Webster. In the event it is not possible to complete it online, a signed form will be required.

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 a handling charge of \$30. The university has the right but not the obligation to redeposit any returned check without notice.

Stop-payment and account-closed checks will be processed as returned items and 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 Office of the Registrar.

Registration Cancellation

Registration cancellation is a process by which the University cancels class schedules for students that fail to meet their financial obligations by the posted deadlines. The term due date is seven days prior to the class start date. All charges become due and payable at that time. Students will have a payment grace period until the registration cancellation deadline which is the fifth calendar day of each academic term.

Students registered for the academic term will have their class schedules cancelled if their account balance or projected account balance, less all pending financial aid and/or scholarships, exceeds \$3,000. To avoid registration cancellation the student account can be:

- Paid in full
- Covered in full by financial aid or scholarships, or
- Enrolled in a payment plan.

At a minimum the account balance or projected account balance must be below \$3,000.

Note: Awarded financial aid may be used to avoid a student's schedule being cancelled. However, the student remains responsible for the outstanding balance in the event all necessary financial aid steps are not completed or there is a change in amount of financial aid awarded.

Re-registration

Students whose schedules are cancelled may re-register for classes once the payment requirement is satisfied. Written permission from the instructor and department may be required.

Student Account Holds

A hold may be placed on student accounts for the following reasons:

- Past due balances
- Financial aid reversals
- Missing social security or tax identification numbers, and/or
- Returned checks.

The hold may be placed on the student account at the point-in-time one of the above conditions is identified. In some cases, the hold (a registration hold) will prevent a student from performing registration activities for current and future academic terms and will prevent the release of a transcript. A transcript hold always prevents the release of transcripts until the account balance is reduced to zero.

All student accounts will be reviewed before the next academic registration period opens to identify and post the necessary registration and transcript holds. Student accounts with balances of \$3,000 or less will receive a transcript hold. Student accounts with balances over \$3,000 will receive a registration hold and transcript hold, which will block registration and the release of transcripts.

Request for Financial Clearance

Students with an account balance of \$3,000 or below will automatically be granted financial clearance and will have a hold type that allows registration.

Students with balances above \$3,000 will be unable to register until the balance is reduced to \$3,000. Once the account balance has been reduced to \$3,000 or below, financial clearance will automatically be granted and the hold type will be updated to allow registration.

Students who receive financial clearance to register must ensure their account balance or projected account balance, less all pending financial aid and/or scholarships and including all past and new charges, is \$3,000 or below by the registration cancellation deadline of the academic term for which they are registering.

All requests for a hold removal should be directed to: studentaccounts@aum.edu or 334-244-3286.

Resignation and Refunds

Students dropping/resigning before regular classes start are eligible for a refund/waiver of all tuition and fees. Students dropping/resigning during the refund period after classes begin will be eligible for a partial refund/waiver. The eligible percentage of refund/waiver depends on the day of drop/resignation.

The only exception to this policy occurs in the case of personal illness or call to active military duty.

Supporting written documentation (i.e., medical reports or military orders) in both instances is required.

Refunds for medical withdrawals/ resignations may be granted if the effective date of withdrawal is prior to the last day to withdraw from the term and will be prorated based on the number of class days a student is registered. A full waiver/refund of tuition and fees may be granted if a student is called to active military duty.

Course Waiver/Refund Policy

Full-Term Classes

- 100% refund through the 5th class day
- 50% refund through the 13th class day

Half-Term Classes

- 100% refund through the 2nd class day
- 50% refund through the 5th class day

Each course or section of a course is considered to be a separate registration with its own course registration number. Thus, switching from one course to another is a separate registration as is switching sections of the same course.

Veterans

Veterans enrolled under the federal GI Bill® receive allowances 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 Employment Services (Chapter 31) Program and Post 9/11 (Chapter 33) Programs).

In accordance with "Section 103 of Public Law 115-407, penalties, including the assessment of late fees, the denial of access to classes, Libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA will not be imposed. Covered individuals are students receiving VA benefits under Chapters 31 or 33.

Veterans Access, Choice and Accountability Act of 2014

Section 702 of the Veterans Access, Choice and Accountability Act of 2014 ("Choice Act"), requires VA to disapprove programs of education for payment of benefits under the Post-9/11 GI Bill and Montgomery GI Bill-Active Duty at public institutions of higher learning if the schools charge qualifying Veterans and dependents tuition and fees in excess of the rate for resident students for terms beginning after July 1, 2015.

These new requirements will ensure that our Nation's recently discharged Veterans, and their eligible family members, will not have to bear the cost of out-of-state charges while using their well-deserved education benefits.

DOPUBLICSCHOOLSHAVETOOFFERIN-STATE RATES TO ALL VETERANS AND DEPENDENTS TO MEET THE REQUIREMENTS OF SECTION 702?

No. To remain approved for VA's GI Bill programs, schools must charge in-state tuition and fee amounts to "covered individuals." A "covered individual" is defined in the Choice Act as:

- A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- A spouse or child using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.
- Anyone using transferred Post -9/11 GI Bill benefits who lives in the state where the institution of higher learning is located and the transferor is a member of the uniformed service who is serving on active duty.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more.

Note: Individuals who initially meet the requirements above will maintain “covered individual” status as long as they remain continuously enrolled at the institution of higher learning, even if they are outside the 3-year window or enroll in multiple programs.

WHAT HAPPENS IF A STATE DOES NOT OFFER IN-STATE TUITION AND FEES TO ALL “COVERED INDIVIDUALS”?

The law requires VA to disapprove programs of education for everyone training under the Post-9/11 GI Bill and the Montgomery GI Bill -Active Duty (MGIB-AD) if in-state tuition and fees are not offered to all “covered individuals.”

WHAT STEPS MUST BE TAKEN TO ENSURE THAT VETERANS AND THEIR FAMILY MEMBERS CAN RECEIVE VA GI BILL BENEFITS AT PUBLIC SCHOOLS IN MY STATE?

States must ensure all public institutions of higher learning offering VA-approved programs charge in-state tuition and fees to “covered individuals” as described, to include same-sex spouses and children (biological, adopted, pre-adoptive, and stepchildren of same-sex spouses) after July 1, 2015. To ensure compliance, States should consider offering in-state tuition and fees to all individuals eligible for benefits under the Post-9/11 and MGIB-AD programs.

WHEN DO STATES HAVE TO MEET THESE REQUIREMENTS?

Public institutions must offer in-state tuition and fees to all “covered individuals” for Veterans and family members to be eligible to receive GI Bill benefits for training beginning after July 1, 2015. VA will not issue payments for any students eligible for the Post-9/11 GI Bill or the MGIB-AD until the school becomes fully compliant. VA is in the process of developing waiver criteria for States that are actively pursuing changes to comply with these provisions. More information regarding the waiver criteria will be included in a regulation published in the Federal Register.

IF MY SCHOOL BECOMES COMPLIANT AFTER JULY 1, 2015, WHEN WILL VA BEGIN ISSUING PAYMENTS?

VA will not issue payments under the Post-9/11 GI Bill and MGIB-AD for all students in terms beginning after July 1, 2015, if the requirements of Section 702 are not met, unless a waiver is granted. If the in-state tuition and fee policies are brought into compliance with the requirements after July 1, 2015, and no waiver was previously granted, VA will begin making payments for terms, quarters, or semesters that begin on or after the date that the compliant policies take effect.

WHERE CAN I GO TO GET MORE INFORMATION?

Questions regarding the provisions of Section 702 may be submitted to Section 702. Vbavaco@va.gov. VA will provide updates on its website at www.benefits.va.gov/gibill.

VA Complaint Policy

Any VA complaint against the school should be routed through the VA GI Bill Feedback System by going to the following link: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

Yellow Ribbon Program Agreement

AUM agrees to participate in the Yellow Ribbon Program under the Post-9/11 GI Bill (authorized under title V of Public Law 110-252) subject to the following terms, conditions and representations and applicable VA regulations:

1. Provide contributions to all eligible individuals who apply for such program in the Office of Veteran Services, regardless of the training rate (i.e., full time versus less than full time) during the academic year.
2. Provide contributions on behalf of a participating individual during the current academic year and all subsequent academic years in which AUM participates in the Yellow Ribbon Program, provided that the individual maintains satisfactory progress, conduct and attendance according to the university's prescribed standards.

3. Agree to limit contributions made on behalf of a participant to funds with unrestricted control (e.g., a scholarship sent directly to AUM on behalf of an individual or specific group of individuals from a third party may not be included in Yellow Ribbon Program contributions). Funds received directly or indirectly from federal sources may not be counted towards contributions.
4. Agree to provide the maximum amount of contributions payable toward the unmet established charges to each participating individual during each term or semester the individual is enrolled. The maximum amount is 50 percent of the individual's unmet established charges.
5. AUM agrees to provide contributions for each Yellow Ribbon Program participant through a university grant.

Office of Financial Aid

The Office of Financial Aid at Auburn Montgomery administers programs which provide assistance to students who, without such aid, would be unable to attend the university. The Office of Financial Aid also works with university departments and outside agencies to coordinate disbursement of scholarship funds.

Students may apply for federal financial assistance for the next academic year on October 1. Financial Aid requests are based on the results of a processed Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed at <https://fafsa.ed.gov>, and must be renewed annually. Students are encouraged to submit the FAFSA by the school's March 1 priority date each year.

Attendance monitoring is required by the U. S. Department of Education to support any disbursements made to eligible students receiving federal financial aid.

Failure to begin attendance in any course for which a student is registered will require a pro-rata reduction and/or possible cancellation of student loans and other aid.

Students receiving federal financial aid (Title IV funds) who withdraw from the university are subject to the Return of Title IV regulations. If a student withdraws (or ceases to attend) prior to completing over 60 percent of the term, a prorated portion of the federal financial aid must be considered unearned and returned to the federal program(s), and could cause the student to owe the university a balance upon withdrawal. See the Return to Title IV Funds Policy in the Financial Aid section of the catalog for more details.

Federal Financial Aid Programs

Federal TEACH Grant

The Federal TEACH Grant is available to students who are completing or plan to complete coursework needed to begin a career in teaching. Details on the requirements and service obligation attached to the TEACH Grant are available on the Financial Aid section of the Auburn University at Montgomery website at www.aum.edu/admissions. The grant may be converted to a Federal Direct Unsubsidized Loan if the service obligation is not met by the recipient.

Loans

Student loan programs provide long-term, low-interest loans for students and/or parents. Students must be degree-seeking and enrolled at least half-time (3 graduate hours) each term to qualify for federal loans. Not all students are eligible to borrow from all loan programs. Auburn University at Montgomery offers a couple types of federal student loans:

- The Federal Direct Unsubsidized Stafford Loan is based on the cost of education as well as annual and aggregate loan limits. Students do not have to demonstrate financial need to be eligible for this loan. Interest on this loan begins to accrue upon disbursement.
- The Federal Direct Graduate PLUS Loan is available to the graduate students to meet the cost of education not met by other financial aid assistance. Students do not have to demonstrate financial need to apply for this credit-based loan. The repayment period on this loan begins 60 days after the loan is fully disbursed.

Federal Work-Study Program

The Federal Work-Study Program is a federally funded program that provides part-time employment opportunities in various offices on campus and in the community to students who demonstrate financial need as determined by the results of the FAFSA. Students are paid at an hourly rate (typically minimum wage). Since funds are limited, students meeting the March 1 priority date are given first consideration.

Satisfactory Academic Progress for Federal Financial Aid Recipients

Students must maintain satisfactory academic progress to be eligible for federal financial aid. This policy contains qualitative (grade-point average), quantitative (credit hour completion rate), and reasonable length of time measure requirements. To review the Satisfactory Academic Progress (SAP) Policy, please visit the Financial Aid section of the Auburn University at Montgomery website at www.aum.edu/admissions. Students wishing to appeal their satisfactory academic progress status should follow the instructions outlined within the policy.

Return of Title IV Funds

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws or ceases to attend, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

The Return to Title IV Funds Policy applies to recipients of Title IV financial aid who withdraw or cease attending all classes for the payment period or term after aid has been disbursed. Repayment of aid is determined according to this policy. Financial aid recipients considering withdrawing from all coursework are advised to contact the Office of Financial Aid prior to withdrawal.

When a student is considered to have totally withdrawn during a payment period or term in which he/she has begun attendance and received federal Title IV financial aid, the University is required to determine the amount of earned and unearned Title IV aid. A student is only eligible to retain the percentage of Title IV aid disbursed that is equal to the percentage of the payment period or term that was completed by the student. The unearned Title IV aid must then be returned to the appropriate federal aid program(s). If more than 60 percent of the payment period or term has been completed by the student, no Title IV aid needs to be returned.

In accordance with federal regulations, unearned Title IV aid shall be returned to these programs in the following order:

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Subsidized Stafford Loan
- Federal Direct Parent or Graduate PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity
- Other Title IV Programs

The unearned portion of the aid will be charged back to the student's billing account and must be repaid by the student. A hold will be placed on the student's account by the Office of Student Accounts if the outstanding balance is not repaid. The Office of Financial Aid will send notification to the student's University email account notifying the student of the withdrawal date, the percent of the payment period or term completed, the amount of aid returned to the federal program(s), and the balance the student currently owes.

There are three types of withdrawals that fall under the Return to Title IV Funds federal calculation regulations:

- **Official Withdrawals** — Student has completed the formal withdrawal process via the Withdrawal Authorization Form at the Registrar's Office in person, mail, fax, email, or has dropped all courses through their Webster account. The withdrawal date is the date the student notifies the school of intent to withdraw (Withdrawal Authorization Form received by school) or the date the student resigns from all courses online.

- **Unofficial Withdrawals** — If a student begins to attend class, receives federal Title IV aid, but then ceases to attend class without providing official notification to the University, the federal government considers this to be an “unofficial withdrawal.” This includes students who earn failing grades in all classes, if it is determined the student ceased attending classes prior to the end of the payment period or term. The withdrawal date for students who unofficially withdraw is the last date of attendance reported by the student’s instructor(s). The refund rules for Title IV aid recipients who withdraw are then followed to determine the unearned portion of Title IV aid that must be returned to the appropriate aid program(s).
- **Module Withdrawals** — A module withdrawal refers to a course or courses in a program that do not span the entire length of the payment period or term. If a student withdraws from an individual module and does not complete all of the days he/she was initially scheduled to prior to ceasing attendance, a return of Title IV funds calculation must be performed to determine the percentage of financial aid earned and unearned.

If a student provides written confirmation of his/her intent to attend a future module within the semester, it is not necessary to perform the recalculation, however, the student’s future attendance within the semester must be tracked. If it is determined that the student failed to attend a future module, a recalculation must be performed.

Educational Benefits for Veterans

AUM is approved by the Alabama State Approving Agency (SAA) to offer educational training benefits (GI Bill®) and provide certification for Federal VA benefits. Veterans planning to attend school and receive Federal VA benefits should visit the VA Manager in the Office of Financial Aid to complete the paperwork necessary for AUM to submit enrollment certification for benefit payments.

Eligible veterans receive a monthly stipend that can vary according to the student’s benefit, enrollment level, and length of the term. Typically, graduate students receive full-time benefits if enrolled for at least six (6) credit hours, three-quarter time benefits for 4-5 hours and half benefits for at least 3 hours for a standard 15-week term.

When possible, those enrolling and using Federal VA benefits to pay for educational costs should have sufficient funds to finance themselves for one semester or at least until payments begin coming from the Veterans Administration (approximately six weeks) after the start of the first term.

For complete information about these programs, please contact the VA Manager at 334-244-3288.

The following regulations apply to all AUM students who receive veterans’ educational benefits:

I. Withdrawal

After a student’s certification has been submitted, any changes to the schedule must be reported to the VA in accordance with VA policies and federal law. Such changes could result in a student debt with the VA. The determination of a debt and the amount is made by the VA. At the time of a debt notification, the student may submit applicable mitigating circumstances to the VA for consideration. Students receiving Post 9/11 benefits whose schedule is changed resulting in a debt pertaining to tuition and fees will be a school debt between AUM and the VA. However, the amount of the debt will be passed onto the student and added to their AUM account. Any debt for housing and/or book stipend will continue to be a student’s debt with the VA.

In accordance with VA policies and federal law, a student’s academic suspension will be reported to the VA and will result in the suspension of benefits until the student is reinstated.

II. Satisfactory Progress

Students receiving VA educational benefits are expected to make satisfactory progress toward a degree. Normal standards of progress as stated in this catalog are in effect for all students. To maintain satisfactory progress, the following should be carefully considered:

- A. Develop a close advising relationship with your department advisor.

B. Take courses 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 passing credit (C grade or better).

III. Certification

In accordance with VA policies and federal law, students receiving VA benefits will have their enrollment certified and reported to the VA Regional Office within 30 days of the term start date. Changes such as dropping or adding courses, dropping out of school, and renewing enrollment, change in VA Chapter, change in major or degree, change in grades, change in transfer credit, or change in attendance must be reported to AUM's VA Manager.

IV. Transcripts

The VA requires the school to evaluate and maintain transcripts from previous schools the student has attended. For those students who has served or are currently serving in the military this includes transcripts for military training. Official military transcripts may be ordered at:

Air Force, Air Force Reserves, and the Air National Guard: <https://www.airuniversity.af.edu/Barnes/CCAF/Display/Article/803247/community-college-of-the-air-force-transcripts/>

All other branches of service: <https://jst.doded.mil/jst/> - As a result of security restrictions it may be best to use the Firefox browser.

V. Alabama National Guard Education Assistance Program (ANGEAP)

ANGEAP is a program established by the State of Alabama to assist the members of the Alabama National Guard with the cost of education. Each year the state establishes a maximum dollar amount an eligible student may receive in tuition and fees. To receive ANGEAP, the student must submit an application for the current award year to the Office of Veteran Services each semester. The Office of Veteran Services will process the student's application according to the guidelines provided by the State of Alabama.

VI. Military Tuition Assistance(TA)

TA is administered by the Office of Student Accounts. For more information please visit the Office of Student Accounts Third Party Billing webpage at <http://www.aum.edu/current-students/records-registrars-office/student-accounts/third-party-billing>.

For more information about veterans' benefits, visit our financial aid website at: <http://www.aum.edu/admissions/scholarships-and-financial-aid/financial-aid/veteran-services>.

General University Policies

Equal Opportunity

Auburn University at Montgomery is committed to providing a working and academic environment free from prohibited discrimination and harassment and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all its members.

Accommodation for Individuals with Disabilities

The AUM Center for Disability Services has the responsibility of determining a student's need for academic accommodations. This determination is made through the reviewing of disability documentation and an interactive meeting with the student requesting academic adjustments. For students receiving academic accommodations through the Center for Disability Services, informal grievance procedures are available to resolve accommodation and other disability related complaints in a timely manner. The University will not discourage students from pursuing a formal grievance in lieu of the informal grievance procedures. The informal and formal grievance procedures that follow apply to students who believe their rights may have

been violated under Section 504 of the Rehabilitation Act of 1973 (Section 504) and/or the Americans with Disabilities Act of 1990 (ADA). Students not registered with the Center for Disability Services also have the opportunity to file a formal grievance when they believe their rights may have been violated.

If a student believes he or she has been discriminated against regarding academic accommodations on the basis of a disability by a student, employee, or third party, the student should contact:

Dr. Phill Johnson
504 Compliance Officer
211A Library Tower
Phone: 334-244-3200
E-mail: pjohns23@aum.edu

Dr. Johnson is the person designated to coordinate the University's compliance with Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act and to handle inquiries regarding the non-discrimination policies.

Drug-Free Campus and Workplace Policy

Auburn University at Montgomery (AUM) remains committed to providing an academic and work environment free of alcohol abuse and illegal drugs within which to 1) achieve the University's mission for our students; 2) maximize the skills and talents of our employees; 3) create a culture that respects and supports individual freedom and 4) promote individual responsibility, health and safety, and community welfare. To that end, the unlawful use, possession, sale, distribution, or manufacture of alcohol or controlled substances is strictly prohibited on University properties or as part of University activities. This policy is implemented in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 to promote the mission of the institution.

All faculty, staff, and students of the AUM community are responsible for becoming familiar and complying fully with the requirements of federal, state, and local laws as well as all University policies related to alcohol and other drugs that prohibit the unlawful use, possession, sale, distribution, or manufacture of alcohol or controlled substances on University property or as part of University activities.

The University will impose sanctions (consistent with local, state and federal law) upon all students who are found in violation of Auburn University at Montgomery's Student Discipline Code to include the University's Drug Free Campus and Workplace policy.

- Warning
- Community Service
- Restitution
- Education
- Probation
- Suspension

A link to the Biennial Report and the complete Drug-Free Campus and Workplace Policy can be found in the student handbook.

Policy Regarding Prohibited Discrimination and Harassment

In accordance with applicable federal law, Auburn University at Montgomery (AUM) is committed to providing a work and educational environment free of discrimination and harassment. AUM is equally committed to the principle of equal opportunity in education and employment. The University does not discriminate or tolerate discrimination or harassment against individuals on the basis of sex, gender (sexual orientation, gender identity, and gender expression), race, color, ethnic, religion, or national

origin, age, disability, genetic information or veteran status (collectively, "Protected Status") in its employment, admissions, and/or education programs and activities.

This Policy applies to Prohibited Conduct in all University education programs and activities and to all participants in such education programs and activities, including administrators, faculty, staff, students, volunteers, contractors, and guests. This policy covers Prohibited Conduct that occurs on campus, in connection with an official University program or activity (regardless of location), and to off-campus conduct when the conduct could deny or limit a person's ability to participate in or benefit from the University's programs and activities or when the University, in its sole discretion, has an identifiable interest in the off-campus conduct.

Students who believe they have been discriminated against or harassed on the basis of their protected class by faculty, staff members, students, or third parties (such as members of the general public or University contractors while on University property or while engaged in University sponsored activities) should immediately report incidents to the Office of Human Resources or Student Affairs as indicated below:

Leslie Meadows
Chief Human Resources Officer
AA/EEO/ADA and Deputy Title IX Coordinator
Office of Human Resources
912 Library Tower
Phone: 334-244-3657
E-mail: lmeadows@aum.edu

Leon Higdon
Dean of Students
Office of Student Affairs
163D Taylor Center
Phone: 334-244-3028
Email: lhigdon@aum.edu

Civil Rights Compliance

AUM is an equal opportunity/equal access educational institution. The university complies with the regulations of Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Age Discrimination in Employment Act, Title IX of the Education Amendments of 1972, Sections 503/504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act and the Americans with Disabilities Act of 1990.

Any employee wishing to file a complaint covered by the above should contact the Chief Human Resources Officer who serves as the EEOC/Affirmative Action officer in the Office of Human Resources, 334-244-3657 between 8 a.m. and 5 p.m., Monday through Friday.

Any student wishing to file a complaint covered by the above should contact the Dean of Students, 334-244-3028, between 8 a.m. and 5 p.m., Monday through Friday.

Non-discrimination Statement

In compliance with Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Auburn University at Montgomery does not discriminate against students on the basis of race, color, sex (which includes sexual orientation, gender identity, and gender expression), national origin, age, religion, or disability or veteran status in admission or financial aid programs, educational programs or activities, or employment processes.

Title IX (Sex/Gender Discrimination)

All personnel including faculty, administrators, staff members, and students will be expected to comply with Title IX of the Education Amendments of 1972 (20 U.S. Code § 1681) which mandates that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

Appropriate disciplinary action, up to and including termination or expulsion, will be taken against anyone who violates this policy or procedures in accordance with relevant AUM disciplinary procedures for that person's association with the University (faculty, administrators, staff members, or students).

The AUM Title IX Coordinator is responsible for overseeing all Title IX complaints and identifying and addressing any patterns or systematic problems that arise during the review of such complaints. The Title IX Coordinator also ensures that adequate, reliable, and impartial investigations are conducted on all complaints. The Title IX Coordinator is available to meet with students and employees as needed.

Inquiries regarding Title IX Sexual Harassment Policy can be made directly to:

Leslie Meadows, Title IX Coordinator
Office of Human Resources and Affirmative Action
7400 East Drive, Suite 912
Montgomery, Alabama 36117
Phone: (334) 244-3657
Fax: (334) 244-3751
Email: lmeadows@aum.edu

Alternatively, Title IX complaints can be reported directly to any one of the following Deputy Title IX Coordinators:

Kenneth Jones, Deputy Title IX Coordinator
Campus Police
7400 East Drive, 9th Floor Library Tower
Montgomery, Alabama 36117
Phone: (334) 244-3487
Fax: (334) 244-3419
Email: kjone108@aum.edu

Tonya Dupree
Office of Human Resources and Affirmative Action
7400 East Drive, 9th Floor Library Tower
Montgomery, Alabama 36117
Phone: (334) 244-3641
Fax: (334) 244-3751
Email: Tonya.dupree@aum.edu

Bradley Robbins, Deputy Title IX Coordinator
Career Development Center 323
7400 East Drive, Taylor Center
Montgomery, Alabama 36117
Phone: (334) 244-3345
Fax: (334) 394-5937
Email: brobbin2@aum.edu

Lindsay Kennington
Office of Human Resources and Affirmative Action
7400 East Drive, 9th Floor Library Tower
Montgomery, Alabama 36117
Phone: (334) 244-3641
Fax: (334) 244-3751
Email: Lindsay.kennington@aum.edu

Dr. Glen Ray, Deputy Title IX Coordinator
School of Sciences – Psychology
7400 East Drive, 210 Goodwyn Hall
Montgomery, Alabama 36117
Phone: (334) 244-3690
Fax: (334) 244-3826
Email: gray@aum.edu

Jessie Rosa, Deputy Title IX Coordinator
Athletics
7400 East Drive, Athletics Complex
Montgomery, Alabama 36117
Phone: (334) 244-3712
Fax: (334) 244-3886
Email: jrosa@aum.edu

Individuals with complaints of this nature also always have the right to file a formal complaint with the:

United States Department of Education
Office for Civil Rights (OCR)
400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline: 800-421-3481
Fax: 202-453-6012

TDD: 877-521-2172

Email: OCR@ed.gov

Web: <http://www.ed.gov/ocr>

Smoke/Vaping Free and Tobacco-Free Campus Policy

In recognition of tobacco health risks and environmental hazards, Auburn University at Montgomery intends to provide a smoke/vape free and tobacco-free environment for its faculty, staff, students, and visitors. This policy applied to all students, faculty, staff, consultants, contractors, and visitors. For purpose of this policy, “smoking” is defined as inhaling, exhaling, burning, or possessing lighted tobacco products, including cigarettes, cigars, pipe tobacco, and hookahs. This policy also prohibits the use of electronic or e-cigarettes. For purpose of this policy “smokeless tobacco” is defined as chewing tobacco or tobacco powder.

1. Smoking or the use of smokeless tobacco is prohibited within all University buildings, facilities, and University-owned vehicles, as well as on the grounds of the University and on the grounds of and within property leased to or managed by the University (regardless of accepted policy or practices established by other parties with whom the University and its employees may share space) with the exception of:
 - a. Controlled research, or educational, theatrical, or religious ceremonial purposes, with prior approval from the Dean, Provost, or Vice Chancellor responsible for the unit.
 - b. Privately-owned vehicles.
 - c. Locations outside of the defined Auburn Montgomery campus perimeter.
2. Littering the campus with the remains of disposable tobacco products is prohibited.
3. Assistance with smoking cessation for students, faculty and staff is available through Auburn University Harrison School of Pharmacy, “Pack It Up” cessation program (334-844-4099) or through the state of Alabama QUITNOW program (1-800-QUITNOW).

Dangerous Weapons and Firearms Policy

AUM prohibits the possession, use and transportation on university properties of any dangerous or potentially dangerous weapons, including but not limited to firearms, fixed-blade knives, shotguns, rifles, handguns, bows and arrows, crossbows, brass knuckles, air guns, swords and fireworks or explosive devices. The complete Weapons Policy can be found in the AUM student handbook.

Student Educational Records Policy

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day Auburn University at Montgomery (“University”) receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask Auburn University at Montgomery to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Auburn University at Montgomery decides not to amend the record as requested, the university will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Auburn University at Montgomery to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW Washington, DC 20202
4. The right to provide written consent before Auburn University at Montgomery discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Auburn University at Montgomery discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is typically a person employed by Auburn University at Montgomery in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks. A university official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Auburn University at Montgomery. Upon request, the university also discloses education records without consent to officials of another university in which a student seeks or intends to enroll. FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to university officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student —
 - i. To other university officials, including professors, within Auburn University at Montgomery whom the university has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the university has out-sourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
 - ii. To officials of another university where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
 - iii. To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
 - iv. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
 - v. To organizations conducting studies for, or on behalf of, the university, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
 - vi. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- vii. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
 - viii. To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
 - ix. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
 - x. Information the university has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
 - xi. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
 - xii. To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the university determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
 - xiii. To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the university, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
5. At its discretion, Auburn University at Montgomery may also provide directory information. Directory information is defined as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at Auburn University at Montgomery includes the following:
- i. Student’s name
 - ii. Address
 - iii. Telephone listing
 - iv. Electronic mail address
 - v. Photograph
 - vi. Date and place of birth
 - vii. Major field of study
 - viii. Dates of attendance
 - ix. Grade level
 - x. Enrollment status (e.g. undergraduate or graduate, full-time or part-time)
 - xi. Participation in officially recognized sports
 - xii. Weight and height of members of athletic teams
 - xiii. Degrees, honors and awards received
 - xiv. Most recent educational agency or institution attended
6. Students may block the public disclosure of directory information by notifying the Office of the Registrar in writing.
- i. Please consider very carefully the consequences of a decision to withhold directory information. A non-disclosure block will call for AUM not to release any of this directory information; thus, any future request for such information from non-institutional persons or organizations will be refused. AUM will honor your request to withhold directory information but cannot assume responsibility to contact you for subsequent permission to release this information. Regardless of the effect upon you, AUM assumes no liability as a result of honoring your instructions that such information be withheld. Although the initial request may be filed at any time, request for non-disclosure will be honored by the university until removed, in writing, by the student.

General Information

Medical Treatment for AUM Students

A primary care student health clinic is available to students at the Warhawk Health Services Clinic in Irma B. Moore Hall, Room 102. For a nominal co-payment, students can be seen for problem-oriented visits by a certified registered nurse practitioner. Preventive health services, including health screening, physical examinations, immunizations, women’s health examinations, contraceptive counseling and laboratory testing are available at reasonable rates. Regularly scheduled health education programs, distribution of protective devices and health education materials are offered through the clinic.

The clinic is open during regularly scheduled university semester sessions for currently enrolled AUM students with a valid student I.D. The clinic hours are 8 a.m. to 5 p.m., Monday through Friday, and patients are seen from 8:15 a.m. to 4:30 p.m. by appointment. Please call 334-244-3281 to make an appointment. TDD users may call 334-244-3801.

Health insurance is highly recommended to all students attending AUM to cover accidents and emergency illnesses. Those students who are not covered under an insurance program are encouraged to participate in the voluntary low-cost student health insurance program available to enrolled AUM students. Additional information can be obtained from the Office of Student Affairs, 334-244-3620. TDD users may call 334-244-3801. Note: At this time, Warhawk Health Services is able to accept cash, or major credit cards (excluding American Express) as forms of payment.

Speech and Hearing Clinic

Operated by the Department of Communication Disorders, the AUM Speech and Hearing clinic is a comprehensive facility serving central Alabama. The clinic provides complete diagnostic and therapeutic services for children and adults with speech and hearing delays or difficulties. The Speech and Hearing Clinic benefits students in Communication Disorders by offering supervised clinical practicum hours working with individuals who display a wide range of communication disorders.

Division of Student Affairs

The Division of Student Affairs encompasses the areas of student involvement and leadership, counseling services, services for students with disabilities, career development resources, Greek life, international student activities, student accountability and advocacy, diversity and inclusion, orientation, a Global Education Center, over 60 student organizations, and much more. The office of the Dean of Students of Student Affairs is located in the Taylor Center Room 163. Contact us at studentaffairs@aum.edu for additional information

Office of Orientation and Transitions

The Office of Orientation and Transitions provides programs and services to help new students make successful personal, academic and social adjustments to Auburn University at Montgomery. Some of the programs supported by the Office of Orientation and Transitions are: New Student Orientations, Warhawk W.O.W. (Weeks Of Welcome), and the S.W.O.T. Team (Successful Warhawk Orientation Transition Team). For more information, please email orientation@aum.edu or call 334-244-3279.

Office of Student Involvement and Leadership Programs

The Office of Student Involvement and Leadership provides leadership and coordination for co-curricular programs on campus to enhance and complement the academic experience. These programs include the Student Government Association, Campus Activities Board, fraternities and sororities, registration of student organizations, service to the community and event authorization. Students wishing to receive information about campus life or establishing a new student organization should call 334-244-3829.

Student Government Association

The Student Government Association (SGA) is composed of AUM students of all majors and rankings. Each enrolled AUM student is a member of the Student Government Association, which is the official governing body of the students. The SGA serves the university by representing the entire spectrum of the student body, organizing and directing student concerns through proper channels, and working to provide students with the resources they need to succeed. Through the SGA, students are involved in the decision-making process of the university. In addition, the SGA cultivates students to become successful peer leaders by promoting academic and social engagement of AUM students. The SGA works in partnership with many university and community committees and organizations and encourages student involvement in student activities and campus initiatives. Additional information about the Student Government Association can be found on the SGA webpage on the AUM website, or by contacting the Student Involvement and Leadership Programs Office at 334-244-3655.

Intramurals

AUM offers a number of individual and team sports for both men and women. They range from flag football to basketball, from softball to non-traditional sports like table tennis, dodgeball, and sand volleyball.

Intramural Sports offers a great opportunity to engage in competition and meet other students, faculty and staff. Everyone is welcome regardless of your skill level. For more information on Intramural Sports visit www.imleagues.com/aum or call 334-244-3933.

Auburn Montgomery Alumni Association

The Auburn Montgomery Alumni Association was established in 1979. More than 30,000 alumni have graduated from AUM. When you join the Auburn Montgomery Alumni Association, you are in good company. You are part of a group of friends and family who play a vital role in making Auburn Montgomery an even stronger university. The alumni association has awarded more than \$200,000 in scholarships and also funds a professorship that recognizes and helps retain dedicated, exceptional professors.

All former students, alumni and friends of the university may join the association as either an annual member for \$35 or lifetime member for \$500 (this may be paid at once or given over a five-year period). Student memberships are also available at a discounted rate. In addition to membership, your annual fund participation helps the university meet unrestricted needs, provide scholarships and enhance educational programs.

Your membership supports Auburn Montgomery and its programs but members benefit also. Members may participate with Auburn Montgomery friends in events that bring the family closer together and also receive these advantages:

- Access to the Auburn University and Auburn Montgomery Alumni Hospitality Tent, which offers food and entertainment during the Auburn football season. The tent opens three hours prior to every home game and is free to all members.
- Job placement and résumé assistance from the Auburn Montgomery Career Development Center.
- Access to the Auburn Montgomery Library.
- Use of on-campus computer labs for internet access and software programs.
- A \$10 discount on Continuing Education courses.
- A 10 percent discount at the Auburn Montgomery bookstore, including textbooks.
- Half-price admission to Auburn Montgomery sporting events.
- Free admission for you and a guest to Theatre AUM productions.
- Option to join the AUM Wellness Center

For more information regarding the alumni association please visit <http://www.aum.edu/alumni/alumni-home>.

Student Email Policy

At Auburn Montgomery, email is the official medium for communicating with students. All students are responsible for checking their AUM issued email accounts in a timely fashion and on a regular basis. The official email system for students is identified by username@aum.edu and can be accessed via the AUM website.

University Academic Regulations and Policies

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. Please see an advisor in the school of your major for 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 his or her first registration at the university and in consideration of his or her valid admission to a program unless:

- The student has not attended AUM for a period of one continuous 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
- 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)
- 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

Credit Hour Policy

Auburn University at Montgomery defines one credit hour as the unit of work that includes no less than one 50-minute period of classroom or direct faculty instruction and completion of assignments that typically requires 2 to 2.5 hours of out-of-class student work each week for approximately fifteen weeks for one semester (or the equivalent amount of work over a different amount of time). AUM expects that for each credit hour awarded, an appropriately prepared student will complete an average of 3-3.5 hours of academic work per week over the length of a 15-week semester. The same general expectation of student work exists for credits awarded for practica, internships, activity courses, laboratory experiences, and distance learning courses, although there will be variations to accommodate differences among academic disciplines.

Course Numbering System

The "Course Number" is the four-digit number for a specified course. Each course number must follow the Course Numbering System detailed below.

XXXX 1st Digit – This digit is used to designate the level of the course.

- 0XXX Developmental/Remedial – Non-college level
- 1XXX Undergraduate-level courses primarily for freshman
- 2XXX Undergraduate-level courses primarily for sophomores
- 3XXX Undergraduate-level courses primarily for juniors
- 4XXX Undergraduate-level courses primarily for seniors
- 5XXX Undergraduate-level courses primarily for seniors/graduates
- 6XXX Graduate-level courses
- 7XXX Graduate-level courses
- 8XXX Graduate-level courses

XXXX 2nd and 3rd Digits – These two digits are generally available for departments and schools to assign to courses. The following range of numbers restricted for use for common University courses.

- X89X – Elective Credit for transfer courses for which AUM does not have equivalent courses
- X90X – Independent Study (A course that is designed to be taught to an individual as a part of their degree requirements, outside the classroom setting, usually broad in scope, and content determined by the faculty member. The independent study is also used in lieu of a regularly scheduled base course when scheduling conflicts impair a student's timely graduation.)
- X91X – Practicum, Preceptorship
- X92X – Internship
- X93X – Directed Studies (On Campus)
- X94X – Directed Field Experience (Field Studies away from campus)
- X95X – Seminar/Colloquium
- X96X – Readings
- X97X – Special Problems/Special Topics (A course that is designed to be taught to an individual as part of their degree requirements, in or out of the classroom setting; courses are normally narrow in scope and focus on a particular area of course content.)

X98X – Non-Thesis Project/Comprehensive Examinations

X99X – Research, Thesis, and Dissertation

XXXX 4th Digit – This digit designates the type of the course.

XXX0 – Base/Lecture Courses

XXX1 – Lab Supplement for Base/Lecture Courses

XXX2 – Performance Courses (Courses in which the student is the primary participant/presenter based on Instructor direction/guidance. Types of courses in this category include, but are not limited to, problem, recitation, studio, design, performance, and comprehensive examinations.)

XXX3 – Combination, Lab/Lecture Courses

XXX4 – Structured Application Courses (Courses, required or optional, that are designed to be applications in a workplace environment.)

XXX5 – Non-Thesis Project

XXX6 – No Designation

XXX7 – Honors Course

XXX8 – Honors Laboratory Course

XXX9 – Elective Credit for transfer courses for which AUM does not have equivalent courses

Administrative Holds

A student may be denied the opportunity to register or make schedule adjustments, use university facilities or be issued an official transcript, statement of credits or diploma if he or she has been identified as having significant academic deficiencies, is in default or is identified as being in default on any payment, has not submitted required documents, has not met Discipline Committee sanctions or is otherwise in default by virtue of fees or property owed to the university or any of its colleges or divisions. Administrative holds may be placed on students by units such as the Provosts office, admissions, bookstore, student accounts, financial aid, housing, library, registrar, or campus police.

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. Each instructor can indicate additional attendance requirements in his or her syllabus. Attendance verification is required for the first three classes to comply with federal financial aid requirements.

Instructors must also report the "last date attended" for students who stop attending class and do not complete the withdrawal process. The complete class attendance policy can be found in the student handbook.

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 are admitted and enrolled by the Registrar's Office. They 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

apply through the Registrar's 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 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. ID cards may be obtained through the bookstore, 334-244-3578.

Registration

Every student is required to be registered at AUM when taking course work, in the term of graduation, in any term 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 Banner system. A student is responsible 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 in this catalog.

Schedule Adjustment

Add: A student may add a course prior to the second meeting of a traditional class. (Traditional classes are those that meet twice a week.) 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 student will be permitted to register after the day identified as the last day for refunds in the applicable term.

Resignation: Resignation occurs when a student withdraws from all courses for which he or she is registered. If a student resigns prior to the day identified as the fifth day of classes, the courses will be deleted from the record. Resignation after classes have started on the sixth day will result in a student receiving a grade of W (Withdrawal).

The deadline for withdrawing from a course is specified in the academic 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 will be recorded on the student's official academic record.

Late Withdrawal/Medical Withdrawal

When a student, as a result of exceptional or emergency circumstances, is forced to withdraw from a course after the withdrawal date for the term, he or she may petition, in writing, to the Office of the Provost. The request should be addressed to the Associate Provost for Graduate Studies and must include a completed Withdrawal Authorization Form, supporting documentation of the exceptional or emergency circumstances, and the date the student was last able to attend class.

Examinations and Grades

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

Scope of Graduate Programs

AUM currently offers the following graduate degrees: the Master of Accountancy (MAcc.); Master of Business Administration (M.B.A.); Master of Education (M.Ed.); Alternative Master of Education (M.Ed.); Education Specialist (Ed.S.); Master of Healthcare Administration (M.H.A.); Master of Liberal Arts (M.L.A.);

Master of Political Science (M.P.S.); Master of Public Administration (M.P.A.); Master of Science in Applied Economics; Master of Science in Cybersystems and Information Security (M.S.); Master of Science in Geographic Information Systems (M.S.); Master of Science in Criminal Justice (M.S.); Master of Science in Homeland Security and Emergency Management (M.S.); Master of Science in Information Systems Management (M.S.M.I.S.); Master of Science in Computer Science (M.S.); and Master of Science in Psychology (M.S.). AUM offers a Master of Science in Nursing (M.S.N.) and two Graduate Certificate Programs: Family Nurse Practitioner (FNP) and Nurse Educator for Interprofessional Practice. AUM offers one doctoral program: the Doctor of Nursing Practice; and one joint doctoral program with Auburn University: the Doctor of Philosophy (Ph.D.) in Public Administration and Public Policy.

The **Master of Accountancy**, accredited by the Association to Advance Collegiate Schools of Business - International, is offered through the College of Business. This degree is designed to develop the dynamic skillsets required for an accounting professional in a strategic leadership position in a globally competitive environment. This program offers an experience for students to develop their skills that will enhance their chances of successful accounting careers in private practice, government, business, and nonprofit organizations, as well as preparation to sit for the Uniform CPA Examination.

The **Master of Business Administration** program (accredited by the Association to Advance Collegiate Schools of Business - International) is administered through the College of Business and is designed to prepare students for administrative positions in business, government and nonprofit organizations. The program of study consists 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.

The **Master of Education and Educational Specialist** degrees that result in Alabama State Department of Education teaching licensure are accredited by NCATE/CAEP and the Alabama State Department of Education. The Master of Education and Educational Specialist degrees in Clinical Mental Health Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Instructional Technology program is accredited by the International Society for Technology in Education (ISTE). The Early Childhood Education program is accredited by the National Association for the Education of Young Children (NAEYC). The Physical Education program is accredited by the National Association for Sport and Physical Education (NASPE). The Secondary English Language Arts program is accredited by the National Council of Teachers of English (NCTE). All other programs have been approved by the Alabama State Department of Education.

The **Master of Healthcare Administration program** (accredited by the Association to Advance Collegiate Schools of Business – International) is administered through the College of Business and is designed to provide students with a robust curriculum on how leadership can influence innovation in a healthcare organization facing dynamic environments, rapid changes in technology, regulations and consumer demand. The program provides students with knowledge and skills needed to effectively plan, market and provide high-quality services.

The **Master of Liberal Arts** is administered through the College of Liberal Arts and Social Sciences. Interdisciplinary in nature, this program involves an exploration of the diversity of perspectives on the human experience represented in literature, history, theatre, art, philosophy, and social sciences. Graduates of the MLA program have been very successful at securing full-time and even tenured positions as writing instructors at two-year colleges and have been quite successful at receiving full scholarships (four or five years of financial support) to doctoral programs. The MLA program has an excellent and proven track record of helping its graduates find full-time jobs upon graduation or placements in doctoral programs.

The **Master of Science in Nursing** is available totally online and has two program options: Family Nurse Practitioner (FNP) and Nurse Educator for Interprofessional Practice. Graduates from the MSN Program are prepared to sit for the certification examination appropriate for each specific program option. Post-Graduate Certificate Programs (PGCP) are designed to prepare students with a previous MSN degree for careers in

another advanced nursing specialty area. Each student's program length varies based on individual academic needs.

The **Master of Political Science** is offered by the College of Liberal Arts and Social Sciences and designed to provide students with advanced training in the study of political processes and institutions at the national and international levels. Current courses emphasize American politics, comparative government and international relations.

The **Master of Public Administration** (accredited by the Network of Schools of Public Policy, Affairs, and Administration) is offered through the College of Liberal Arts and Social Sciences. The Public Administration program provides students with the knowledge and skills needed for a variety of positions in the public, non-profit and private sectors and is designed for students seeking to enhance their administrative careers as well as those seeking greater professional preparation and development.

The **Master of Science in Applied Economics** degree is offered by the College of Liberal Arts and Social Sciences and is a carefully designed program that offers rigorous training in quantitative analysis, economic modeling and econometrics.

The **Master of Science in Computer Information Systems and Cyber Security** is offered through the College of Sciences. This degree prepares students to become leaders in the field of information and network security, offering instruction and research opportunities that provide graduates with the necessary knowledge and skills to effectively assess, develop, and manage secure information networks and to respond to newly developed threats.

The **Master of Science in Computer Science** program is offered through the College of Sciences. This program will give students specialized preparation in the broad area of Computer Science with four concentrations: a) High performance computing; b) Data Analytics; c) Computer and cyber-systems Security; and d) General Computer Science. The program will prepare graduate-level computer scientists for the growing needs of industry. It will also provide a pathway for those seeking to continue their education beyond the master's level.

The **Master of Science in Criminal Justice or Homeland Security and Emergency Management** is offered in the College of Liberal Arts and Social Sciences for students interested in professional careers in the criminal justice field. There are two Master's degree programs offered, Criminal Justice (MCJ) and Homeland Security and Emergency Management (HSEM). The MCJ program prepares students for leadership roles with police, courts, corrections, and other justice agencies. The Master's in Homeland Security and Emergency Management prepares students for careers in a wide variety of homeland security agencies as well as work with local, state, and federal emergency management organizations.

The **Master of Science in Geographic Information Systems** is offered by the College of Sciences. This degree is designed to prepare students of GIS for post-secondary appointments in government or the private sector. Graduates of the M.S. GIS program acquire all the essential skills to assume management and technical positions in business, government, and industry, or seek employment as specialists in any area where geospatial expertise is needed. Students with undergraduate degrees and backgrounds in a wide variety of interest areas acquire geospatial problem solving and analytical skills while learning the latest theory, methods and techniques in GIS data-gathering and computer technology.

The **Master of Science in Management Information Systems** (a STEM program) is administered through the College of Business and is designed to prepare students to become leaders and effective decision makers within the realm of information systems and technology. The program provides graduates with a broad knowledge of information system strategies, tools, and frameworks to effectively manage organizational information systems resources. Additionally, students can focus on data analytics and enterprise resource planning systems. Students have the option to take an internship, thesis, or study abroad in their program.

The **Master of Science in Psychology** is offered through the College of Sciences. The goal of the program is to provide advanced preparation for careers in psychology and related fields. Individuals interested in pursuing doctoral studies will have the opportunity to gain academic and research experiences. Those who want to be involved in the delivery and administration of psychological services will have the opportunity to learn practical skills.

The **Doctor of Nursing Practice** is available totally online and it is a post-master's program focused on preparing graduates for a plethora of leadership positions in healthcare and academic. The DNP degree is designed to provide the highest level of practice expertise and scientific knowledge focused on practice at the aggregate, systems, or organizational level. Graduates from the DNP program will practice as nurse executives, nurse practitioners, clinical nurse specialists, midwives, nurse anesthetists, and educators in a variety of settings.

The **Doctor of Philosophy in Public Administration and Public Policy** is offered jointly by the Auburn University Department of Political Science and the AUM Department of Political Science and Public Administration. This degree is intended for students interested in public administration, public policy, or political science and careers in academics, advocacy, consulting, government, policy analysis or research.

AUM participates in the Doctor of Audiology program offered by Auburn University. Interested students should contact the director of the AUM Speech and Hearing Clinic for application materials and further information.

Admission Requirements

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

Applicants for graduate admission must submit a completed application to the AUM Office of Graduate Studies. Applicants are responsible for having all universities previously attended mail transcripts directly to AUM. Official electronic transcripts are also accepted. Applicants are responsible for submitting official scores on the admission test that is specified by their department. It is the applicant's responsibility to contact either the AUM Office of Graduate Studies or the specific college and inquire if additional admission requirements exist.

The following entrance examinations are specified by the Colleges:

- A. The College of Business requires the following:
 1. The Graduate Management Admissions Test (GMAT) is required for the Master of Business Administration and Master of Healthcare Administration programs. GMAT waivers are available.
 2. The GMAT or the GRE is required for the Master of Science in Information Systems Management. GMAT waivers are available.
 3. The GMAT is required for the Master of Accountancy.
- B. The College of Education (all departments) does not require an entrance exam except for the Alternative Master's program which requires a passing score on the Praxis Core or equivalent scores on the ACT.
- C. The College of Liberal Arts and Social Sciences requires the following:
 1. The general section of the GRE or the MAT for the Master of Public Administration and the Master of Political Science. Also, both of these programs require a statement of purpose, a resume, and at least two letters of recommendation. One letter must come from a current or former instructor.
 2. The Ph.D. in Public Administration and Public Policy requires the general section of the GRE.

3. In lieu of admissions exams an undergraduate GPA requirement is in place for the Master of Science in Applied Economics, Master of Science in Criminal Justice and Master of Science in Homeland Security and Emergency Management.
 4. The general section of the GRE or the MAT for the Master of Liberal Arts if the applicant does not meet the required entry GPA for the program. Test requirements are waived for MLA applicants who already have a master's degree. Students may enroll for one semester before taking the test.
 5. Students must meet all admission requirements of the AUM Graduate School.
- D. The College of Sciences requires the following:
1. 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. Also, a one-page letter of intent and two letters of recommendation are required for admission into Psychology. One letter must come from a current or former instructor.
 2. The general section of the GRE for the Master of Science in Cybersystems and Information Security.
 3. The general section of the GRE or the MAT for the Master of Science in Geographic Information Systems

There are time limits for entrance examination scores. The MAT, GRE and GMAT scores can be considered only if not over five (5) years old.

When all relevant documents have been collected by the Office of Graduate Studies, the applicant's file will be transmitted to the graduate coordinator of the college offering the program for which the prospective student has applied. The graduate coordinator forwards the applicant's file to the appropriate departmental screening committee. For those applying to the Ph.D. in Public Administration and Public Policy, 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 and apply through Auburn University.

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

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 admission or denial of the applicant or may recommend that validating work be done before deciding on admission. If the screening committee determines that the applicant is likely to be successful, the student is notified of his or her classification status and may begin attending AUM as a probationary, provisional, or fully admitted graduate student.

Unless a program specifies an earlier deadline, applications for admission to the graduate program should be received by the AUM Office of Graduate Studies four weeks prior to the beginning of the semester in which the student expects to begin work. Official transcripts from all institutions previously attended must be forwarded via the U.S. Postal Service from the appropriate registrar directly to the AUM Office of Graduate Studies. Official electronic transcripts are also accepted.

Admission of International Students

AUM welcomes admission inquiries from international students. International application processing is conducted by AUM's Office of Global Initiatives. After a full evaluation, the prospective student will be notified of an admission decision. If the international student is currently in the United States, the student must be "in status" according to U.S. immigration regulations before AUM can process the application.

Admission Process

1. All documentation for admission must be received by the Office of Global Initiatives at least 45 days prior to the beginning of the term for which the student wishes to enroll.
2. If the evaluation indicates the student can be admitted and meets all admission and immigration requirements, he or she will be sent an acceptance notice and an I-20 Form/DS-2019 Form (if appropriate).
3. Students transferring from a U.S. college or university or wishing to change their course of study at AUM (including attaining a second or higher degree) must be issued a new I-20/DS-2019. Transferring students must complete the Transfer Eligibility Form and return it to AUM with the required information and signatures.

The following items are required for evaluation (students requiring the issuance of an F-1 or J-1 visa have additional requirements identified below):

1. Completed online International Graduate Application for Admission.
2. Official transcripts from all schools previously attended (university level only.)
 - a. If not in English, transcripts must be translated into English by an official translation service.
3. Transcript evaluation by a recognized, expert service or qualified AUM individual(s) in the field of foreign credential evaluations and international admissions.

Exceptions:

- Students enrolling in programs included in a contract between AUM and a foreign government/institution, education agency/company, and/or U.S. military organization.
 - International students who have a bachelor's or master's degree from an accredited U.S. college or university.
4. Satisfactory completion of any one of the following as evidence of English proficiency:
 - a. The Test of English as a Foreign Language (TOEFL). The minimum acceptable score for admission is 500 for paper-based testing (including the Auburn or AUM Institutional TOEFL) or 61 for Internet-based testing. The TOEFL results should be sent directly to the Office of Global Initiatives by the testing agency and must not be more than 2 years old.
 - b. The International English Language Testing System (IELTS). The minimum acceptable score for admission is 5.5. IELTS results must not be more than 2 years old.
 - c. The Pearson Test of English (PTE). The minimum acceptable score for admission is 44. PTE results should be sent directly to the Office of Global Initiatives by the testing agency and must not be more than 2 years old.
 - d. Cambridge English Exams (Preliminary, First, Advanced, Proficient, Business Preliminary, Business Vantage, and Business Higher). The minimum acceptable score for admission is CEFR Level B2. Test results should be sent directly to the Office of Global Initiatives by the testing agency and must not be more than 2 years old.
 - e. International Test of English Proficiency (iTEP). The minimum score for admission is 3.7. The test results must not be more than 2 years old.
 - f. The Scholastic Aptitude Test (SAT). The minimum acceptable score for admission is a composite score of 860 (Critical Reading and Mathematics only) with a minimum sub-score of 450 on the Critical Reading section.
 - g. The American College Testing Program (ACT). The minimum acceptable score for admission is a composite score of 18 with a minimum sub-score of 18 on the English section.
 - h. Completion of Auburn University at Montgomery English as a Second Language (ESL) program along with certification by the director of the ESL program that the student has achieved sufficient English proficiency for college level academic courses.
 - i. Certificate of Completion of ELS Language Centers' Level 112 Intensive English Program.
 - j. Completion of AUGlobal's GLOB0310 course at Auburn University. A minimum grade of C is required.

Exceptions:

Students who fit into any one of the following categories are exempt from requirement #4.

- Students enrolling in programs included in a contract between AUM and a foreign government/institution, education agency/company, and/or U.S. military organization.

- International students who have satisfactorily completed a high school diploma, a bachelor's degree, or master's degree at an accredited U.S. institution.
- International students who have satisfactorily completed 24 semester credit hours or the equivalent of AUM English composition requirements at an accredited U.S. college or university.
- International students who are citizens of one of the Exempt Countries listed below.
- International students who have satisfactorily completed the equivalent of a U.S. high school diploma, a bachelor's degree, or a master's degree at an institution where English is the medium of instruction in one of the Exempt Countries.

Exempt Countries:

Anguilla, Antigua, Australia, Bahamas, Barbados, Belize, Bermuda, British Solomon Island, British Virgin Islands, Canada (except Quebec), Cayman Islands, Channel Islands, Dominica, Ghana, Grenada, Guyana, Jamaica, Liberia, Montserrat, New Zealand, Republic of Ireland, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands, and United Kingdom.

5. Satisfactory results on one of the graduate entrance examinations (if required): The College of Business requires a minimum score of 400 on the General Management Aptitude Test (GMAT). The College of Education, the College of Liberal Arts and Social Sciences, and the College of Sciences require either the general section of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
6. Specific academic programs might have additional requirements for admission. Contact the Office of Global Initiatives for program-specific admission requirements.

Note: Students who do not meet the English proficiency requirement for full admission to an AUM academic program may apply for admission to the AUM English as a Second Language (ESL) program. Please visit the AUM ESL website for application information: www.aum.edu/esl.

International Students Requiring the Issuance of an I-20/F-1 Visa or DS-2019/J-1 Visa

International graduate students who will be attending AUM on an F-1 or J-1 student visa, including those transferring from another accredited U.S. university, must meet all of the requirements identified above and also provide the following documentation:

1. Evidence in the form of an official letter from a bank or other financial institution of sufficient financial resources to meet college expenses for the first year of study. If a sponsor's account is used, a letter from the sponsor stating the intent to assist with the student's educational expenses is also required. International students will be required to pay non-resident tuition.
2. Copy of passport (bio page only).
3. Supplemental Student Information Form

Note: Conditional Admission cannot be offered to any students requiring the issuance of an I-20/DS2019. Conditional Admission is defined as an agreement between a school and a student to tentatively admit the student into a program of study for which the student does not meet all standards for admission.

Enrollment Policies

An international student on an F-1 or J-1 visa must attend AUM on a full-time basis in the program identified on the I-20 Form/DS-2019 Form. In addition, academic degree students must attend AUM for the fall and spring semesters during the year in order to remain in current status with U.S. immigration regulations. English as a Second Language students must attend AUM for four consecutive ESL terms during the year in order to remain in current status with U.S. immigration regulations.

All AUM international students (F-1/J-1 visas) and their dependents (F-2 and J-2 visas) are required to participate in the AUM Group Health Insurance Plan. The cost of insurance plans for international students and their dependents is the responsibility of the student, as appropriate.

International Student Employment Policies

A student issued an I-20 may accept on-campus employment at AUM without prior approval from the U.S. Immigration Service as soon as he/she is enrolled in a full-time program at AUM. On-campus employment undertaken pursuant to the terms of a graduate 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-time course of study. On-campus employment is limited and should not be relied upon to assist the student financially while attending AUM. In addition, on-campus employment is limited to a maximum of 20 hours per week.

Off-campus employment is specifically prohibited during the first two semesters of continuous, full-time enrollment in F-1 student status. After the first year, an F-1 student may apply for Optional Practical Training (OPT) or Curricular Practical Training (CPT). Employment must be directly related to the field of study, and CPT must be an integral part of the student's curriculum. A student may also apply for economic hardship work permission, which requires demonstration of economic necessity due to unforeseen circumstances arising subsequent to arrival in the United States. In all cases, the student must be in good academic standing and must demonstrate that acceptance of employment will not interfere with a full-time course load.

Responsibility

It is the international student's responsibility to ensure that he or she is "in status" in accordance with U.S. immigration regulations and that the I-20 Form/DS-2019 Form has the necessary signature each time the student desires to temporarily leave the United States.

Alabama and Non-Alabama Student Policy

For the purpose of assessing fees, applicants shall be classified as Alabama or non-Alabama students. Non-Alabama students are required to pay a non-resident tuition fee. All students registering at Auburn University at Montgomery (AUM) who come to the state of Alabama from another state for the purpose of attending school will be considered a "non-resident student" for tuition purposes.

Classification of students as a non-resident shall be made at the time of their initial admission to the university and the non-resident status shall continue unchanged through all registrations at the university until and unless satisfactory evidence is provided supporting that the student's reason for coming to and remaining in the state has changed. Documents which are at least one (1) year old from the date of issue are often, but not always, more probative than those that are less than one year old. In determining Alabama student status for purposes of assessing fees, the burden of proof is on the applicant.

Any student who attended or graduated from an out-of-state high school, attended an online college or university, or attended a higher education institution in another state will be coded as a non-resident upon admission and must file a residency appeal. Please provide documentation if the educational program is residency based or online.

An Alabama student/resident is a citizen of the United States, or legal permanent resident who, at the time of admission to the university:

- Is not a "minor" and is a resident of the state of Alabama and has been a resident of the state for at least 12 consecutive months immediately preceding the date of registration; or
- Is a "minor" and whose "supporting person(s)" is a resident of the state of Alabama and has been a resident of the state for at least 12 consecutive months immediately preceding the date of registration; or
- One who, at the time of registration, is not a "minor" and:
 - Is a full-time, permanent employee of AUM or is the spouse of such an employee;
 - Can verify full-time permanent employment within the State of Alabama or is the spouse of such an employee and will commence said employment within 90 days of registration with the institution;
 - Is a spouse by legal marriage of a bona fide Alabama resident;

- Is a member or the spouse of a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending school; (Members of the National Guard or Reserves are not included in this provision);
- Has been a member of the Alabama National Guard for a period of at least two years immediately preceding the student qualifying for resident tuition and continues to be a member of the Alabama National Guard while enrolled at the public institution of higher education;
- Is an accredited member or the spouse of an accredited member of a consular staff assigned to duties in Alabama;
- Is a non-resident undergraduate student who has been awarded a full-time academic, athletic or other similar performance tuition scholarship by AUM, or a graduate student appointed on assistantships of at least one-fourth time;
- Is a non-resident student enrolled in programs included in the Southern Regional Education Board Academic Common Market, provided the student does not change to another program that does not fall under this category. In a case of change, the student will be classified as nonresident for tuition purposes; OR
- One who, at the time of registration, is a “minor” and whose “supporting person(s)”:
- Is a full-time, permanent employee of AUM;
- Can verify full-time permanent employment within the State of Alabama and will commence said employment within 90 days of student’s registration with AUM;
- Is a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending school (members of the National Guard or Reserves are not included in this provision);
- Is an accredited member of a consular staff assigned to duties in Alabama.

A non-resident student is one who does not meet the criteria for a “resident student” as specified in the preceding section.

Questions regarding resident and non-resident status for tuition change purposes should be directed to Auburn University at Montgomery, Office of Graduate Admissions, P O Box 244023, Montgomery, AL 36124-4023 or at <http://www.aum.edu/admissions/residency-requirements>.

Student Classification

Classification GR: Full admission to a graduate program for the purpose of earning a master’s degree. The Auburn University classification is MST.

Classification PB: Academic probationary classification. Student does not satisfy all admission requirements and is admitted for 12 semester hours of specified provisional work. If an average of 3.0 is achieved in those 12 hours, the student is given full admission. The 12 hours of work will apply to the degree requirements. Failure to meet the 3.0 average in the 12-hour period will result in denial of full admission to the program. A registration hold is placed on students with a probationary classification for monitoring purposes. 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 12 semester hours, the student is released from graduate study.

Classification PV: Administrative provisional classification. Certain documents are missing (e.g., admission test scores, transcripts or teaching certificate). Normally, the student must remove the PV classification within the first term of graduate work in order to register for the second term. A registration hold is placed on all students with a provisional classification.

Classification UN (Non-candidate Status): Student holds master’s degree from an approved institution. 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.

Classification PV-Ed.S.: Provisional classification in the graduate program for the purpose of earning an Ed.S. degree.

Classification GR-Ed.S.: Full admission to the graduate program for the purpose of earning an Ed.S. degree.

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.

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 students 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. The M.L.A. has a thesis option and the programs of Justice and Public Safety, Psychology and Education each have a thesis option. All programs require satisfactory completion of the appropriate comprehensive examination or evaluation prepared by a committee in the academic department or college offering the degree.

All programs have broadly defined requirements for admission regarding the undergraduate preparation of the student. These requirements are located in each college. In addition, program plans that include specific courses are available in the college.

Graduate courses available at AUM are numbered 5000 or above and are open to those students who have obtained graduate standing. All graduate-level courses have as prerequisites either specific courses or graduate standing. Under special conditions, an undergraduate student may attempt graduate study. (See provision under Transfer of Credit.)

Correspondence Work

Study by correspondence shall not be counted toward a graduate degree.

Course Load

Twelve semester hours of work per semester is the maximum course load to be taken by full-time graduate students. Graduate students must take six (6) or more graduate hours per semester to be classified as full-time students. Under special circumstances, a student may request a waiver to take up to 15 graduate hours per semester.

Evaluating Successful Degree Progression of Students

Graduate students deemed not to be making satisfactory progress toward their degree 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.

Grade Requirements

In general, graduate students must have a minimum 3.0 to graduate. However, all Master-level Education majors seeking Alabama Department of Education certification must have a minimum 3.25 and all Education Specialist majors seeking Alabama Department of Education certification must have a minimum 3.50 to graduate. When a student's GPA falls below the minimum required to graduate, he or she will be put on academic warning for each term the GPA remains below the minimum required. If a student's GPA continues to fall or when a student has three posted academic warnings, he or she may be required to withdraw from the graduate program. Final determination of dismissal from the graduate program will be determined by the Associate Provost for Graduate Studies in consultation with the appropriate program coordinator. No

grade below C will be accepted for graduate credit, but grades on all AUM courses carrying graduate credit will be used in determining the overall average unless the advisor designates to the Registrar's Office prior to the registration for the course that courses are designated to be taken without graduate credit. Graduate students must repeat any course carrying graduate credit in which a grade of less than C is earned 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.

Master-level Education majors seeking Alabama State Department of Education certification must maintain a minimum GPA of 3.25 on all courses used to meet requirements on the approved program checklist and Education Specialist level Education majors seeking Alabama State Department of Education certification must maintain a minimum GPA of 3.50 on all courses used to meet requirements on the approved program checklist. Education students seeking a Masters or Education Specialist degree in non-certification programs are held to minimums addressed for all AUM master's students.

A student has 9 hours beyond the prescribed course of study to acquire the minimum GPA required by their program. 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 AUM GPA drops below 2.51 or has three posted academic warnings, he or she may be required to withdraw from the graduate program. Final grades are assigned as follows: A, B+, B, C+, C, D+, 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 3.33 quality points per hour attempted.*
- B = passing and 3 quality points per hour attempted.
- C+ = passing and 2.33 quality points per hour attempted.*
- C = passing and 2 quality points per hour attempted.
- D+ = passing and 1.33 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 course work and 0 quality points, but the hours attempted are not included in grade point determinations.
- NC = failure for developmental 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 two-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.

**Effective Fall 2020*

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 semester 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 semester of resolution of the Incomplete, the student should register for REGL 1110, "For Registration Only."

Grades of Incomplete must be rectified within two years following the assignment of the grade. Grades of Incomplete will be counted as will be counted as a grade of C in determining eligibility for continuation in graduate school. Students will not be permitted to graduate with Incomplete grades; these will be changed to F (Failure).

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. Students have two calendar years from the last day of the term 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 Education Specialist degree (including credit transferred from another graduate program) must be completed within seven calendar years. 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. A student who expects to exceed the seven-year time limit on a graduate degree may ask for an extension if he or she will complete the degree in eight calendar years. An extension is not automatic and the student must show and document exigencies that precluded finishing graduate study within seven years.

Transfer of Credit

No more than twelve (12) semester hours of graduate work 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 nine (9) hours of work in the graduate program at AUM. Credit accepted after the required nine (9) hours of work at AUM must be acceptable to the student's advisor and to the dean in the appropriate college. The work must be pertinent to the student's plan of study and be within the seven-year time limit. A student who has completed a master's degree or a professional degree may request that 6 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 on graduate or professional work taken elsewhere is less than 3.0 (B average), nor may transfer credit be used to improve the grade point average on courses taken at AUM.

Senior Privilege

An AUM undergraduate who is within the last semester of bachelor's level study and has a 3.0 or above undergraduate GPA, may be eligible to register for graduate courses. 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. The senior privilege is limited to six semester hours. The graduate work taken during senior privilege must generate at least a 3.0 GPA to be eligible or transfer into the graduate program; senior privilege transfer follows the same requirements as transfer of graduate credit from another university. Such work is creditable to a master's degree at AUM upon completion of nine semester

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.

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

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 student must be in good academic graduate standing. The work taken at another institution must not exceed 6 semester hours. Transient work taken after admission to a program and transfer work taken prior to admission to a program should not, when combined, exceed 12 semester 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 have a document of good graduate standing and a transcript from his or her home institution. The transient form is used by AUM's Graduate Admissions Office as the admitting document for one semester of transient work.

Academic Honesty Code

Students are expected to maintain academic honesty and integrity in all work pursued at AUM. Students should not condone violations of academic honesty and should act to prevent opportunities for violations. Violations of the academic honesty code are defined as follows:

1. The possession, receipt or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement.
2. The possession, receipt or use of unauthorized material while an exam or quiz is in progress.
3. Knowingly giving unauthorized assistance to another person during an examination or other graded or credit activities.
4. Selling, giving, lending or otherwise furnishing to any other person any unauthorized material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor.
5. The submission of themes, essays, term papers, design projects, theses and dissertations, similar requirements, or parts thereof, that are not the work of the student submitting them. In the case of a graduate thesis or dissertation, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. Plagiarism is a violation of this code. When the ideas of another are incorporated into a paper, they must be appropriately acknowledged. In starkest terms, plagiarism is stealing - using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes.
6. Altering or attempting to alter an assigned grade on any official Auburn University at Montgomery record. This violation may also be subject to review and action by the Committee on Discipline.
7. An instructor may delineate in advance and in writing other actions he or she considers a violation of the code. For example, the instructor may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code.

8. Altering or misusing a document (e.g., university forms, physician's excuse) for academic purposes. This violation may also be subject to review and action by the Committee on Discipline.
9. Knowingly submitting a paper, report, examination or any class assignment which has been altered or corrected, in part or in whole, for re-evaluation or re-grading without the consent of the instructor.
10. Serving as or enlisting the assistance of another as a substitute in the taking of examinations.

Presenting false data or intentionally misrepresenting one's record for admission, registration, graduation or withdrawal from the university or from a university course is also considered a violation of the Academic Honesty Code. Any instances in violation of academic honesty shall be processed in accordance with the procedures outlined in the AUM student handbook under the title "Academic Honesty Code."

Discipline

Each student, by act of registration, agrees to conform to all rules and regulations of the university.

Applying for Graduation

AUM students who are nearing completion of their degree requirements must apply for graduation no later than the first week of the term in which they intend to graduate. All students must be unconditionally admitted to the program in which they hope to graduate, be it a master's, an Ed.S., or doctoral program.

Application may be made online at www.aum.edu. The graduation fee will be billed to the student's account. University regulations require that all degree candidates be enrolled during the term of their graduation. If a student fails to graduate in the term for which application is made, the candidate must reapply to graduate in a subsequent term. (The graduation fee will not be charged again.)

Deadlines for application are available online and in the Registrar's Office.

College of Business

Dr. Ross N. Dickens, Dean

Faculty:

School of Accountancy: (ACCT)

Professors Deal, Lane (Director) and Lang
Associate Professor W. Smith
Visiting Professors Adkins and B. Smith
Senior Lecturers Daniel and Seay

Business Administration:

Professors Banning (Chair), Hahn, Funches, Ingram, M. Kiker, and Newman
Associate Professors El Badawy, Johnson (Associate Dean), and S. Kiker
Assistant Professor Roberts
Senior Lecturers Jackson (Director of Graduate Programs) and White
Visiting Professors McKell

Information Systems: (INFO)

Professors Amoroso and Ang (Chair)
Associate Professors He, Jourdan, Kim, Linna, and Oh
Assistant Professor Bang

Programs:

Master of Accountancy

Master of Business Administration

Master of Healthcare Administration

Master of Science in Management Information Systems

Graduate Work in the College of Business

AUM's College of Business mission is to prepare students for successful careers by providing quality educational opportunities utilizing dedicated faculty, stakeholder collaboration, and small class sizes.

Association to Advance Collegiate Schools of Business (AACSB) - International Accreditation

The degree programs, both undergraduate and graduate, offered by the College of Business have achieved business accreditation by the Association to Advance Collegiate Schools of Business (AACSB) International, the nation's oldest and most prestigious business school accrediting body. In addition, the undergraduate accounting program has received separate AACSB accounting accreditation, which is an honor held by only one percent of schools worldwide.

Graduate Study Requirements

Students must meet all AUM graduate program requirements. Additional requirements of the College of Business are listed below.

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 at least a B.

The normal load will be six (6) hours per semester. Course loads in excess of twelve (12) hours must be approved by the Dean. A maximum of twelve (12) semester hours of credit obtained at another institution accredited by the Association to Advance Collegiate Schools of Business (AACSB) may be transferred to AUM. This credit will be transferred after nine (9) semester hours of core program work have been completed at AUM.

All candidates not achieving a 3.25 GPA (on a 4.0 scale) in course work beyond the prerequisite courses will need to repeat courses (once) for courses in which less than a B is earned. A 3.0 GPA is needed to graduate.

All degree requirements must be completed within seven 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 College of Business of his or her expected graduation date one semester prior to graduation. At this time, the student will pay a graduation fee and fill out the graduation application. A student must apply for graduation and be registered at AUM for classes during his or her last semester.

The specific course requirements and course descriptions of the degrees are listed below. As a general rule, all prerequisite course requirements are completed first by the graduate student. Core classes can be taken in any order, assuming prerequisites have been met. Regarding the M.B.A., the Strategic Analysis for Competitive Advantage (MNGT 6800) is the capstone course and is taken after all other core courses have been completed (or concurrently, with Dean's permission).

The AUM College of Business has specified policies and procedures for grade grievance, incomplete grades, late withdrawal, independent studies and internships. Students needing information should contact the college's advising office.

College of Business Advising Office

The College of Business Advising Office, located in Room 322 Clement Hall, is the college's centralized student advising, records and information center. Schedule advising, registration and schedule adjustment are just some services offered to business students. This office also evaluates transcripts for transfer students and for current AUM students switching their major to business. All questions concerning College of Business programs should be directed to this office by calling 334-244-3564 or via email at cobua@aum.edu.

The Master of Business Administration Program (M.B.A.)

The Master of Business Administration program prepares students for administrative positions in business, government and nonprofit organizations. This program is open to graduates from any field who have demonstrated capability to undertake graduate study. Evidence in the application process includes undergraduate degree transcripts and a score for the Graduate Management Admissions Test (GMAT).

Course Format and Accelerated Option

The MBA Program is offered completely online or across a hybrid of online and on-campus learning. Courses are offered in an eight-week format, which allows students an option for accelerated completion within twelve months, if desired.

The program of study is divided into three parts: (1) prerequisites, consisting of five undergraduate courses, that provides the student with a review of broad business concepts (this part of the program may be partially or fully waived — see prerequisite courses); (2) a core program, consisting of eight courses, that extends the student's knowledge in all areas of business; and (3) elective courses allowing the student to select courses in his or her particular area of interest.

Students who have an adequate background in the undergraduate courses listed below may be exempted from some or all of the undergraduate courses by the Graduate Screening Committee or the Dean. Students who lack an adequate background may take some or all of the undergraduate courses listed or select the academic leveling option (contact the COB Advising Office for more information). Students should have a working knowledge of Microsoft Office prior to entering the program.

Prerequisite Courses

Course Name	Semester Hours
ACCT 2010 Financial Accounting	3
FINA 3610 Financial Management	3
MKTG 3310 Principles of Marketing	3
MNGT 3380 Management of Organizational Behavior	3
QMTD 2740 Business Statistics I	3
Total Hours Prerequisite Courses	15

Business Core Program

The business core is taken by all students and consists of the following courses:

Course Name	Semester Hours
ACCT 6220 Managerial Applications of Accounting Information	3
FINA 6630 Financial Valuation: Models and Applications	3
MKTG 6150 Marketing Management	3
BUSN 6100 Business and Administrative Communication.	3
INFO 6250 Information Resource Management	3
MNGT 6150 Managing People	3
MNGT 6800 Strategic Analysis for Competitive Advantage	3
QMTD 6740 Data Analysis for Managers	3
Total Hours Core Program	24

In addition to the prerequisite courses and business core program, students will pursue elective courses allowing each student to select work in his or her particular area of interest. Students must take two electives from any approved graduate courses.

Course Name	Semester Hours
M.B.A. Elective	3
M.B.A. Elective	3
Total Hours	6

Master of Healthcare Administration

The Master of Healthcare Administration prepares students for today's dynamic healthcare environment, rapid changes in technology, regulations and consumer demand. The curriculum explains how leadership can influence innovation in an organization. This program will provide the knowledge and skills needed to effectively plan, market and provide high-quality services.

The Master of Healthcare Administration consists of the following courses:

Required Core Courses	Semester Hours
ACCT 6220 Managerial Applications of Accounting Information	3
BUSN 5120 Managing Human Resources for a Competitive Advantage	3
BUSN 6120 Leadership and Innovative Behaviors	3
ECON 5550 Healthcare Economics	3
FINA 6630 Financial Evaluations: Models and Applications.....	3
INFO 5880 Data Analytics	3
INFO 6130 Healthcare Information Law, Privacy and Security.....	3
INFO 6820 Quality Management and Integrated Systems.....	3

MKTG 6620 Planning and Marketing in Healthcare	3
MNGT 6430 Policy in Healthcare	3
MNGT 6800 Strategic Analysis for Competitive Advantage	3
Total Hours for Required Courses	33

Master of Science in Management Information Systems (M.S.M.I.S.)

The Master of Science in Management Information Systems (MSMIS) is a STEM program combining technical knowledge and management skills with concentrations in Information Systems, Enterprise Resource Planning (ERP), and Business and Data Analytics.

The MSMIS program introduces students to a challenging field focused on integrating information technology and organizational processes to meet the needs of businesses and other enterprises. Professionals who understand how to strategically and effectively use information systems in organizations are in high demand. Because our graduates make a significant contribution to the competitiveness and well-being of the organizations in which they work after graduation, they command very competitive salaries.

Both ERP and Business and Data Analytics concentrations are SAP University Alliance programs. Students who complete the required SAP courses are eligible to receive an SAP University Alliances Student Recognition Award (formerly known as the SAP Certificate) signed by the SAP University Alliances (UA) Program Manager and the Department Chair of Information Systems. These students satisfy the education requirements to enter SAP's TS410 certification process.

SAP University Alliances is a global program enabling more than 3,200 educational institutions in over 111 countries to integrate the latest SAP technologies into teaching.

SAP University Alliances member schools gain access to the SAP Business Suite family of solutions, including SAP ERP. This comprehensive business software suite enables students to put classroom theory into practice through demonstrations, exercises and problem-solving, case studies, and research investigations. Our students gain insight into how SAP and other enterprise solutions can empower a business to optimize key processes such as accounting and controlling, human capital management, materials management, and sales and distribution.

Core Program

Students must complete a minimum of 30 hours of course work at the graduate-level, with 12 hours (or 4 courses) that are required and either 18 hours of electives.

Required Core Courses	Semester Hours
INFO 5880 Data Analytics for Competitive Advantage	3
INFO 6100 Enterprise Information Systems	3
INFO 6410 Information Security	3
INFO 6790 Innovation Strategy	3
Total Hours for Required Courses	12

Concentrations

Information Systems Concentration

Students in the Information Systems concentration are exposed to a curriculum focused on leadership qualities and attributes, such as the ability to be a visionary, motivator, decision maker, and communicator. Career opportunities for these graduates can include chief information officer, chief technology officer, and information systems consultant.

Elective Courses Required for MIS (18 Hours, Choose any 6 courses when offered))	Semester Hours
INFO 5300 E-Commerce and Mobile Technologies.....	3
INFO 5550 Data Mining Methods and Applications	3
INFO 5860 Managing Sustainability	3
INFO 5880 Data Analytics for Competitive Advantage.....	3
INFO 6250 Information Resource Management	3
INFO 6450 Information Technology Law and Ethics	3
INFO 6560 Data Systems	3
INFO 6580 Leading Innovation.....	3
INFO 6590 Applied Business and Data Analytics	3
INFO 6760 Global Information Systems Leadership.....	3
INFO 6780 Systems Analysis and Design	3
INFO 6810 Enterprise Process Integration with SAP	3
INFO 6840 Consulting in Information Systems	3
INFO 6970 Special Topics	3
INFO 6980 Capstone Project (Practicum, 6 Hours).....	6
INFO 6990 Thesis (Research,6 Hours)	6

Enterprise Resource Planning (ERP) Concentration

Students in the Enterprise Resource Planning (ERP) concentration learn how to integrate all the business processes of different departments and functions across a company onto a single management of information systems (MIS). The systems optimize departments and processes operational efficient decision making and financial benefit of the company. Graduates with this concentration will be prepared to assist companies in the selection, implementation, and support of ERP systems.

ERP Concentration (9 Hours)

Required Courses	Semester Hours
INFO 6810 Enterprise Process Integration with SAP	3
INFO 6780 Systems Analysis and Design	3
INFO 6590 Applied Business and Data Analytics	3

Elective Courses (9 Hours, Choose any 3 courses when offered)	Semester Hours
INFO 5300 E-Commerce and Mobile Technologies.....	3
INFO 5550 Data Mining Methods and Applications	3
INFO 5860 Managing Sustainability	3
INFO 5880 Data Analytics for Competitive Advantage.....	3
INFO 6250 Information Resource Management	3
INFO 6450 Information Technology Law and Ethics	3
INFO 6560 Data Systems	3
INFO 6580 Leading Innovation.....	3
INFO 6760 Global Information Systems Leadership.....	3
INFO 6840 Consulting in Information Systems	3
INFO 6970 Special Topics	3
INFO 6980 Capstone Project (Practicum, 6 Hours).....	6
INFO 6990 Thesis (Research,6 Hours)	6

Business and Data Analytics Concentration

Students in the Business and Data analytics concentration learn how to provide managerial, analytical, and technical skills needed to gather data, store and organize the data, analyze the data using programming tools and quantitative methods, and use the resulting information to make decisions that will allow an organization to improve business performance and gain a competitive advantage. Graduates with this concentration will be prepared to take on careers as business analysts and data scientist in the functional and technical areas within an organization. These careers are in great demand in the current local and national job markets.

Business and Data Analytics Concentration (9 Hours)**Required Courses****Semester Hours**

INFO 5550 Data Mining Methods and Applications.....	3
INFO 6560 Data Systems.....	3
INFO 6590 Applied Business and Data Analytics.....	3

Elective Courses (9 Hours, Choose any 3 courses when offered)**Semester Hours**

INFO 5300 E-Commerce and Mobile Technologies	3
INFO 5860 Managing Sustainability	3
INFO 5880 Data Analytics for Competitive Advantage	3
INFO 6250 Information Resource Management.....	3
INFO 6450 Information Technology Law and Ethics	3
INFO 6580 Leading Innovation.....	3
INFO 6760 Global Information Systems Leadership.....	3
INFO 6780 Systems Analysis and Design	3
INFO 6810 Enterprise Process Integration with SAP	3
INFO 6840 Consulting in Information Systems	3
INFO 6970 Special Topics	3
INFO 6980 Capstone Project (Practicum, 6 Hours).....	3
INFO 6990 Thesis (Research, 6 Hours).....	3

Master of Accountancy (MAcc)

The Master of Accountancy program is administered through the School of Accountancy in the College of Business and is designed to develop the dynamic skillsets required for an accounting professional in a strategic leadership position, in a globally competitive environment. The MAcc program offers an experience for students to develop the skills that will enhance their chances of successful accounting careers in private practice, government, business, and nonprofit organizations, as well as preparation to sit for the Uniform CPA Examination.

Eligible candidates must hold a bachelor's degree from a regionally accredited institution, in any discipline. If the bachelor's degree is not an accounting degree, prerequisite courses will be required to be completed at AUM or an accredited institution. A minimum grade of "C" is required for all prerequisite courses. All prerequisite courses must be completed before any graduate courses can be taken. The screening committee will consider the applicant's academic record and GMAT score in determining admittance. A minimum grade point average of 3.0 is required to remain in the program.

Core Program

Core courses are taken by all students and consist of the following:

Course Name**Semester Hours**

ACCT 6230 Advanced Managerial Cost Accounting	3
ACCT 6450 Auditing II	3
ACCT 6750 Financial Accounting Theory.....	3
ACCT 6800 Financial Analysis Integrated Business Concepts*	3
Total Hours Core Program	12

* Capstone course

Electives (select 6 courses)**Semester Hours**

ACCT 5130 Advanced Financial Accounting.....	3
ACCT 5320 Taxation of Business Entities.....	3
ACCT 5510 Governmental Accounting & Financial Reporting.....	3
ACCT 6210 Advanced Accounting Information Systems	3
ACCT 6330 Research in Federal Taxation	3
ACCT 6460 Advanced Topics in Fraud and Forensic Accounting	3
ACCT 6470 Seminar in Auditing	3

ACCT 6520 Government Auditing and Internal Control	3
ACCT 6530 Government Budgeting & Performance Reporting	3
ACCT 6540 Advanced Topics in Governmental Accounting, Auditing, and Budgeting	3
ACCT 6610 Accounting & Auditing for NFP Organizations	3
ACCT 6810 CPA Professional Certification in Accounting	3
ACCT 6924 Internship in Accounting	3
ACCT 6970 Special Problems	3
Total Hours for 6 Elective Courses	18
Total Hours Required for MAcc Degree.....	30

Description of Approved Courses

Accounting (ACCT)

5130. Advanced Financial Accounting (3). Pr., Min. grade of C in ACCT 3120 and permission of MAcc advisor. Advanced accounting theories and methods, consolidation of financial statements and other special problems. Duplicate credit will not be allowed for ACCT 5130 and ACCT 4130.

5320. Taxation of Business Entities (3). Pr., Min. grade of C in ACCT 3310 and permission of MAcc advisor. Specialized tax determination problems of partnerships, corporations, estates and trusts. Additional emphasis on tax research and compliance. Duplicate credit will not be allowed for ACCT 4320 and ACCT 5320.

5510. Governmental Accounting and Financial Reporting (3). Pr., Min. grade of C in ACCT 3110 and permission of MAcc advisor. A study of accounting and financial reporting principles and practices for governmental entities.

6150. Accounting for Non-Financial Managers (3). A survey of financial and managerial accounting principles and practices for non-financial managers. May not be used as an elective in the AUM MBA program. Not open to graduate business students.

6210. Advanced Accounting Information Systems (3). Pr., Min. grade of C in ACCT 2300 or equivalent, graduate standing. A study of accounting applications, cyber security, and privacy concerns when evaluating accounting systems, processes, and internal procedures. This course applies concepts using technology.

6220. Managerial Applications of Accounting Information (3). Pr., graduate standing. Identification, selection and use of accounting information for management decision making with an emphasis on management's control responsibilities and the financial impact of management's decisions on the firm.

6230. Advanced Managerial Accounting (3). Pr., Min. grade of C in ACCT 3210, graduate standing. Advanced theories and methods of cost accumulation, allocation and control, with emphasis on internal decision making and critical firm analysis.

6330. Research in Federal Taxation (3). Pr., Min. grade of C in ACCT 3310; 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, partnership, corporate and estate and gift taxation. Extensive use of computerized tax research services.

6450. Auditing II (3). Pr., Min. grade of C in ACCT 4410, graduate standing. Examines selected external auditing topics in-depth, and other professional services performed by CPAs, including relevant professional standards. Duplicates will not be allowed for ACCT 4450 and ACCT 6450.

6460. Advanced Topics in Fraud and Forensic Accounting (3). Pr. Min. grade of C in ACCT 3130, ACCT 3200, and ACCT 4410, graduate standing. Advanced topics/special topics on fraud and forensic accounting.

6470. Seminar in Auditing (3). Pr., Graduate standing in MAcc program. Case studies covering fraud and other illegal acts, auditor legal liability, auditor independence, professional ethics and other current issues in auditing.

6520. Government Auditing and Internal Control (3). Pr., Min. grade of C in ACCT 5510 or ACCT4510, graduate standing. A study of governmental internal controls (Green Books), government auditing standards (GAGAS) and the Single Audit Act.

6530. Government Budgeting and Performance Reporting (3). Pr., Min. grade of C in ACCT 3110, graduate standing. A study of governmental budgeting, performance reporting, and public accountability practices.

6540. Advanced Topics in Government Accounting, Auditing and Budgeting (3). Pr. ACCT 4510 or ACCT 5510 and ACCT 6520 and ACCT 6530, graduate standing. In-depth coverage and discussion of currently relevant governmental accounting, auditing, and budgeting topics. Students will further develop their analytical, decision-making, and written communication skills by learning about specific governmental financial management topics in detail and then studying for the Certified Government Financial Manager certification exam utilizing the Association of Government Accountants study guides.

6610. Accounting and Auditing in Nonprofit Organizations (3). Pr., Min. grade of C in ACCT 3110, graduate standing. Nonprofit accounting, financial reporting, related ethical issues and the Single Audit Act. Duplicates will not be allowed for ACCT 4610 and ACCT 6610.

6750. Financial Accounting Theory (3). Pr., Min. grade of C in ACCT 3120, graduate standing. A study of the current issues of Generally Accepted Accounting Principles (GAAP) with emphasis on current corporate reporting practices domestically and internationally.

6800. Financial Analysis and Integrated Business Concepts (3). Pr., ACCT 6230, ACCT 6450, ACCT 6470 or ACCT 6470 can be taken with ACCT 6800. A capstone course for Masters of Accountancy graduate students. Interpret and analyze financial statements, research and apply accounting standards, review current accounting practices and issues, and examine financial reporting as a tool in management communication with investors.

6810. CPA Professional Certification in Accounting (3). Pr. Graduate standing and permission of MAcc advisor. This course is for MAcc students seeking CPA. This course requires co-enrollment in an independent professional certification review course designated by the AUM School of Accountancy. Verification of enrollment is required to be provided to the MAcc Advisor.

6900. Independent Study (1-3). Pr. graduate standing. Variable content outside of the classroom setting. May be repeated up to 6 hours.

6924. Internship in Accounting (1-3). Provides students with the opportunity to gain valuable insight through practical accounting experience so they may better correlate their academic experience with a professional, real-world environment. Business or major elective credit.

6970. Special Problems/Special Topic (3). Variable content within the classroom setting. May be repeated up to 6 hours.

Business (BUSN)

5120. Managing Human Resources for Competitive Advantage (3). Pr., MNGT 2000 or MNGT 3380. Managing human resources strategically to facilitate business strategy formulas, implementation and achievement of organizational objectives. Analyzes human resource management from the perspective of the general manager.

6000. Business Statistics (1.5). 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.

6100. Business and Administrative Communication (3). Topics include the building blocks of effective messages, the communication process, basic business messages, the job hunt, proposals, and reports.

6120. Leadership and Innovative Behaviors in Healthcare (3). Pr., Graduate status. Development of leadership potential by strengthening abilities in visioning, interpersonal team skills, negotiation, decision analysis and conflict management. Application of organizational theory and concepts to health services organizations.

6200. Business Study Abroad (6). Students will take a leadership role studying innovation and culture in a foreign country and will have an opportunity to interact with students at multiple universities and corporations.

Finance (FINA)

6370. Personal Financial Planning (3). Pr., FINA 6000 or FI 600 Analysis of the personal financial needs of people and households at various stages of life, with an emphasis on counseling others in areas of expense control, credit management, savings accumulation, investment allocation, insurance protection and estate planning.

6630. Financial Valuation: Models and Applications (3). Discounted cash flow, capital asset, arbitrage and option pricing financial valuation models are applied to single, multinational and multi-business firms. Valuation factors, including the cost of capital and capital structure, are identified. Managerial opportunities to create value are further explored by evaluation of mergers, acquisitions and joint ventures.

6900. Independent Study (1-3). Variable content outside of the classroom setting. May be repeated up to 6 hours.

6924. Internship in Finance (1-3). Provides students with the opportunity to gain valuable insight through practical finance experience so they may better correlate their academic experience with a professional, real-world environment. Business or major elective credit.

6970. Special Problems/Special Topic (3). Variable content within the classroom setting. May be repeated up to 6 hours.

Information Systems (INFO)

5300. E-Commerce and Mobile Technologies (3). This course will enable the student to understand the current state of e-business and follow its new development, identify e-business opportunities and develop business models for such opportunities, and examine the importance of e-shopping, social media, mobile computer, and consumer adoption.

5550. Data Mining Methods and Applications (3). This course will examine the process of data preparation, mining methods, and how to mine data using current programming tools. Topics include data selection, cleaning, coding, using different data mining and machine learning techniques, and visualization of the generated structures. Students will develop hands on experience developing supervised and unsupervised data mining algorithms and will learn how to employ these techniques in context of various business applications.

5860. Managing Sustainability (3). This course is designed to expose students to current thinking regarding sustainability and its implications for organizations and their managers. It will cover key issues such as green technologies, hazardous technological material disposal, recycling strategies and other environmental issues.

5880. Data Analytics for Competitive Advantage (3). This course is an introduction to the use of Business Analytics and big data as a strategic resource. A focus is placed on integrating the knowledge of analytics tools with an understanding of how companies leverage data analytics to gain strategic advantage. The key areas of customer analytics and surveys of data mining techniques and applications will also be covered. Case approach is used to emphasize hands-on learning and a real-world view of Business and big data analytics.

6000. Computer Basics (1.5). Introduces students to basic computer skills in the Windows operating environment, including word processing, presentation graphics and spreadsheets. May not be used as an elective.

6100. Enterprise Information Systems (3). This course will enable the student to understand how to use technology in implementing the IS strategy for the data storage architecture, data communication architecture, construction, acquisition, use of hardware and software, Internet of Things, cloud computing and technology platforms services.

6130. Healthcare Information Law, Privacy and Security (3). Pr., Graduate status. This course will focus on terminology and processes of the U.S. legal system and then move into topics specific to the management of health information. Topics covered include privacy, security, confidentiality, contracts, meaningful use, HIPAA, HITECH, medical identity theft, E-Discovery, and professional liability issues. Students will learn the standards for releasing patient information and the design and implementation of information privacy and security policies and procedures that maintain not only the patient's privacy but also adhere to a healthcare organization's legal and ethical requirements.

6140. Data Storage Technology (3). Pr., INFO 6700. An overview of technologies used to electronically store data using Storage Area Networks, Network Attached Storage, and other technologies. The structure of the course combines lecture and hands-on-labs. Credit is not given this course and INFO 4100.

6150. Advanced Data Storage Technology (3). Pr., INFO 4100 or INFO 6140. Advanced concepts, technologies, and methodologies used to electronically store and manage data using Storage Area Network, Network Attached Storage, and other technologies. The structure of the course combines lecture and labs. Credit is not given this course and INFO 4150.

6200. Disaster & Contingency Plan (3). Pr. , INFO 6000 and INFO 6070. This course identifies fundamental planning principles and practices used to develop and maintain an effective IT contingency and disaster recovery plan. The course provides a foundation for evaluating information systems and organizational operations to determine contingency requirements and priorities needed to develop a disaster recovery plan. Duplicate credit is not allowed for INFO 6200 and INFO 4200.

6250. Information Resource Management (3). Issues and management techniques involved in administering the information system/resource activities of an organization from a socio-technical perspective. Covers the management of information resources from a strategic and competitive analysis viewpoint.

6400. Enterprise Systems Security Management (3). Pr., INFO 6100. Provides technology managers with frameworks needed to design and develop and effective information security programs. Explores methods used to raise general security awareness, reviews current industry practices, and develops expertise needed to adapt policies to safeguard proprietary information.

6410. Information Security (3). This course will provide the student with the leadership skills of information security management. The course covers managerial and policy topics in information security as well as foundational technical concepts of protection mechanisms, disaster recovery, ethics, regulations and laws.

6420. Advanced Network Security (3). Pr., Grade of C or better in INFO 6100. In this course, we will take an in-depth look at information security concepts and apply them through variety of hands-on exercises. Through the assigned reading and lab exercises, students will develop critical thinking and technical skills

within the domain of information security. This course equips the student with a portfolio of skills that lay a foundation to become a competent, professional information systems practitioner and manager.

6450. Info Technology Law and Ethics (3). Issues related to technology law and ethics. Duplicate credit will not be allowed for INFO 6450 and MNGT 6410.

6480. Current Issues - Information Systems Management (3). Pr., Grade of C or better in INFO 6100. Current Issues in Information Systems Management. Survey of current issues affecting the management of strategic information systems and technology in organizations.

6560. Data Systems (3). Pr., Min. grade of C in both INFO 6000 and INFO 6070. This course introduces modern data systems, which surveys and discusses current business database technology and system management and applications trends as related to business domains. Topics include database management, and operations to ensure data quality for data analytics. The main goal is to not only familiarize students with traditional concepts of data systems, such as relational model and database systems but also focus on modern trends leading the data management industry.

6570. Business Analytics (3). This course will enable the student to identify the enormous opportunities that currently exist in providing business analytics services based on the techniques of micro-level data capture, cleansing, validation, storage and analysis, big data, data mining and analytics.

6580. Leading Innovation: Product Design and Prototyping (3). This course will enable the student to use innovation as a competitive situation for organizations, to analyze and critique innovation approaches, create a significant "strategic" technology policy, and to build a portfolio management office in the government agency or organization.

6590. Applied Business and Data Analytics (3). Pr., INFO 5880. This course introduces the practical application of business analytics in a variety of contexts. Emphasis is placed on presenting findings to varied constituencies. Key topics to be covered may include predictive modeling and analytics, data visualization, quantitative and qualitative data analysis, and digital marketing analysis. Students will explore the data-driven business decision making through case analyses and a course project with data and software.

6700. Management of Bus Data Communication Networks (3). Pr., INFO 6100 or equivalent. Management of Business Data Communications and Networks is the study of communication systems concepts such as distributed systems, networking, interfacing mainframes and microcomputers and managerial control of data communication systems.

6750. System Oriented Architecture (3). Pr., INFO 6100 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.

6760. Global Information System Leader (3). This course will enable the student to understand the role and positioning of the chief information officer (CIO), how to make the case for technology investment, manage IT projects and portfolios, and enable change in the ecosystem, the global economy, and culture across societies.

6770. Managing Innovation Project Portfolios (3). Pr., Min. GPA of 3.0. This course answers the question, "how do innovation projects get funded and how are they managed in the portfolio?" This course will also cover benchmarking, quantitative analysis and the voice of the customer. The design of the course involves case discussion, lectures, and problem solving as the primary vehicle for learning. In addition, a project is due at the end of the term, to give the class a laboratory in which the critical thinking skills, which will be sharpened in the class, can be used to initialize and analyze various projects. Investigates the project management methods, tools, and techniques used to analyze and develop organizational information systems.

6780. System Analysis, Design and Implementation (3). Pr., INFO 6000 and INFO 6070 or equivalent.

Analysis, design and implementation of information flows for management control and decision making. Use of systems development concepts, principles and practices.

6790. Innovation Strategy (3). This course will enable the student to think strategically with respect to using information technology for competitive advantage. Students will use strategic models to align the IS group with the organization, and develop an IS strategic plan.

6800. Software Design Management (3). Pr., INFO 6100 or equivalent. Study of software engineering concepts, including methods, tools and procedures that enable the manager to control the process of software development and provide the practitioner with a foundation for building high quality software in a productive manner.

6810. Enterprise Process Integration with SAP (3). Pr., INFO 6100. This course will enable the student with how they can use enterprise systems to make the organization more successful. An emphasis is given to supply chain applications, enterprise resource planning systems, and customer relationship management systems.

6820. Quality Management and Integrated Systems (3). Pr., Graduate status. One of the major challenges for healthcare leaders is ensuring that every patient receives high quality care, all of the time. The overall aim of this course is to learn how to improve healthcare quality by applying integrated systems to identify opportunities and implement change. In addition, students will also examine how to create an environment that fosters learning and innovation.

6830. ES & Change Management (3). Investigates how an Enterprise Systems strategy and change affects the organization and how the organization can be designed or realigned to realize its ES strategy more effectively.

6840. Consulting in Information System (3). This course will enable the student to understand the current state to the IS Consulting profession and follow its development, articulate the pros and cons of various IS consulting initiatives, and develop a plan to join or start a consulting firm.

6850. Ideation and Creativity (3). Pr., Min. GPA of 3.0. This course explores creativity and innovation in business and personal life through lectures and discussions, group and individual activities. Successfully completing the course means that students will: (a) become familiar with and successfully use techniques to enhance creativity and problem-solving activities as individuals and as members of teams. (b) explore in-depth the creative framework and process underlying the invention/innovation of a specific, successful product (or service) of interest to the student and share insights gained with the class. (c) Work in a team to redesign a common household product applying techniques/concepts from the course. (d) Understand methods, practices and conditions useful at the organizational level to stimulate creativity and realize successful innovations.

6900. Independent Study (1-3). Pr., permission of department head. Variable content outside of the classroom setting. May be repeated up to 6 hours.

6924. Internship in Information Systems (1-3). Pr., department head approval. Provides students with the opportunity to gain valuable insight through practical information systems experience so they may better correlate their academic experience with a professional, real-world environment. Business or major elective credit.

6970. Special Problems/Special Topics (3). Pr., graduate standing. Variable content in the information systems area within the classroom setting. May be repeated up to 6 hours.

6980. Information System Capstone Project (6). This course will enable the student to collaborate with a project team to successfully complete a project management simulation, develop the major documents

needed to begin an IS project with a real organization, and collaborate with a project team to successfully complete an IS project.

6990. Information Systems Thesis (3-6). This course will enable the student to conduct research on a specific topic, write an annotated bibliography, develop a research model with hypotheses, collect data, conduct statistical analyses and write-up the discussion and conclusions, and submit their paper for publication.

Management (MNGT)

5300. Issues in Sustainability (3). Environmental issues regarding sustainability have become increasingly salient and important for all organizations as concerns increase regarding the environment in general. This course is designed to expose students to current thinking regarding sustainability and its implications for organizations and their managers. The course also covers the key issues of sustainable development in both the public sector and the private sector, green standards and practices, and strategic implications of sustainability.

5400. Managing the Legal Environment (3). Pr., MNGT 2000 or MNGT 3380. The essential features of managing the legal environment of a business, including the legal system and the law of contracts, employment and labor law and so forth, as they relate to the management function of U.S. and international business transactions.

5410. Ethical/Social Responsibility (3). Pr., MNGT 2000 or MNGT 3380. Analysis of current ethical and social responsibility issues. Emphasis on the evaluation of ethical problems and social responsibility challenges facing business leaders.

5600. Staffing Organizations (3). An in-depth study of the human resource management staffing function. Course work includes job analysis, performance evaluation, recruitment, statistical bases of selection, selection techniques, costing selection effectiveness and legal issues in staffing.

6130. Change or Else (3). Pr., MNGT 2000 or MNGT 3380. 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.

6150. Managing People (3). Designed to enhance awareness of how organizational problems can arise from poor people skills, how problems can be minimized or solved by improved people skills and how to develop more effective people skills.

6420. Employment Law (3). 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.

6430. Policy in Healthcare (3). Pr., Graduate status. Provide students with an overview of the U.S. health care system, its components, and the current policy challenges. Topics include status of health reform and the role of state and federal levels and to the budgetary implications of health care spending, major health policy institutions and important issues that cut across institutions, including private insurers and the federal/ state financing programs (Medicare and Medicaid/SCHIP).

6520. Government Contract Law (3). Provides 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.

6610. HR Training and Development (3). Pr., MNGT 2000 or MNGT 3380. Provides a thorough understanding of designing and implementing training and development programs. A hands-on methodology is used to cover topics on needs assessment, training methods, training evaluation, development and safety.

6700. Consulting Practicum (3). Under the direction of faculty, students work with business and non-profit managers to diagnose and solve applied management challenges.

6750. International Business Management (3). 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.

6760. International Business Law (3). Pr., graduate standing. A survey of domestic and foreign laws and treaties as they affect international business transactions.

6800. Strategic Analysis for Competitive Advantage (3). Pr., 18 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 emphasized.

6850. Strategic Employment Relations (3). Pr., MNGT 2000 or MNGT 3380. Managing human resources to facilitate strategy formulation and implementation in union and nonunion organizations. The relationship between management, employees and labor organizations. Labor/management cooperation. The labor relations process, including union formation, collective bargaining, contract administration and the legal environment.

6924. Internship in Management (1-3). Pr., department head approval. Provides students with the opportunity to gain valuable insight through practical management experience so they may better correlate their academic experience with a professional, real-world environment. Business or management elective credit.

6970. Special Problems/Special Topics (1-3). Variable content within the classroom setting. May be repeated up to 6 hours.

6972. Special Problems (3).

Marketing (MKTG)

6150. Marketing Management (3). Creating value through the development of effective marketing strategy based on forecasting and competitive information and the management of product decisions concerning development, promotion, pricing and packaging for a competitive advantage.

6340. Purchasing (3). Pr., MKTG 6150. Objectives, control, and the direction of industrial purchasing. Duplicate credit will not be allowed for MKTG 4340.

6350. Marketing Strategy (3). Pr., MKTG 6150. Advanced case course dealing with the wide range of marketing problems involving policy and strategy decisions faced by the marketing manager.

6360. Marketing Research (3). Pr., MKTG 6150. Scientific examination of marketing phenomena to enhance a manager's ability to make better decisions by generating, transmitting and interpreting consumer and environmental information used to identify and define marketing opportunities. Duplicate credit not allowed for MKTG 4360.

6390. Sport & Event Marketing (3). Pr., MKTG 6150. Provides a practical look at the unique characteristics of the sports industry and their impact on the strategic approach to the marketing of sports and other events, to include pricing, determining the right event/sponsor, branding and maintaining relationships among parties involved. Duplicate credit will not be allowed for MKTG 4390.

6400. Professional Selling & Sales Management (3). Pr., MKTG 6150. Treats sales as entry-level and career opportunity. Focus on managing long-term customer relationships as a strategy. Managing sales people and

their role as managers are studied. Students prepare and deliver sales presentations. Duplicate credit will not be allowed for MKTG 3400.

6410. Buyer Behavior (3). Buyer Behavior introduces the student to concepts and theories as they relate to consumer and business markets. This will include an analysis of internal and external influences on exchange decision making process. The frameworks are discussed in context of advertising/promotion, product management, and the development of effective marketing strategies.

6420. Supply Chain Management (3). A systematic examination of the domestic and international logistics activities and business processes associated with the flow of information and goods from the raw material source to the ultimate consumer. Duplicate credit will not be allowed for MKTG 4730.

6510. Contract Management (3). Focuses on contracting and acquisition processes used to obtain and support facilities, operations and systems. Cover processes, requirements, specifications, planning, bid solicitation, vendor selection, contract awards, contract administration and evaluation. Ethics and government reform also considered.

6600. Services Marketing (3). Pr., MKTG 6150. The course examines the unique characteristics of service organizations and the increasingly vital role they play in the U.S. economy. This course stresses the importance of tailoring marketing strategies to fit the special needs of service marketers, needs quite different from those of manufacturing organizations. Duplicate credit will not be allowed for MKTG 4600.

6620. Planning and Marketing in Healthcare (3). Pr., Graduate status. Covers general concepts of strategic planning for business development and marketing as applied to health care settings. Potential conflicts between an organization's business objectives and its participation with competitors in collaborative community benefit programs are also explored.

6650. International Marketing (3). Pr., MKTG 6150. Covers the role of marketing in the global arena and the impact of culture, law, policies, ethics, and other environmental variables or strategies for marketing goods and services in a global market. Duplicate credit will not be allowed for MKTG 4650.

6730. Marketing for Nonprofit Organization (3). Pr., MKTG 6150. Introduces students to the role of marketing in non-profit organizations as key to meeting the needs of target clients, patrons or customers. Deals with basic elements of marketing as well as developing relevant services and planning marketing communications.

6830. Promotion Campaign (3). Pr., MKTG 6150. A team-based applied course designed to develop promotional campaigns, including advertising for local organizations. Focus is on linking advertising agencies, account development, and creative execution elements across the marketing promotion mix. Duplicate credit will not be allowed for MKTG 4830.

6900. Independent Study (1-3). Marketing topics required for graduation that are fulfilled outside the classroom setting.

6952. Marketing Seminar (3). A seminar for graduate students. Exact subject matter announced each time course is offered. May be repeated with a change in subject matter.

6970. Special Problems/Special Topic (3). Variable content within the classroom setting. May be repeated up to 6 hours.

Quantitative Method (QMTD)

6740. Data Analysis for Managers (3). With the continuing development of computer-based information systems, the quality of data available to the manager is increasing rapidly. Designed to

provide the manager with the statistical literacy needed to function as an effective decision maker in today's data intense environment.

6750. Operations Research (3). The application of operations research methods to business and economics problems. The methods include linear programming, network analysis, game theory, queuing theory, simulation and Markovian processes.

6760. Forecasting (3). Time series forecasting and dynamic modeling using the Box-Jenkins approach to include univariate models and transfer functions.

6900. Independent Study (1-3). Variable content outside of the classroom setting. May be repeated up to 6 hours.

6924. Internship in Operations Management (1-3). Provides students with the opportunity to gain valuable insight through practical operations management experience so they may better correlate their academic experience with a professional, real-world environment. Business or operations management elective credit.

6970. Special Problems/Special Topic (3). Variable content within the classroom setting. May be repeated up to 6 hours.

College of Education

Dr. Sheila M. Austin, Dean

Faculty:

Counselor, Leadership and Special Education:

Professors Austin (Dean), Bicard, and Simmons
Associate Professor Guo and Hard (Chair)
Assistant Professors Darch and Sparks

Curriculum, Instruction and Technology:

Professors Bowden, Burks (Chair), Dueñas, and Shumack (Associate Dean)
Associate Professors Beziat, Bourke, Hogan, Klash, Lewis, and S. Varma
Assistant Professors Junkin, Shelley, and K. Smith
Clinical Associate Professor Campbell

Kinesiology:

Professors Reilly and Schaefer (Chair)
Associate Professor Foo
Assistant Professors Allegro-Welsh, Bishop, Davis, and Russell
Clinical Assistant Professor Walker

Programs:

Alternative Master of Education

Master of Education

Education Specialist

Graduate Work in the College of Education

Professional study in the College of Education is based on a framework that prepares competent, committed, and reflective professional educators. The college is committed to providing challenging opportunities for a diverse learning community in a nurturing environment.

Accreditation

Master of Education and Education Specialist degrees that result in Alabama State Department of Education teaching licensure are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Alabama State Department of Education. Also, the Master's of Education in Clinical Mental Health Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Both the master-level and Education Specialist level of School Counseling are approved by the Alabama State Department of Education. The Master's of Education in Instructional Technology is accredited by the International Society for Technology in Education (ISTE). The Alternative Master's of Education in Early Childhood Education is accredited by the National Association for the Education of Young Children (NAEYC). The Alternative Master's of Education in Physical Education is accredited by the National Association for Sport and Physical Education (NASPE). The Alternative Master of Education in English Language Arts Education is accredited by the National Council of Teachers of English (NCTE). All other programs have been approved by the Alabama State Department of Education.

Master of Education (M.Ed.)

Class A teacher education programs are designed to help teachers more effectively serve the purposes defined for the same teaching field at the Class B level (provided such programs exist). The intent of the Class A program shall be to help the teacher develop higher levels of competence than is possible in the Class B program.

Candidates who took a course for undergraduate credit cannot take the same course for graduate credit. Completion of a Class A program for a teaching field requires at least 30 semester hours of graduate credit not used for prior certification in any teaching field or area of instructional support. Coursework used to meet Class B certification requirements may not be used to meet requirements for Class A certification in any teaching field or area of instructional support.

An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to any Class A program July 1, 2017, and thereafter, must earn credit for an ALSDE-approved diversity course (focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education).

The purpose of a Class A program in the area of Instructional Support is to prepare educators to serve effectively in instructional support positions. Completion of a Class A program for instructional support personnel requires at least 30 semester hours of graduate credit not used for prior level certification in the same field.

Every student pursuing the Master of Education degree and/or Class A certification must complete a planned program of graduate work within an approved area and maintain a 3.25 GPA in their program area and a 3.25 GPA on all graduate course work taken. No grade below C will be accepted for graduate credit.

Students applying for initial certification in a teaching field or area of instructional support must submit a passing score on the appropriate PRAXIS II. Specific courses are determined by the College of Education advisor based upon department requirements and the student's needs and goals.

Some M.Ed. programs require acceptable performance on a comprehensive examination prepared by a committee in the appropriate department. Each student must complete the Master's Comprehensive Examination during or preceding the semester 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 College of Education. Students should consult their advisors for specific information prior to registration. Clinical Mental Health Counseling students will also be required to sit for the Counselor Preparation Comprehensive Examination (CPCE) during the same semester.

Teaching, counseling, and instructional leadership 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 these programs, 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.)

The purpose of an Alternative Class A program shall be identical to the purposes for preparing teachers at the Class B level in the same teaching field, except that persons who complete the Alternative Class A program shall have acquired knowledge and skills above the level required for completion of a Class B program, including content knowledge, teaching and learning, literacy, diversity, and professionalism.

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 meet specific course content requirements and have a degree posted grade point average of 2.75. Students must successfully complete all sections of the Praxis Core Academic Skills for Educators Test before being admitted into programs leading to initial certification. The individual must complete a minimum of 40-52 semester hours of graduate work (depending upon the program plan) with at least six (6) semester hours of the program being a full-time internship, successfully complete the appropriate PRAXIS II content test(s), and maintain a 3.25 GPA in their program area and a 3.25 GPA on all graduate course work taken and used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation programs.

No grade below C will be accepted for graduate credit.

Extensive daytime field experiences in public schools are required in this program. College of Education programs combine classroom and real-world experience. Students profit from firsthand experience in school settings. The College has established special partnership arrangements with several elementary and secondary schools. Students have opportunities for clinical experiences in surrounding school districts, thus providing diverse field involvement.

Some programs require acceptable performance on a comprehensive examination prepared by a committee in the appropriate department. Each student must complete the Master's Comprehensive Examination during or preceding the semester 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 College 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 field and clinical experiences.

The final dates for submission of the internship application are as follows:

Fall semester internship	March 30
Spring semester internship	August 30

The student must be registered for Professional Internship at AUM the term he or she completes the internship course. 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. All initial certification teacher candidates will be required to successfully complete the edTPA in their area of study during the internship. A passing score on the edTPA is required for Alabama certification.

Education Specialist (Ed.S.)

The purposes of a Class AA program shall be to prepare educators on the sixth-year level to serve effectively in either teaching or instructional support positions. Students pursuing an Ed.S. program must complete a planned program of graduate work to acquire knowledge and skills above the level required for completion of a Class A program. The curriculum shall be in work approved by the graduate school or division of the institution as meeting standards of quality for study at the sixth-year level. Specific courses are determined by the College of Education advisor, based upon departmental requirements and the student's needs and goals.

To be eligible for an Alabama Class AA teaching certificate, the student must maintain a 3.5 GPA on all Ed.S. course work in their program area and a 3.5 GPA on all graduate course work taken. No grade below C will be accepted for graduate credit.

Coursework used to meet Class A certification requirements may not be used to meet certification requirements for Class AA certification in any teaching field or area of instructional support. Candidates who took a course for credit in a Class A program cannot take the same course for credit in a Class AA program. Completion of a Class AA program for a teaching field requires at least 30 semester hours of graduate credit not used for prior level certification in the same field.

An individual who completed a survey of special education course prior to meeting requirements for unconditional admission to any Class AA program July 1, 2017, and thereafter, must earn credit for an ALSDE-approved diversity course (focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education).

An ALSDE-approved diversity course used for Class A certification may not be used to meet the ALSDE-approved diversity course requirement for Class AA certification.

A candidate who completes a survey of special education course after meeting requirements for unconditional admission to any Class AA program on July 1, 2017, and thereafter, is not required to earn credit for an ALSDE-approved diversity course. Once the Class AA certificate is issued, the individual would be required to earn credit for an ALSDE-approved diversity course prior to being recommended for an additional Class AA certificate in a teaching field or area of instructional support.

A candidate who earns credit for an ALSDE-approved diversity course to meet requirements for Class AA certification in one teaching field or area of instructional support is NOT required to earn credit for another ALSDE-approved diversity course to add certification in an additional Class AA teaching field or area of instructional support.

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

Teaching, counseling, and leadership are specialized professions that require the ability to relate effectively to others as well as demonstrate academic competence. Because of the special nature of these programs, 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.

General Admission Requirements

Applicants for admission to one of the graduate degree programs offered by AUM must submit to the AUM Graduate Admissions Office a formal application and official transcripts of all previous college-level work. Any candidate applying for admission to a state-approved teacher education program shall be required to be fingerprinted for a criminal background check through the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI). For fingerprinting services, please contact: <https://cogentid.3m.com/al/indexNew.htm>. Some graduate programs, such as Counseling and Instructional Leadership, have additional admission criteria such as portfolios and interviews.

AUM does not admit individuals to Class A programs based on professional educator certificates from another state.

Criteria for Admission to Class A Teaching Field Programs:

Requirements for admission shall include a valid bachelor's level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought, except for special education and as prescribed in the rules for Alternative Class A programs, English for speakers of other languages, and reading specialists. Admission to a Class A special education program requires at least a valid bachelor's-level certificate in any teaching field.

Criteria for Admission to Class A Programs for Areas of Instructional Support:

Other than instructional leadership programs, requirements for admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level certificate in another area of instructional support.

Criteria for Admission to Class A Instructional Leadership Program:

Admission requirements include: (1) professional educator certificate; (2) three full years (or six full semesters) of acceptable professional educational experience in a P-12 setting, which must include at least

one full year full-time P-12 classroom teaching experience; (3) an admission portfolio, and (4) a successful interview with a departmental faculty. Satisfactory completion of the master's program prepares students for the Alabama Class A certification. A GPA of 3.25 and a satisfactory Praxis II score is required for program completion and certification.

Criteria for Admission to Class A Counseling Programs: Master of Education in Counseling

All applicants for the counseling master's degree programs must: (1) submit a satisfactory admissions portfolio, (2) possess a minimum 2.75 GPA, (3) submit a satisfactory Fingerprint Clearance background check; and (4) be interviewed by the counseling faculty resulting in the recommendation of the Counselor Education Admission Committee.

School Counseling Admission Options

Two options for entry into the master's school counseling program are available: (1) a traditional option for those who hold a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or a valid master's-level professional educator certificate in another area of instructional support from Alabama; or (2) a CACREP option for those who do not hold Alabama Teacher Certification. The following table provides admission requirements for both options:

	Traditional Option	CACREP Option
Bachelor's degree from an accredited U.S. institution, or the equivalent from an international institution	Required	Required
Professional Educator Certificate	Required	Not Required
Clear background check	Required	Required
Two full years of full-time satisfactory educational experience	Required for Alabama Certification	Not required for Alabama Certification
Passing score on all three sections of the Core Academic Skills for Educators: Combined Test – Praxis #5751	May be required	Not Required

Both traditional and expanded option candidates must hold a bachelor's degree from an accredited U.S. institution or the equivalent from an international institution and have a clear background check prior to admission. Traditional option applicants only must have two (2) years of professional school experience for unconditional admission to a Class A program for School Counseling. Both traditional and CACREP option students must complete all course work with a minimum 3.25 overall GPA with no grade below C, obtain a passing score on Praxis II for School Counseling, and satisfactorily complete the comprehensive examinations if required. CACREP option students must also obtain a passing score on the National Counseling Examination (NCE) in order to be considered for certification. Any additional certification requirements beyond those for the degree may be completed within five (5) years after graduation, but must be completed and documented before the college's Certification Officer can verify to Alabama or another state that a state-approved and CACREP-accredited program has been completed at an NCATE-accredited institution. Individuals seeking certification in states other than Alabama are responsible for contacting those state certification offices regarding school counseling certification requirements. Further details may be obtained from the College of Education Graduate Studies Office or the Counseling Student Handbook.

Criteria for Admission to Alternative Class A Programs:

Candidates must attain a passing score in each subtests of the Praxis Core Academic Skills for Education Test or supply satisfactory equivalent scores on the ACT for admission to programs leading to initial certification.

Teaching field course requirements must be met prior to unconditional admission in each of the areas listed in a comprehensive middle level or secondary teaching field (English language arts, general science, general social studies).

Unconditional admission to an Alternative Class A program requires a bachelor's degree with a minimum GPA of 2.75 overall or a master's or higher degree with a GPA of at least 3.0. This GPA must be documented on the official transcript of the degree granting institution and must be the GPA that was used as the basis for granting the degree, not a GPA that includes post-degree courses.

Courses that were taken as part of the degree used to meet the admission requirement for a bachelor's or higher degree with a minimum grade point average of 2.75 (or 3.0 if admitted based on a master's degree) cannot be used again to meet Alternative Class A program requirements.

In addition, the person must meet one of the following options:

Option 1: Earned a bachelor's degree from a regionally accredited college or university.

Option 2 Earned a bachelor's degree from a non-regionally accredited institution and an earned master's or higher degree from a regionally accredited institution, and attained a passing score on the prescribed Praxis II subject assessment of the Alabama Educator Certification Assessment Program (AECAP). This option is permitted only when both of the following conditions are met:

- At the discretion of the administrative head of the unit and in accordance with institutional policy.
- If there is a prescribed Praxis II subject assessment of the AECAP.

Individuals applying for admission to Alternative Class A programs in early childhood education, elementary education, early childhood special education, or collaborative special education teacher (K-6) or (6-12) shall have earned at least 12 semester hours of acceptable credit, as verified on official transcripts, in each of the following areas (known as 4x12): English language arts, mathematics, science, and social studies or earned the current passing score on the prescribed Praxis II subject assessment of the AECAP.

Passing scores on the following tests will be accepted to meet this requirement:

- In lieu of 12 semester hours of English language arts, Praxis 5002
- In lieu of 12 semester hours of mathematics, Praxis 5003
- In lieu of 12 semester hours of science, Praxis 5005
- In lieu of 12 semester hours of social studies, Praxis 5004

Individuals applying for admission to elementary education, collaborative special education teacher (K-6 or 6-12), early childhood education, or early childhood special education may be admitted if they have a combination of 12 semester hours of acceptable credit in one or more of the 4x12 areas and the current passing score(s) on the appropriate Praxis subtest(s).

Prior to admission for Alternative Class A programs in Secondary Education Teaching Fields and Physical Education (P-12), an academic major in the teaching field must be verified on an official transcript, which includes a minimum of 32 semester hours appropriate to the teaching field including at least 19 semester hours of upper-division credit, or earned the current passing score on the prescribed Praxis II subject assessment of the AECAP.

Admission to Class AA (Education Specialist) Programs:

Admission requirements for the Ed.S. programs are substantially higher than those for the master of education programs. Requirements for admission to Class AA programs shall include a valid master's-level professional educator certificate in the same teaching field(s) in which the Class AA Professional Educator Certificate is sought, except as prescribed below.

Special Circumstances for Admission to Class AA

1. A teacher with a valid bachelor's-level professional educator certificate in early childhood education and a valid master's-level professional educator certificate in reading may be admitted to a Class AA program in early childhood education. A teacher with a valid bachelor's-level professional educator certificate in elementary education and a valid master's-level professional educator certificate in reading may be admitted to a Class AA program in elementary education.
2. A teacher with a valid bachelor's-level professional educator certificate in any teaching field and a valid master's-level professional educator certificate in English for speakers of other languages may be admitted to a Class AA program in the same teaching field for which the teacher holds a valid bachelor's-level professional educator certificate.
3. A teacher with a valid bachelor's level professional educator certificate in English language arts and a valid master's level professional educator certificate in reading may be unconditionally admitted to a Class AA program in English language arts.
4. A teacher with a valid master's level professional educator certificate in a teaching field may be admitted to a Class AA program in special education.

AUM does not admit individuals to Class AA programs based on professional educator certificates from another state.

Criteria for Class AA Counseling Programs:

Applicants to the Clinical Mental Health Counseling and School Counseling Ed.S. programs must meet additional requirements prior to admission. Clinical Mental Health Counseling Ed.S. applicants must hold a master's degree in community, school or other related counseling program area. School Counseling Ed.S. applicants must hold a Master's degree in School Counseling or current state certification (Class A) as a school counselor and at least two full years of full time acceptable experience. Individuals seeking certification in states other than Alabama are responsible for contacting those state certification offices regarding school counseling certification requirements.

Criteria for Class AA Instructional Leadership Program:

Advanced certification for an Instructional Leader shall be at the Class AA level and shall minimally ensure the following:

Admission Options:

1. Candidate must hold a Class A Instructional Leadership certificate earned after completing a redesigned program at an Alabama university.
2. Candidate must be currently serving as a superintendent, assistant or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical educator, coordinator, or evaluator.
3. Candidate must document three years of employment in an instructional leadership position
4. Candidate must demonstrate each of the abilities in the Class A Instructional Leadership standards prior to admission to the Class AA Instructional Leadership program or prior to completion of the Class AA Instructional Leadership program.

Application for Alabama Certification

In order to receive the Alabama Class A or Class AA certificate, the applicant must apply through the College of Education's Teacher Certification Office after successful completion of all graduation requirements specific to their program. An official transcript from AUM, a regionally accredited institution, documenting an earned Class A or Class AA degree will accompany the Alabama State Department of Education Certification Application.

Requirements for Class A certification in a teaching field include:

1. A valid Class B Professional Educator Certificate in the same teaching field(s) in which a Class A Professional Educator Certificate is sought, except for Alternative Class A teaching fields, ESOL, reading specialist, and special education programs. English for speakers of other languages, reading specialist, and special education programs require a valid Class B Professional Educator Certificate in any teaching field. School Counseling programs require at least a valid Class B Professional Educator Certificate in

a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

2. An official transcript from a regionally accredited institution documenting an earned master's degree.
3. A survey of special education course is required unless that course was taken for prior level certification. An individual who completed a survey of special education course must take a diversity course that focuses on methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.
4. Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses used to meet the requirements on the approved program checklist for Alabama State Board of Education educator preparation program.
5. Applicants for initial Class A certification in a teaching field must meet the requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.
6. Applicants with an Interim Employment Certificate (IEC) must adhere to requirements and restrictions provided in the Educator Certification Chapter of the Alabama Administrative Code.

Requirements for Class AA certification in a teaching field include:

1. A valid Class A Professional Educator Certificate in the same teaching field(s) used as a basis for admission to the Class AA program.
2. A survey of special education course is required unless that course was taken for prior level certification. An individual who completed a survey of special education course must take a diversity course that focuses on methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English language learners, rural education, or urban education. A course used to meet this requirement for one level of certification may not be used to meet the requirement for a higher level of certification.
3. Satisfactory completion of a state-approved program with a minimum GPA of 3.50 on all courses on the approved program plan will be required.
4. Successful completion of a practicum shall be required for initial certification in a special education teaching field.

At the present time, there is no testing requirement for Class AA certification for teachers except for teachers who earn initial Class AA certification as a collaborative special education teacher (K-6) or (6-12). Such teachers must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP) as a precondition for certification.

Transient Work

A fully admitted graduate student enrolled in the College 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 12 semester hours to be taken as transient work. Such credit will not be accepted until the student has successfully completed nine (9) hours of work in the graduate program at AUM. Credit may not be allowed when the cumulative GPA on graduate work taken elsewhere is less than 3.0, nor may transfer credit be used to improve the GPA on courses taken at AUM. Approval requires that the institution at which the transient work is completed be accredited by NCATE at the appropriate level (initial or advanced).

Graduate Programs in Education Counselor Education

Master's and Education Specialist (online program)

The master's and education specialist degree programs in counselor education contain two basic options for study: Clinical Mental Health Counseling or School Counseling. School Counseling is a certification program whereas Clinical Mental Health Counseling is a professional practice degree which does not lead to certification.

The skills and theories learned in the counselor education programs are applicable to a variety of professional situations. Detailed and current program requirements, including admissions criteria, minimum program requirements, matriculation requirements, financial aid and other information can be found in the Counseling Student Handbook located on the AUM College of Education website.

An Education Specialist degree may be obtained in either School Counseling or Clinical Mental Health Counseling. The School Counseling Ed.S. is a certification program whereas the Clinical Mental Health Counseling Ed.S. is a professional practice degree which does not lead to school counseling certification. Both of these Ed.S. options are available either online or face-to-face.

Counseling is a specialized profession that requires the ability to relate effectively to others and demonstrate 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 practicums and internships.

Early Childhood/Elementary Education

Traditional Early Childhood Master of Education (P-3) (online program)

The Early Childhood Education program is designed to improve the skills of the traditional Early Childhood Education graduate student in teaching, research, and curriculum development at the Master of Education level. Students complete core courses in education with a concentration in Early Childhood Education. Satisfactory completion of the program enables students to apply for Alabama Class A certification in early childhood education.

Traditional Elementary Education Master of Education (K-6) (online program)

The Elementary Education program is designed to improve traditional elementary education graduate students' skills of teaching, research and curriculum development at the Master of Education level. Students complete core courses with a concentration in Elementary Education. Satisfactory completion of the program enables students to apply for Class A certification in elementary education.

Alternative Elementary Education Master of Education (K-6)

The Alternative Master of Education in Childhood Education is designed for individuals who have a bachelor's degree in a non-education area and desire a master's degree and an Alabama teaching certificate in Elementary Education. Students must meet the admission requirements, which include courses and/or experiences in the humanities, social sciences, mathematics and science by passing the Elementary multiple subjects PRAXIS test and having 12 hours of coursework in English/Language Arts. The program provides the alternative graduate student with the knowledge in teaching and curriculum to teach in any level from kindergarten through sixth grade (K-6). Extensive field experiences and an internship in a public or private school setting are required. Satisfactory completion of the program enables students to apply for Alabama Class A certification in early childhood and elementary education.

Alternative Elementary Education Master of Education (P-3), Concentration in Early Childhood Education

The Alternative Master of Education in Elementary Education with a concentration in Early Childhood Education is designed for individuals who have a bachelor's degree in a non-education area and desire a master's degree and an Alabama teaching certificate in Early Childhood Education. Students must meet the admission requirements, which include courses and/or experiences in the humanities, social sciences, mathematics and science by passing the Elementary multiple subjects PRAXIS test and having 12 hours of coursework in English/Language Arts. The program provides the alternative graduate student with the knowledge in teaching and curriculum to teach in any level from infancy through third grade (P-3). Extensive field experiences and an internship in a public or private school setting are required. Satisfactory completion of the program enables students to apply for Alabama Class A certification in early childhood and elementary education.

Education Specialist in Early Childhood/Elementary Education (online programs)

Students enrolled in the education specialist program for Early Childhood or Elementary Education will have completed a master's degree and will have concentration options based on the master's level program. An individual program is planned with an advisor.

Instructional Leadership

Master's in Instructional Leadership

The master's program in instructional leadership is based on the philosophy that the primary function of instructional leaders is the enhancement of teaching and learning and the ability of the instructional leader to improve student achievement.

The purpose of the instructional leadership preparation program is to prepare instructional leaders for all leadership positions within elementary and secondary school settings. The program exposes the candidate to theoretical and real world embedded field experiences. The program also provides a rigorous internship and residency experience.

Educational Specialist in Instructional Leadership (online program)

The Ed.S. program in instructional leadership is based on the philosophy that instructional leadership is a continuous process. The Ed.S. builds on the Master's in Instructional Leadership.

Instructional Technology

Instructional Technology Master of Education (online program)

The Master of Education in Instructional Technology is designed for individuals who have a bachelor's degree and who wish to increase their understanding of the role of technology and its appropriate use in the support of student learning. This degree option is also appropriate for industry educators (those outside the environment) who wish to study instructional design and learn how technology can be used in learning and teaching.

The program is designed to be completed in five (5) semesters but can be extended to other time schedules. Candidates for the program must meet the regular admission requirements for the Master of Education (M.Ed.) degree.

Education Specialist in Instructional Technology (online program)

The Education Specialist degree in Instructional Technology is a post-master's program for professionals interested in broadening their understanding of instructional technology with the opportunities to pursue concentrations that match their current or future career plans. With the Instructional Technology Ed.S. degree, education and corporate professionals are provided an opportunity to tailor their advanced studies to their unique career goals while obtaining a broad understanding and application of current and emerging technology, adult learning theory, distance learning, instructional design, technology infrastructure and information security, and assistive technology. The Instructional Technology Education Specialist degree prepares candidates with such skills for professional settings that include P-12 schools, government, higher education, healthcare management, business, and industry.

The program is designed to be complete in five (5) semesters. Six hours of equivalent courses may be counted towards the Ed.S. Instructional Technology degree.

Kinesiology

Physical Education

Traditional Physical Education Master of Education (P-12) (online program)

The master's degree certification program in physical education is a natural outgrowth of the policy of the College 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.

Alternative A Physical Education Master of Education (P-12)

The Alternative A Physical Education Master of Education degree is for students with non-teaching degrees related to physical education who wish to pursue teacher certification and receive the M.Ed. degree.

Educational Specialist in Physical Education (online program)

Students enrolled in the Education Specialist program in physical education will have programs individually designed based on the master's level courses taken. An academic advisor will assist in the design of this program.

Exercise Science (Non-Certification Tract)

The master's program in exercise science provides advanced study in exercise physiology and research in related fields including health promotion, cardiac rehabilitation, physical fitness, wellness and corporate fitness, human performance, and strength and conditioning. Students take advanced classes in exercise physiology, kinesiology and biomechanics, exercise prescription, nutrition, the physiology and science of conditioning, and clinical exercise science. Practicums are also available in Cardiac Rehab, Pulmonary Rehab, and Athletic Training. AUM's exercise science program is also an Educationally Recognized Program (ERP) by the National Strength and Conditioning Association (NSCA) at the graduate-level.

Sport Management

Sport Management (Certification Tract)

The certification tract provides coaches, teachers and athletic directors with theory and practical experience managing sport or sport curriculums within the school setting. Students will have courses specifically structured to meet their program and individual needs. Courses will focus on the uniqueness of scholastic sport in areas such as marketing, facility management, risk management and legal issues, leadership, ethics, etc. Program completion potentially qualifies appropriate students for Alabama Class A certification. Students wishing to follow this tract must have two years teaching experience and a current level B certification. An internship is required.

Sport Management (Non-Certification Tract)

The non-certification master's tract prepares students to enter the professional and/or amateur sport arena or to enhance their content knowledge to further their sport-related careers. Some potential career paths include working for professional sport teams, college sport teams, recreation departments, retail sports, nonprofit sport entities, and youth leagues. Varying opportunities exist within each organization. Instructors will assist students in exploring and determining potential career paths. Courses will focus on the uniqueness of sport in areas such as marketing, facilities, risk management and legal issues, leadership, ethics, etc. An internship is required.

Secondary Education

Traditional or Alternative Secondary Education Master of Education degrees may be pursued in Art, Biology, English Language Arts, General Science, History, Mathematics, and Social Studies.

A specific program of courses leading toward the M.Ed. degree is planned in conjunction with the student's major advisor.

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. This requirement may also be satisfied by holding an academic major in the teaching field that demonstrates 32 semester hours appropriate to the teaching field that include at least 19 semester hours of upper-division course credit (i.e., 3000-4000 level). Admission to the Alternative Master's

in Secondary Education may also be accomplished by successfully passing the Praxis II in the teaching major being sought. Concentration areas in Secondary Education include: Art, Biology, English Language Arts, General Science, History, Mathematics, and Social Science.

Special Education

Traditional and Alternative A Special Education Master of Education

Traditional master's and alternative master's programs in special education may be pursued in Early Childhood Special Education, Collaborative Teacher K-6, or Collaborative Teacher 6-12. Candidates seeking degrees in these areas will be prepared to provide special education services to infants, toddlers, children, and youth with disabilities. Candidates in the area of Early Childhood Special Education will hold credentials to work both in Early Intervention as well as Preschool Special Education. Candidates seeking a degree in Collaborative Teacher (K-6) will be eligible to provide special education services in the elementary school environment. The program area of Collaborative Teacher 6-12 provides the candidate with the skills necessary to provide special education services in the secondary school environment.

Education Specialist in Special Education (online programs)

The education specialist degree is offered online in the areas of Collaborative Teacher K-6 and Collaborative Teacher 6-12.

Graduate Program Options

Masters of Education

Counselor Education

- Clinical Mental Health Counseling

- School Counseling

Instructional Leadership

- Instructional Leadership

Elementary Education

- Early Childhood Education (P-3)

- Elementary Education (K-6)

Instructional Technology

- Instructional Technology (non-certification)

Kinesiology

- Physical Education (P-12)*

- Exercise Science (non-certification)

- Sport Management (certification and non-certification)

Secondary Education

- Art Education (P-12)*

- Secondary Education/Biology*

- Secondary Education/English Language Arts*

- Secondary Education/General Science*

- Secondary Education/History*

- Secondary Education/Mathematics*

- Secondary Education/Social Studies*

Special Education

- Early Childhood Special Education (Birth – Age 8)*

- Collaborative Teacher K-6*

- Collaborative Teacher 6-12*

** Also offered in the Alternative Master's program*

Education Specialist

Counselor Education

- Clinical Mental Health Counseling (non-certification)

- School Counseling

Instructional Leadership
 Instructional Leadership
 Elementary Education
 Early Childhood Education (P-3)
 Elementary Education (K-6)
 Kinesiology
 Physical Education (P-12)
 Instructional Technology
 Instructional Technology
 Special Education
 Collaborative Teacher K-6
 Collaborative Teacher 6-12

Online Graduate Degrees

(Fully online programs are Traditional programs only; they do not include any Alternative Master's Degree Programs.)

Master of Education in Physical Education
 Master of Education in Instructional Technology
 Master of Education in Early Childhood Special Education (Birth-age 8)
 Master of Education in Collaborative Teacher K-6
 Master of Education in Collaborative Teacher 6-12
 Education Specialist in Early Childhood Education
 Education Specialist in Elementary Education
 Education Specialist in Physical Education
 Education Specialist in Instructional Leadership
 Education Specialist in Instructional Technology
 Education Specialist in Collaborative Teacher (K-6)
 Education Specialist in Collaborative Teacher (6-12)
 Education Specialist in Clinical Mental Health Counseling
 Education Specialist in School Counseling

Student Affairs Committee

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

Description of Courses Counselor, Leadership and Special Education Counselor Education (ECED)

5950. Counseling Student Orientation (0). This is a general orientation to the counseling program required of all students. The non-credit course meets once to familiarize the student with the application and advising processes, logistics, handbook, ethics, course of study in the program, graduation, certification, and licensure issues.

6130. Introduction to Play Therapy (3). Includes the history, theoretical approaches, techniques and methods, applications to special settings or populations and legal and ethical issues of the use of play therapy in the treatment of children. Includes a supervised experiential component in a play therapy setting.

6140. Advanced Play Therapy (3). Provides comprehensive training in varied theoretical approaches in the application of play therapy with emphasis on the developmental processes of play therapy. Includes supervised practice in play therapy settings.

6180. Introduction to Rehabilitation Counseling (3). Introduction to the rehabilitation process, emphasizing the philosophical, social, psychological, ethical and legal responsibilities of the rehabilitation professional, as well as special client needs. Students also become familiar with rehabilitation and other appropriate available community services.

6220. Professional Orientation School Counseling (3). Overview and introduction to school counseling, including the history, philosophy, organization, preparation standards, credentials and roles with related professionals. Enables students to develop a conceptual framework for counseling in the school setting.

6230. Ethical and Legal Issue in Counseling (3). Introduces the ethical standards of the American Counseling Association and related professions and their application to ethical, moral and legal considerations in professional counseling. Helps students increase awareness of ethical and legal considerations in a diverse and increasingly technical society.

6240. Professional Orientation to Community Counseling (3). Overview and introduction to the counseling profession in community settings, including the history, philosophy, organization, preparation standards, credentialing, and roles with related professions. Promotes knowledge unique to mental health counseling in community settings.

6250. Cultural Issues of Families in Distress (3). Course includes factors impacting family relationships, with special emphasis on child/parent interactions, child abuse, neglect and exploitation; family structure, attitudes and multicultural issues of selected diverse populations will be examined. This course meets CAST certification requirements.

6260. Career Development and Vocational Assessment (3). Includes career development theories, information systems and resources, vocational assessment, career planning, decision-making models and computer-based career applications. Stresses the developmental nature of decision making throughout life and the interrelationship of work, family, culture, gender and age with career development.

6270. Counseling Diverse Populations (3). Pr. ECED 6220. Provides opportunities for students to understand the effects of attitudes, experiences, ethnicity and other cultural factors on the counseling process and relationship. Also includes counseling strategies for client populations experiencing loss, victimization, discrimination or other specific concerns.

6280. Helping Relationship: Theory I (3). Emphasis on counseling interview techniques and skills helpful in developing and maintaining a therapeutic relationship. Provides experiential and didactic opportunities to learn the historical development of counseling theories and the application of traditional psychodynamic, cognitive, behavioral and humanistic approaches.

6290. Counseling Theory and Practice II (3). Provides experiential and didactic opportunities to learn the application of modern counseling theories, including family systems and brief therapy approaches. Emphasis on goal setting, assessing client needs, designing intervention strategies and evaluating counseling outcomes.

6300. Group Dynamics and Procedures in Counseling (3). Provides experiential opportunities for students to develop an understanding of group development, dynamics and procedures and learn leadership skills helpful in group work. Includes the use of counseling theories in groups, ethical considerations, training standards, conflict resolution models, and research.

6310. Clinical Consultation, Supervision, and Program Planning (3). Experiential and didactic techniques inform students of the administration, organization and evaluation of mental health centers, private practice and other counseling settings. Clinical supervision of counseling, consultation, needs assessment, program development and evaluation are also included.

6320. School Consultation and Program Planning (3). Pr. ECED 6220. Organization and administration of school counseling programs including consultation skills and practices. Action and didactic techniques help students learn to assesses, plan, manage, and evaluate school counseling programs. Presents consultation models emphasizing the process and stages of consultation.

6330. Individual and Group Appraisal (3). Includes the history and basic concepts of testing and other assessment techniques, statistical interpretation of measurement, selecting and developing instruments, computer-assisted methods and legal and ethical concerns. Incorporates specialized methods for evaluating individuals, groups and special populations.

6340. Counseling Children and Adolescents (3). This course includes child and adolescent development with emphasis on counseling strategies and consultation skills for counselors working with various agencies in cases of child abuse and neglect. This course meets CAST certification requirements.

6350. Human Growth and Development (3). Includes physical, psychological, social, emotional and intellectual development over the life span. Emphasizes strategies for healthy development and environment factors that affect normal and abnormal behavior. Also includes developmental crises such as family abuse, disabilities, addiction and psychopathology.

6360. Assessment& Diagnosis of Abnormal Behavior (3).Presents a thorough examination of the scope and understanding of abnormal behavior through the life span, emphasizing educational clinical implications. The most recent classification system is used to structure topics in the course.

6370. Addictions Counseling (3). Provides an overview of addictions counseling; covers topics such as addiction issues, assessment, diagnosis, treatment planning, ethical and professional issues in addictions counseling practice, individual/group counseling strategies with diverse populations, pharmacological trends and effects of substance abuse.

6380. Disaster and Crisis Intervention (3). Course focuses on the development of skills and knowledge for crisis intervention and management in counseling Application is made to individual crisis intervention as well as to broader disaster contexts.

6390. Program Planning for School Counseling (3). Pr., ECED 6220. In this course the ASCA National Model is emphasized as future school counselors learn how to plan, manage, organize, deliver, and evaluate counseling programs within P-12 schools. Students will learn how to use data to inform decision making and to advocate for students and programs.

6410. Couples and Family Counseling (3). Course provides counselors and other human service workers with an overview of the processes and theories involved with counseling families. More specifically, the focus is on preparing students to think systematically and to learn about family concepts, dynamics, theories and techniques.

6420. Counseling Older Adults (3). Course provides counselors and other human service workers with an overview of the processes and theories involved with counseling older persons. Attitudes and myths about aging, challenges of aging, trends, research, empowering older persons, and accessing community resources are addressed.

6430. Creative Arts in Counseling (3). Advanced course that includes current literature on the use of a variety of creative arts in counseling and the opportunity to implement creative strategies with clients. Includes theoretical and practical applications with different age groups regarding counseling strategies using the arts.

6440. Human Sexuality and Mental Health (3). Pr., Masters or Education Specialist standing. The course explores the relationship between mental health and human sexuality and the role of the professional

counselor. Topics include: biological foundations, research methods, gender roles, attraction and love, variations in sexual behavior, life cycle, dysfunction, sex therapy and credentialing.

6510. School Crisis Plans (3). This course will address intervention and prevention of crisis and trauma in schools. It will include kinds of disasters and trauma, working with off-campus agencies, community and media. Students will prepare a school crisis plan.

6560. Research & Evaluation in Counseling Programs (3). Provides knowledge and practice in research design, experimental research methods, statistical analyses, and counseling program evaluation. Candidates also learn to write research in the publication style of the American Psychological Association. Cross-listed with FNDS 6610 Research in Education.

6902. Studies in Counselor Education (3-6). Pr., departmental approval. Independent study in an area within the field of counseling. Selected topic for study is chosen in consultation with the professor supervising the study.

6914. Advanced Practicum in Counseling (1-3). Pr., all core courses & department approval. Provides class and supervised on-site practice of individual and group counseling skills with applications of counseling theories and strategies. Direct client service, record keeping, information and referral, appraisal, consultation and evaluations are included.

6923. Counseling Leadership (3). Pr., ECED 6300, Graduate standing. This course is designed for advanced students who wish to examine selected critical, clinical, professional, contemporary issues in clinical mental health counseling. This course will focus on the current issues in counseling to include but not limited to the role of ethical and legal considerations in counselor education and supervision, social and cultural issues to include social change theory and advocacy action planning, and developmental counseling.

6924. Counseling Internship I (3). Pr., ECED 6914 and departmental approval. Provides supervised individual and group counseling experiences in community or school counseling settings. Counseling diverse populations and practicing a variety of counseling approaches are emphasized.

6925. Counseling Internship II (3). Pr., ECED 6924 and departmental approval. Advanced training and supervised individual and group counseling experiences in community or school counseling settings. Students have opportunities to become proficient in using several theoretical approaches and developing a personal style of counseling.

6952. Seminar in Counseling (3-6). Pr., approval of instructor or departmental approval. Opportunity for graduate students and professors to cooperatively pursue special counseling topics of interest. Innovations and emerging issues in counseling emphasized. May be repeated once.

6966. Selected Readings in Instructional Technology (3). Pr. Graduate Standing. This course is designed to explore trends in instructional technology through academic readings and discussions and then synthesizing that information for practical application in an educational environment.

7230. Spirituality in Counseling (3). Pr., Graduate standing. Explores the linkages between human spirituality and counseling using the theoretical and research base of wellness counseling. The value and appropriateness of utilizing the clients' spirituality in the clinical settings to further health development and holistic well-being are discussed.

7240. Counseling for Suicide Prevention, Intervention, and Postvention (3). Pr., Graduate standing. Course examines suicide with specific attention to prevention, intervention, and postvention. Students will gain an understanding of suicide epidemiology and theory, risk and protective factors. This course will familiarize students evidence-based practices and ethical considerations in treatment.

7300. Grief Counseling (3). Pr., Graduate standing. This course will address the psychological, social, and cultural manifestations of grief arising from bereavement, along with counseling interventions. Course content will also cover characteristics of grief throughout the life cycle, as well as, age-appropriate interventions.

7420. Early Childhood Mental Health (3). Pr., Graduate standing. This course examines the trajectory of early human development for children and their parents. Normal and abnormal development will be examined. A mental health perspective will be employed to inform assessment of mental/emotional problems in young children and present current treatment approaches.

7560. Research and Evaluation in Counseling Programs (3). Pr., Ed.S. standing. Provides study and experience in measurement, appraisal and evaluation of a broad range of objectives in counseling. Emphasizes research designs and procedures appropriate for evaluating counseling programs and outcomes.

7600. Supervision in Counseling (3). Pr., Ed.S. or postgraduate standing. Emphasizes models, types and developmental process of counseling supervision. Includes ethical considerations, program supervision skills, leadership styles, client care management and program planning and evaluation.

7902. Advanced Studies in Counseling (3-6). Advanced independent study in an area within the field of counseling. Selected in-depth topic for study is chosen in consultation with the professor supervising the study. May be taught concurrently with ECED 6902 or ECED 6952.

7923. Advanced Counseling Leadership (3). Pr., ECED 6300 or equivalent and Ed.S. standing. This upper level course is designed for advanced students who wish to examine selected critical, clinical, professional, contemporary issues in clinical mental health counseling. The course will focus on the current issues in counseling to include but not limited to the role of ethical and legal considerations in counselor education and supervision, social and cultural issues to include social change theory and advocacy action planning, and developmental counseling.

7926. Advanced Internship in Counseling I (3). Pr., Ed.S. standing, ECED 6914, ECED 6924, ECED 6925 or equivalent. Supervised experiences in group and individual counseling, program development, consultation and supervision.

7927. Advanced Internship in Counseling II (3). Pr., Ed.S. standing, ECED 6926 or equivalent. Advanced supervised experience in group and individual counseling, program development, consultation and supervision.

7952. Advanced Seminar in Counseling (3). An advanced seminar in studying specific counseling topics. Students learn to research the topics and write reports in journalistic style according to the American Psychological Association.

7982. Master's Comprehensive Examination in Counseling (0). Pr., all core courses, departmental approval. Required for all candidates for the M.Ed. in counseling. Integration of theory and course work with practical application. Must be taken during the final two semesters of enrollment in the M.Ed. program.

8982. Ed.S. Comprehensive Examination in Counseling (0). Pr., all Ed.S. core courses, departmental approval. Required of all candidates for the Ed.S. in counseling. Opportunity to integrate theory and course work with practical application. Must be taken during the final two semesters of enrollment in the Ed.S. program.

Instructional Leadership (LEAD)

6000. Leadership for Instructional Improvement (3). Pr., departmental approval. Discusses instructional leaders' responsibility to establish teaching and learning as the focal point for schools. Examines the proposition that student learning is the fundamental purpose of school.

6100. Instructional Planning for Continuous Improvement (3). Pr., departmental approval. Develops the leadership knowledge and ability in the study of instructional planning for continuous improvement. Emphasis is on the potential instructional leader's responsibility for creating and articulating a shared vision of high expectations for learning within the school or district that fosters a culture of continuous improvement.

6200. Management of the Learning Organization (3). Pr., departmental approval. Instructional leaders' responsibility to enhance student learning through effective, efficient and equitable utilization of resources. Effective management of the organization, facilities and appropriate collaboration to create a safe and effective learning environment are examined.

6300. Instructional Leadership and Human Resources (3). Pr., departmental approval. Develops a working knowledge of human resources, including recruitment, selection and induction of employees, effective professional development and personnel planning for instructional improvement.

6400. Instructional Leadership: The Law, Ethics and Diversity (3). Pr., departmental approval. Provides a comprehensive understanding of legal principles, ethics and diversity. Develops a working knowledge of legal principles, including constitutional requirements, state laws, significant landmark cases, tort law and specific Alabama laws. Students develop a personal code of ethics using the Alabama Educator Code of Ethics. Also focuses on equal opportunity and diversity issues.

6500. The Role of the Instructional Leader in Technology (3). Pr., departmental approval. Effective leadership for technology in schools. Recognizing the potential of technology, developing competence in information and technology tools and utilizing practical technology applications.

6902 Studies in Instructional Leadership (3-6). Pr., graduate standing. Opportunity for graduate students to examine the current state policy decisions impacting P-12 educational leaders. Innovations and emerging trends that are relevant to the day-to-day operations of school leaders will be emphasized.

6924. Instructional Leadership Internship (3). Pr., departmental approval. Provides prospective instructional leaders opportunities to demonstrate ability to perform responsibilities and tasks of school leaders. Plans for supervised experiences in a school setting developed cooperatively by faculty members, experienced administrators and interns.

7000. Instructional Improvement through Shared Leadership (3). Pr., department approval. This course addresses the instructional leader's development of leadership principles and skills that will enable them to effectively lead change through shared leadership culminating in instructional improvement and student achievement.

7100. Instructional Leadership and Special Programs (3). Pr., department approval. The course focuses on the instructional leader and special programs including special education, career and technical education, English language learners, technology, pre-k programs and adolescent literacy.

7200. Instructional Leadership Culture, Change and Learning (3). Pr., department approval. This course addresses practical methods of understanding leadership for school culture, change, and learning. Instructional leaders will make decisions based on the school culture and learning environment.

7300. Mentoring and Adult Learning in Instructional Leadership (3). Pr., department approval. This course addresses practical methods of understanding mentoring, mentor training, and the role of the mentor as it relates to how adults learn. In addition, this course will focus on the role of EDUCATEAlabama as a means of providing a high quality learning experience for teachers.

7400. Instructional Leadership and the Teaching and Learning Process (3). Pr., department approval. This course addresses strategic approaches to instructional leadership. The core tasks of instructional leadership include supervision of instruction, evaluation of instruction, and professional development of teachers. Strategic approaches to instructional leadership to improve teaching and learning will be discussed.

7500. Ethical Instructional Leadership and Decision Making (3). Pr., departmental approval. This course addresses instructional leaders' responsibility to conduct themselves in ethical ways at all times. Instructional leaders make decisions with the best interest of students as an essential priority. Practicing instructional leaders apply a principle-centered approach to complex dilemmas with an understanding of ethics that moves beyond the development of a personal code of ethics.

7902. Studies in Instructional Leadership (1-6). Pr., departmental approval. This course examines a topic of study in instructional leadership. Approval for the specific topic must take place at the beginning of the term.

7952 Instructional Leadership Seminar (1-3). Pr., graduate standing. An introduction to the concept of instructional leadership through a total current curricular immersion into the eight Alabama State Department of Education Standards for Instructional Leadership (ASIL). The ASIL are as follows: 1) planning for continuous improvement, 2) teaching and learning, 3) human development, 4) diversity, 5) community and stake holder relationships, 6) technology, 7) management of the learning environment, and 8) ethics.

7982. M.Ed. Comprehensive Examination (0). Pr., departmental approval. Cumulatively addresses course content and learning experiences related to the program of study in instructional leadership.

7984. Problem Analysis Project (3). Pr., departmental approval. Problem Analysis Project focuses on developing one central institutional problem which will be planned with the Auburn University Montgomery supervising professor, the ED.S. Candidate and an accomplished instructional leader within the schools. The candidate will create research questions, a survey, and a review of literature, analyze the data and complete a manuscript for possible submission to a journal. CITI Training is required..

8982. Ed.S Comprehensive Examination (0). Cumulatively addresses course content and learning experiences related to the program of study in instructional leadership.

Instructional Technology (INST)

6010. Innovations in E-Learning (3). Discover the latest developments in e-learning and reflect on how they are changing relationships between teachers, students, and technology. Students will investigate what constitutes e-learning and why some technological innovations are adopted more readily than others. Hands-on experiences of new communication technologies and an understanding of their effects on teaching and learning practices will be integrated throughout the course.

6213. Computer-Based Instructional Technology (3). Designed to demonstrate: (1) competency in the educational context of computers; (2) competency in the knowledge of computer systems; (3) competency in the knowledge of software; and (4) skill in computer use.

6223. Current & Emerging Instructional Technologies (3). Pr., INST 6213 or FNDS 6213. This course is designed to explore existing and emerging technologies used in education, with an emphasis on current and future practices and strategies. Students will be required to demonstrate their understanding of a variety of digital tools in technology-rich learning environments and communicate and collaborate globally with others.

6233. Curriculum Integration & Technology (3). This course is designed to explore existing and emerging technologies used in education, with an emphasis on current and future practices and strategies. Students will be required to demonstrate their understanding of a variety of digital tools in technology-rich learning environments and communicate and collaborate globally with others.

6243. Instructional Design (3). This course is designed to introduce and apply the fundamentals of instructional design using a systems approach model; that is, the ideas and procedures for analyzing, designing, developing, implementing and formatively evaluating instruction. In this course, the emphasis will be on the development of authentic instructional materials.

6253. Coordinating Technology Use (3). Pr., INST 6010 or FNDS 6010, and INST 6213 or FNDS 6213. This course examines the role of leadership as it relates to the implementation of educational technology and is designed to apply the skills and knowledge needed to direct the use of learning technologies in a variety of educational settings. Students taking this course will be exposed to a range of concepts and components related to the coordination and direction of technology facilities and resources in industry and/or a K-12 setting.

6902. Studies in Institutional Technology (1-3). Supervised independent study of issues, problems, and trends affecting educational theorizing and practice. Emphasis on application of knowledge from social sciences to predict and resolve educational problems. Maximum credit 3 hours.

6914. Practicum in Instructional Technology (3). Independent (directed) field experience.

6952. Seminar in Foundations (3-9). An analysis of selected topics in the secondary education area of specialization in foundations of education. Maximum credit 9 hours.

6966. Selected Readings in Instructional Technology (3). Graduate standing. This course is designed to explore trends in instructional technology through academic readings and discussion and then synthesizing that information for practical application in an educational environment.

7000. Action Research in Instructional Technologies (3). This course is designed to prepare candidates for action research in their school environment. In this course, candidates will design individual research that applies to their area of specialty and can be applied to their classroom, school, or school system.

7100. Technology and Adult Learning Theory (3). This course will examine adult learning theory and characteristics of the adult learner. In addition, it will explore the theoretical and practical issues of adult learning theory and research while exploring current trends and advancements in adult learning.

7200. 21st Century Learning Environment (3). This course requires candidates to analyze and report findings associated with school policies, building infrastructure, and stakeholder perceptions of technology innovation and integration in schools.

7300. Digital and Interactive Media (3). This course is designed to equip candidates with the knowledge and skills necessary to design, develop, and evaluate multimedia projects that facilitate student learning in the P-12 classroom. Candidates will utilize multimedia authoring tools to produce products that can be incorporated into their traditional classroom and into traditional and online curriculum. Candidates should be prepared to properly evaluate existing multimedia and produce their own multimedia for professional development purposes or use in the classroom. This course will serve to provide these important skills.

7400. Teaching at a Distance (3). This course is designed to prepare teachers, corporate trainers, staff development program managers, or other leaders of programs to address teaching learners with a conceptual and theoretical foundation in distance education and develop skills necessary for quality distance education.

7500. Technology, Trends, Issues, and Ethics (3). This course is designed to provide an understanding and awareness of issues related to trends and ethics in technology such as cyberbullying, information security, sexting, virtual desktops, virtual worlds, MOOCs, including digital textbooks, and mobile learning.

7914. Advanced Practicum in Instructional Technology (3). Practical experiences for advanced instructional technology students in applying knowledge acquired in previous courses. Enrollment limited to ED.S. students in the instructional technology program.

7952. Special Topics in Instructional Technology (1-3). An analysis of selected topics in the humanistic and behavioral studies component of teacher education. Maximum credit 6 hours.

7982. Instructional Technology Comprehensive Examination (0). A comprehensive exam to evaluate graduate study.

8982. Instructional Technology Comprehensive Examination (0). Pr., Required of all candidates for the Ed.S. in instructional technology. Comprehensive examination covering material from professional courses. Should be taken the final semester of enrollment in the Ed.S. program.

Special Education (ESPE)

6040. Advanced Study of Early Childhood Special Education (3). Advanced study of trends, issues, and evidence-based strategies related to teaching young students with exceptionalities. The course will focus on Early Intervention and Preschool Education for students from birth to age 8. May be taught concurrently with ESPE 4040.

6050. Advanced Study of Behavior Management of Students with Exceptionalities (3). This course presents the theoretical foundations and evidence-based strategies for managing behavior of all students including those students with exceptionalities who consistently exhibit inappropriate behaviors in the classroom. May be taught concurrently with ESPE 4050.

6060. Advanced Study of Problems and Issues in Early Childhood Special Education (3). Pr., ESPE 6200. An advanced research course emphasizing problems and issues associated with administering and implementing educational programs for young children with exceptionalities, birth through age 8.

6100. Students with Special Needs (3). An overview of the various exceptionalities, including the etiology, incidence, laws and strategies related to teaching students with exceptionalities. Field experience is included.

6200. Advanced Study of Special Education: Critical Professional Components (3). Pr., ESPE 6100 (or comparable course taken at the undergraduate-level). Advanced study of critical professional components in special education. Topics include ethics, roles and responsibilities of the special educator, special education law, policies and procedures, and transition. May be taught concurrently with ESPE 4200.

6300. Advanced Assessment for Diverse Learners (3). Pr., ESPE 6200, graduate standing. Advanced course that addresses the multi-assessment approach related to studying formal and informal assessment. Participants will learn to administer standardized assessment instruments as well as interpret assessment results for the purpose of writing individualized educational programs for students with exceptionalities. May be taught concurrently with ESPE 4300.

6310. Advanced Data-Based Instruction for Diverse Learners (3). This course examines the cycle between instructional planning, instruction, and assessment for diverse learners. The focus of the course will be alignment between standards/IEP goals, instruction, and assessment; monitoring student progress; and using data to make instructional and programmatic decisions.

6350. Advanced Study of Collaboration and Consultation (3). Pr., ESPE 6200. Examination of and training in collaborative teaching in educational settings. Participants will study interpersonal relationships with other professionals in the school setting and with families of students with exceptionalities. Included are evidenced-based best practices in collaboration, the fundamentals of group processes, and skills needed for collaboration.

6400. Advanced Methods for Students with Significant Needs (3). Pr., ESPE 6200. Study of curriculum, methods, and materials for learners with autism, other health impairments, and moderate and severe disabilities. Emphasis on specialized procedures and educational and vocational skills to facilitate normalization and independent living.

6450. Advanced Applied Behavior Analysis for Teachers (3). This course will provide candidates with an overview of the philosophy and behaviorism and the science of behavior analysis. The focus will be practical skills to plan, implement, and evaluate behavior management programs for diverse learners. In addition, ethical considerations regarding behavior change procedures will be described.

6500. Advanced Study of Teaching and Learning Strategies (3). Pr., ESPE 6200. Emphasizes evidence-based teaching and learning strategies to meet the individual learning needs of students with exceptionalities. Included are methods for providing accommodations and making modifications for students to be successful learners in the general education curriculum.

6510. Research Studies in Special Education (3). Pr., FNDS 6610, education specialist standing. Candidates conduct an in-depth research-related project in consultation with the instructor.

6550. Advanced Study of Secondary Instruction for Diverse Learners (3). This course emphasizes evidence-based teaching and learning strategies to meet the individual learning needs of students with exceptionalities at the secondary level. Included are methods for providing accommodations and making modifications for students to be successful learners within the secondary curriculum.

6600. Advanced Techniques for Working with Families (3). Principles of working with families of students with exceptionalities from diverse backgrounds. Emphasis given to evidence-based and best practices of working with families to help students be successful learners. May be taught concurrently with ESPE 4600.

6700. Assistive Technology (3). Pr., FNDS 6213. This course is comprised of reading, lecture, discussion, assessment and application of Assistive Technology devices, services, and resources for students with exceptionalities who require access to the general education curriculum.

6800. Advanced Study of Teaching Mathematics and Reading Skills (3). Pr., ESPE 6100. The advantages and limitations of curriculum and instructional strategies for teaching basic mathematics and reading skills to students with exceptionalities. Students will learn about modifications and accommodations of basic mathematics and reading instruction to integrate learners into the general curriculum. This course will focus on evidence-based reading instruction for students with exceptionalities. Basic mathematics strategies for teaching students with exceptionalities will be covered. The course provides the tools to individualize.

6902. Studies in Special Education (3-9). Pr., ESPE 6200. Independent study of a topic in an area related to working with students with exceptionalities. Topics will be selected in consultation with supervising professor.

6910. ECSE Traditional MEd Practicum (3). Enrollment limited to Traditional MEd ECSE majors only. This practicum provides opportunities for Traditional Master-level ECSE majors to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize in a variety of developmental settings. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies through problem-based tasks or research that are characteristic of their professional specialization.

6911. Collaborative Teacher J-6 Traditional MEd Practicum. Enrollment limited to Traditional MEd Collaborative K-6 majors only. This practicum provides opportunities for Traditional Master-level Collaborative Teacher K-6 majors to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize in a variety of developmental settings. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies through problem-based tasks or research that are characteristic of their professional specialization.

6912. Advanced Introduction to Practicum & Internship in Special Education (1). This course is designed to introduce teacher candidates to the process of becoming a teacher.

6913. Advanced Practicum I in Special Education (3). This course is first in a sequence of three advanced practicums for candidates in special education programs of study providing experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings.

6914. Advanced Practicum II in Special Education (3). This course is second in a sequence of three advanced practicums for candidates in special education programs of study providing experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings.

6915. Advanced Practicum III in Special Education (3). This course is the final practicum in a series of three advanced practicums for candidates in special education programs of study. This practicum will provide experiences in settings with students with exceptionalities. Candidates participate in 50 hours of on-site experiences in P-12 settings.

6916. Collaborative Teacher 6-12 Traditional MEd Practicum (3). Enrollment limited to Traditional MEd Collaborative 6-12 majors only. This practicum provides opportunities for Traditional Master-level Collaborative Teacher 6-12 majors to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize in a variety of developmental settings. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies through problem-based tasks or research that are characteristic of their professional specialization.

6922. Advanced Early Childhood Special Education Professional Internship (6). Pr., Adviser and departmental approval. With adviser approval, teacher candidates must submit an application for internship to the College of Education Director of Field and Clinical Experiences for the Advance Early Childhood Special Education Professional Internship. After the application is approved, candidates are placed in accredited public schools for one semester of supervised teaching experiences.

6924. Advanced Collaborative K-6 Professional Internship (6). Pr., graduate standing in alternative master's program. With adviser approval, teacher candidates must submit an application for internship to the School of Education Director of Field and Clinical Experiences for the Advanced Collaborative K-6 Professional Internship. After the application is approved, candidates are placed in accredited public schools for one semester of supervised teaching experiences.

6925. Advanced Collaborative K-12 Professional Internship (6). With adviser approval, teacher candidates must submit an application for internship to the College of Education Director of Field and Clinical Experiences for the Advanced Collaborative K-12 Professional Internship. After the application is approved, candidates are placed in accredited public schools for one semester of supervised teaching experiences.

6926. Advanced Collaborative 6-12 Professional Internship (6). Adviser and departmental approval. With adviser approval, teacher candidates must submit an application for internship to the College of Education Director of Field and Clinical Experiences for the Advanced Collaborative 6-12 Professional Internship. After the application is approved, candidates are placed in accredited public schools for one semester of supervised teaching experiences.

6952. Seminar in Area of Specialization (3-9). Seminar participants engage in professional development activities and document professional growth.

6970. Critical Issues and Current Trends in Special Education (3). Pr., education specialist standing, departmental and advisor approval. Issues and trends impacting special education. Advance graduate candidates conduct an in-depth analysis of issues relevant to their specific program areas of study.

6974. SPED Professional Development (1). Graduate status required for registration. Develop further understanding of principles and methods of teaching, classroom management, and communication while providing guidance to pre-service teachers and to prepare these teachers for successful entry into the K-12 classroom.

7000. Issues & Trends in SPED (3). Issues and trends impacting special education. Advanced graduate candidates conduct and in-depth analysis of issues relevant to their specific program areas of study.

7200. Policies & Practices in SPED (3). The candidate will research and present best practices in K-12 public schools, public relations programs, the development of school and community relationships, planning school programs and services, cooperative activities, and their relationships in regards to special education.

7450. Studies in Autism (3). Study of curriculum, methods, and materials for students with autism spectrum disorder. Emphasis on the characteristics of autism spectrum disorder and specialized procedures to address those characteristics.

7600. Law & Leadership in SPED (3). This course addresses foundational knowledge of the field of special education, pertinent legal policies, and related professional leadership standards.

7700. Technology for Inclusion (3). This class will prepare candidates to be contributing professional educators in the area of special education technology. Candidates will gain skills in designing technology-based instructional materials for students with a wide range of exceptionalities.

7800. Curricular Systems in SPED (3-9). Candidates will understand the advantages and limitations of curriculum and instructional strategies for selecting programs in a P-12 setting. The course will provide tools to evaluate programs within a variety of school environments based on assessment, effective planning, and instructional design.

7902. Advanced Studies in SPED (3). Pr., ESPE 7000. Independent study of topics at the Education Specialist level in an area related to working with students with exceptionalities. Topics will be selected in consultation with the university supervisor. May be taught concurrently with ESPE 6902.

7914. CE Ed.S. Practicum (3). Supervised field experience in program area of study.

7915. CS Ed.S. Practicum (3). Pr., ESPE 7914. Supervised field experience in program area of study.

7952. Seminar in SPED (3-9). Pr., graduate standing. Seminar participants engage in professional development activities and document professional growth.

7982. Master's Comprehensive Examination in Special Education (0). Comprehensive examination of knowledge and skills from professional courses for candidates completing traditional master's degree and alternative master's degree.

7995. Research in SPED I (3). Pr., ESPE 7000. This course provides a study of the essential theory, logic, concepts, principles, methods, and ethics of research methodologies prevalent in the field of special education. The focus will be designing research to improve the practices with individuals with exceptionalities and their families. Cannot be taken concurrently with ESPE 7996.

7996 Research in SPED II (3). Pr., ESPE 7995. This course prepares students to conduct research, analyze and interpret data, and synthesize findings that investigate effective practices for individuals with exceptionalities and/or their families. In addition, students will demonstrate how to utilize research findings in their teaching.

8982. Education Specialist Comprehensive Examination in Special Education (0). Pr., education specialist standing, departmental and advisor approval. Comprehensive examination of knowledge and skills from professional courses.

Early Childhood, Elementary and Reading Education

Childhood Education (ECEL)

6453. Graduate Professional Seminar (3). Pr., admission to professional internship. Study of special topics relevant to childhood education. Course must be taken concurrently with professional internship (ECEL 6924).

6914. Practicum in Early Childhood/Elementary (3-6). Pr., departmental approval. Supervised experiences in applying skills, concepts, values and principles acquired in previous courses.

6924. Professional Internship (6). Pr., admission to professional internship. Alternative students are placed in public school settings for supervised teaching experiences.

6973. Special Topics in Childhood Education (1-3). This course provides a flexible curriculum of childhood education topics of interest. It is designed to meet the needs of individual teachers for content and pedagogy related to the elementary curriculum with an emphasis on study abroad/international studies when available.

7553. Teachers as Researchers in Education (3). Pr., departmental approval. A study of theoretical frameworks, concepts and designs in qualitative research. Includes an overview of historical and current issues. Field experiences and research initiated.

7914. Advanced Practicum in Early Childhood/Elementary Ed (6). Pr., graduate standing. Clinical experiences for advanced education students in applying knowledge required in previous courses. Enrollment is limited to Ed.S. students.

7982. M.Ed. Comprehensive Exam for Childhood Education (0). Pr., departmental approval (alternative master's candidates only). Comprehensive examination covering material from professional courses.

8992. Thesis in Childhood Education (6). Pr., graduate standing. Candidates will prepare a theoretical thesis formulated from research conducted in their classroom or other educational setting. The method(s) of inquiry will be selected based on a review of current literature.

Early Childhood Education (ECHE)

6203. Families and Communities (3). Pr., Graduate standing. This course focuses on diverse needs of the child in family, school, and community. Diverse cultures, abilities, language and communication including English as a Second Language in the early childhood environment and other community institutions are addressed.

6213. Literacy Instruction for Young Children (3). Pr., Graduate standing. This course is designed for graduate students interested in (1) language and literacy development, and (2) teaching reading/writing to young English Language Learners. This course will provide a critical examination of how to help children read and write.

6403. Curriculum and Teaching Preschool (3). Pr., graduate standing. Advanced study of early childhood education with emphasis on the role of the teacher and the preschool curriculum. Extensive field experiences provided for alternative students.

6423. Developmental Processes (3). Pr., graduate standing. Review and interpretation of substantive areas of child development especially for infants and toddlers. Emphasis on establishing a developmentally appropriate curriculum and environment. Extensive field experiences provided for alternative students.

6433. Trends in Early Childhood Education (3). Pr., graduate standing. Developments, issues and trends in early childhood education programs.

6914. Preschool Practicum (3). Co-requisite, ECHE 6403. Supervised experiences in applying skills, concepts, values and principles acquired in ECHE 6403 – Curriculum and Teaching Preschool.

6924. Professional Internship in Early Childhood Education (6). Pr., Admission to the Professional Internship and Department approval. Study of early childhood education with an emphasis on the teacher and the pre- primary curriculum. Developmentally appropriate practices in the language arts, mathematics, science, social studies, and health and physical education are included in this clinical experience.

7513. Foundations of Educational Research in Language Arts I (3). Pr., departmental approval. Review, analysis, and interpretation of available research with emphasis on research into trends within the field of early childhood language arts education.

7514. Quantitative Research in Language Arts II (3). Pr., FNDS 6650. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing quantitative research dealing with teaching methods and strategies of early childhood language arts education.

7515. Qualitative Research in Language Arts III (3). Pr., ECEL 7553. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with curriculum trends, issues and problems in early childhood language arts education.

7516. Current Issues & Research in Language Arts IV (3). Review, analysis and interpretation of research leading to development and implementation of a quantitative or qualitative research study in early childhood language arts.

7523. Foundations of Educational Research in Mathematics I (3). Pr., departmental approval. Review, analysis, and interpretation of available research with emphasis on research into trends within the field of early childhood mathematics education.

7524. Quantitative Research in Mathematics II (3). Pr., FNDS 6650. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with teaching methods and strategies for early childhood mathematics education.

7525. Qualitative Research in Mathematics III (3). Pr., ECEL 7553. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with curriculum trends, issues and problems in early childhood mathematics education.

7526. Current Issue & Trends in Mathematics IV (3). Pr., ECHE 7524. Review, analysis and interpretation of available research in mathematics education leading to the development and implementation of a quantitative or qualitative research study in early childhood mathematics education.

7533. Foundations of Educational Research in Social Studies I (3). Pr., departmental approval. Review, analysis, and interpretation of available research with emphasis on research into trends within the field of early childhood social studies education.

7534. Quantitative Research in Social Studies II (3). Pr., FNDS 6650. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing quantitative research dealing with teaching methods of strategies for early childhood social studies education.

7535. Qualitative Research in Social Studies III (3). Pr., ECHE 7553. Review, analysis and interpretation of available research with emphasis on reading, interpreting and designing qualitative research dealing with curriculum trends, issues and problems in early childhood social studies education.

7536. Current Issue & Trends in Social Studies IV (3). Pr., ECHE 7534. Review, analysis and interpretation of available research in social studies education leading to the development and implementation of a quantitative or qualitative research study in early childhood social studies education.

7543. Foundations of Educational Research in Science I (3). Pr., departmental approval. Review, analysis, and interpretation of available research with emphasis on research into trends within the field of early childhood science education.

7544. Quantitative Research in Science II (3). Pr., FNDS 6650. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing quantitative research dealing with teaching methods and strategies for early childhood science education.

7545. Qualitative Research in Science III (3). Pr., ECEL 7553. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with curriculum trends, issues and problems in early childhood science education.

7546. Current Issue & Trends in Science IV (3). Pr., ECHE 7544. Review, analysis and interpretation of available research in science education leading to the development and implementation of a quantitative or qualitative research study in early childhood science education.

7982. Master's Comprehensive Examination for Early Childhood (0). Pr., departmental approval. Comprehensive examination covering material from professional courses.

8982. Education Specialist Comprehensive Exam for Early Childhood (0). Pr., departmental approval. Comprehensive examination covering material from professional courses.

Elementary Education (ELEM)

6000. Teaching Creative Arts (3). A cross content approach will be used to emphasize the value of arts integration in the elementary classroom. Multiple techniques and media will be used to ensure that the integration of the four art disciplines will result in meaningful lessons and authentic learning experiences.

6513. Curriculum and Teaching Language Arts (3). A critical study of teaching practices and reappraisal of selected experiences and content for curriculum improvement in language arts. Extensive field experiences provided for alternative students.

6523. Curriculum and Teaching Elementary Mathematics (3). A critical study of teaching practices and reappraisal of selected experiences and content for curriculum improvement in mathematics. Extensive field experiences provided for alternative students.

6533. Curriculum and Teaching Elementary Social Studies (3). A critical study of teaching practices and reappraisal of selected experiences and content for curriculum improvement in social studies. Extensive field experiences provided for alternative students.

6543. Curriculum and Teaching Elementary Science (3). A critical study of teaching practices and reappraisal of selected experiences and content for curriculum improvement in science. Extensive field experiences provided for alternative students.

7513. Foundations of Educational Research in Language Arts I (3). Pr., departmental approval. Review, analysis, and interpretation of available research with emphasis on research into trends within the field of elementary language arts education.

7514. Quantitative Research in Language Arts II (3). Pr., FNDS 6650. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing quantitative research dealing with teaching methods and strategies for elementary language arts education.

7515. Qualitative Research in Language Arts III (3). Pr., ECEL 7553. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with curriculum trends, issues, and problems in elementary language arts education.

7516. Current Issue & Trends in Language Arts IV(3).Pr.,ELEM7514. Review, analysis and interpretation of available research in language arts education leading to the development and implementation of a quantitative or qualitative research study in elementary language arts education.

7523. Foundations of Educational Research in Mathematics I (3). Pr., departmental approval. Review, analysis, and interpretation of available research with emphasis on research into trends within the field of elementary mathematics education.

7524. Quantitative Research in Mathematics II (3). Pr., FNDS 6650. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing quantitative research dealing with teaching methods and strategies for elementary mathematics education.

7525. Qualitative Research in Mathematics III (3). Pr., ECEL 7553. Review, analysis and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with curriculum trends, issues, and problems in elementary mathematics education.

7526. Current Issues & Research in Mathematics IV (3). Pr., ELEM 7524. Review, analysis and interpretation of available research in mathematics education leading to the development and implementation of quantitative or qualitative research study in elementary mathematics education.

7533. Foundations of Educational Research in Social Studies I (3). Pr., departmental approval. Review, analysis, and interpretation of available research with emphasis on research into trends within the field of elementary social studies education.

7534. Quantitative Research in Social Studies II (3). Pr., FNDS 6650. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing quantitative research dealing with teaching methods and strategies for elementary social studies education.

7535. Qualitative Research in Social Studies III (3). Pr., ECEL 7553. Review, analysis and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with curriculum trends, issues, and problems in elementary social studies education.

7536. Current Issue & Trends in Social Studies IV (3). Pr., ECEL 7553. Review, analysis and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with curriculum trends, issues, and problems in elementary social studies education.

7543. Foundations of Educational Research in Science I (3). Pr., departmental approval. Review, analysis, and interpretation of available research with emphasis on research into trends within the field of elementary science education.

7544. Quantitative Research in Science II (3). Pr., FNDS 6650. Review, analysis, and interpretation of available research with emphasis on reading, interpreting, and designing quantitative research dealing with teaching methods and strategies for elementary science education.

7545. Qualitative Research in Science III (3). Pr., ECEL 7553. Review, analysis and interpretation of available research with emphasis on reading, interpreting, and designing qualitative research dealing with curriculum trends, issues, and problems in elementary science education.

7546. Current Issue & Trends in Science IV (3). Pr., ELEM 7544. Review, analysis and interpretation of research leading to development and implementation of quantitative or qualitative research study in elementary science.

7982. Master's Comprehensive Examination for Elementary Education (0). Pr., departmental approval. Comprehensive examination covering material from professional courses.

8982. Education Specialist Comprehensive Exam for Elementary Education (0). Pr., departmental approval. Comprehensive examination covering material from professional courses.

Reading Education (READ)

6253. Curriculum and Teaching Reading I (3). Pr., alternative students only, must be taken concurrently with READ 6254. An introduction to the teaching of reading. This course focuses on beginning reading acquisition and instruction and is designed for students who have not had reading education courses at the undergraduate-level.

6254. Curriculum and Teaching Reading II (3). Pr., alternative students only, must be taken concurrently with READ 6253. A critical study of the teaching of reading. This course focuses on expanding reading acquisition and instruction and is designed for students who have not had undergraduate reading education classes. Extensive field experiences will be provided.

6255. Advanced Curriculum and Teaching Reading (3). This course is designed for teachers who have had undergraduate reading education courses and who wish to deepen their understanding of reading processes and reading instruction. It provides a critical study in theory, reading acquisition, assessment, and instruction.

6353. Teaching Reading with Children's Books (3). Pr., graduate standing. Emphasizes a literature approach to the teaching of reading. Examines a wide variety of reading materials and media. Extensive field experiences provided for alternative students.

6400. Historical and Current Trends in Reading (3). Pr., graduate standing. The history of reading instruction as well as current issues and trends are discussed. This course provides students with an understanding of the role of research in developing methods and strategies for teaching reading.

6553. Assessment and Intervention in Reading Instruction (3). Assessment and instruction designed for students of all ages who are experiencing reading difficulties is discussed. Data from multiple assessments are used to implement instruction for a case study.

6563. Content Area Literacy (3). Effective reading instruction in the content areas discussed. Emphasis on materials and techniques of critical reading skills relating to content areas.

6914. Practicum in Reading (3). Pr., departmental approval. Opportunity to apply the knowledge gained from reading education course work. Emphasis on providing literacy service to students in reading intervention programs at a variety of levels.

6915. Practicum in Reading II (3). Pr., departmental approval. Opportunity to apply the knowledge gained from reading education course work. Emphasis on providing literacy service to students in reading intervention programs at a variety of levels.

6924. Organization and Supervision of Reading Programs (3). Pr., departmental approval. Provides supervised experiences for advanced reading students in applying knowledge acquired in previous courses. Students are involved in a mentoring relationship with other teachers in a reading program.

7982. Master's Comprehensive Examination for Reading Teachers (0). Pr., departmental approval. Comprehensive examination covering material from professional courses.

General Education (EDUC)

6972. Workshop in Education (1-6). Pr., graduate standing. Workshop experiences in education. May be taught concurrently with EDUC4972.

Foundations of Education (FNDS)

6000. Historical and Philosophical Foundations of Education (3). Analysis and interpretation of the interaction of historical, philosophical and sociological considerations affecting education in a modern society.

6170. Advanced Educational Psychology (3). An in-depth analysis of the psychological bases of learning. Particular emphasis on the development and modification of cognitive and affective behavior. A field experience is required.

6200. Principles of Teaching in the Elementary Classroom (3). Pr., Graduate standing. This course provides the elementary education candidate with experiences leading to the development of values, confidence, assertiveness skills, and decision-making skills in classroom management. Candidates develop a comprehensive management plan for first year teaching. Includes field experience.

6300. Education in Culturally Diverse Environments (3). Effective teaching in multicultural and diverse environments. Includes content and strategies in classroom management, curriculum and instructional techniques for elementary, middle school and secondary teachers.

6310. The Urban and Rural Educator: Pathways for Championing Student Success (3). Pr., Graduate standing. This course is designed to embrace students' comprehension of urban/rural schooling with particular attention to the following: 1) relationship between the urban context and educational policies and practices in urban/rural schools; 2) along with a service learning component in urban/rural schools, the historical, socioeconomic, and political factors influencing urban education; and 3) the distribution of opportunity in cities and their schools; and effective pedagogical and organizational practices that close the achievement gap, including multicultural education, the development of positive school cultures and the use of community services and resources.

6320. Multicultural Education: Addressing Prejudice and Discrimination (3). Pr., Graduate standing. Introduction to the social and cognitive foundations of stereotyping, prejudice, and discrimination and how these biases effect education. The focus will be on awareness of why prejudice develops and its pervasiveness in the educational community.

6610. Research in Education (3). A basic research course designed to evaluate research design, methods and experimentation in education and related areas.

6650. Applied Educational Statistics (3). An introductory statistics course for graduate students in education. Emphasis on fundamental statistical concepts.

6800. Measurement and Evaluation (3). Methods, procedures and evaluative instruments for determining teaching effectiveness, pupil learning, and attainment of educational goals in cognitive, psychomotor and affective areas. May be taught concurrently with FNDS 4800.

6902. Studies in Educational Foundations (1-3). Supervised independent study of issues, problems and trends affecting educational theorizing and practice. Emphasis on application of knowledge from social sciences to predict and resolve educational problems. Maximum credit 3 hours.

6914. Practicum in Education (1-3). Independent (directed) field experience during internship. May also be taught as an independent (study) practicum course (1-3 hours) in the traditional master program.

6952. Seminar in Foundations (3-9). An analysis of selected topics in the secondary education area of specialization in foundations of education. Maximum credit 9 hours.

7650. Advanced Applied Educational Statistics (3). This course provides a fundamental understanding of educational statistics and enhances the ability to perform essential statistical analysis and interpretation in a variety of experimental situations for program and services evaluation.

7982. M.Ed. Comprehensive Examination (0). A comprehensive exam to evaluate graduate study.

Secondary Education (SCED)

6000. Principles of Teaching in Diverse Environments (3). Pr., graduate standing. An introduction to basic principles of teaching, including planning, classroom environments and relationship skills; teaching strategies for diverse student abilities; multicultural education; professionalism; and classroom management and discipline. Field experiences required. May be taught concurrently with SCED 4000.

6050. Classroom Management and Teaching Middle and Secondary Schools (3). Pr., graduate standing, SCED 6000. Instructional methods, the learning process and evaluation of learning in middle and secondary school settings; theory and application of curriculum development for various academic disciplines. Field experiences required. May be taught concurrently with SCED 4050.

6100. Teaching Methods in ELA (3). Pr., graduate standing, SCED 6000 and SCED 6050. Required for all students teaching secondary language arts. Provides specific instructional strategies and techniques. Includes a review of curriculum standards and assessment strategies for the discipline. Field experiences required. May be taught concurrently with SCED 4100.

6110. Teaching Methods in Mathematics (3). Pr., graduate standing, SCED 6000 and SCED 6050. Required for all students teaching secondary mathematics. Provides specific instructional strategies and techniques. Includes a review of curriculum standards and assessment strategies for the discipline. Field experiences required. May be taught concurrently with SCED 4110.

6120. Teaching Methods for Middle School (3). Pr., graduate standing, SCED 6000 and SCED 6050. Required for all students seeking middle school certification. Addresses specific techniques for teaching middle school: teaming, interdisciplinary themes and units, exploratory courses and advisor/advisee programs. Includes middle school philosophy and field experiences. May be taught concurrently with SCED 4120.

6130. Teaching Methods in Secondary Science (3). Pr., graduate standing, SCED 6000 and SCED 6050. Required for all students teaching secondary science. Provides specific instructional strategies and techniques. Includes review of curriculum standards and assessment strategies for the discipline. Field experiences required. May be taught concurrently with SCED 4130.

6140. Teaching Methods in Social Science (3). Pr., graduate standing, SCED 6000 and SCED 6050. Required for all students teaching secondary social science education. Provides specific instructional strategies and techniques. Includes a review of curriculum standards and assessment strategies. Field experiences required. May be taught concurrently with SCED 4140.

6152. Teaching Methods for Art (3). Pr., graduate standing, SCED 6000 and SCED 6050. Required for all students teaching art. Provides specific instructional strategies and techniques. Includes a review of curriculum standards and assessment strategies. Field experiences required. May be taught concurrently with SCED 4152.

6520. Curriculum and Teaching in Area of Specialization (3). Pr., graduate standing. A critical study of teaching practices and reappraisal of selecting experiences and content for curriculum improvement.

6540. Evaluation of Program in Area of Specialty (3). 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.

6570. Advanced Instructional Strategies (3). Pr., graduate standing. A theory-practice course designed for in-service teachers committed to a serious examination of their teaching practices. Co-equal emphasis on theory and practice.

6610. Research in Education (3). Pr., graduate standing. A basic research course designed to evaluate research design, methods and experimentation in education and related areas.

6902. Studies in Education (1-3). Pr., graduate standing. Independent study in major area to be selected in consultation with the professor who will supervise the study. Maximum credit 3 hours.

6914. Practicum in Secondary Education (1-3). Pr., graduate standing. Independent study in major area to be selected in consultation with the professor who will supervise the study. Maximum credit 3 hours.

6924. Internship in the Secondary Education (1-6). Pr., graduate standing, departmental approval. Independent (directed) field experience during internship. This course may be taught concurrently with SCED 4914.

6952. Seminar (1-3). Pr., graduate standing. An analysis of selected topics in area of specialization. Maximum credit 3 hours.

7982. Master's Comprehensive Exam (0). Pr., graduate standing. A comprehensive exam to evaluate graduate study.

7992. Master's Thesis (3). Pr., graduate standing, departmental approval, FNDS 6610. The thesis is a formal research project in the area of exercise science or physical education.

Kinesiology

Physical Education and Exercise Science (PHED)

6003. Advanced Exercise Physiology (3). Pr., PHED 4003 or PE 400, undergraduate Exercise Physiology. An advanced study of exercise physiology as it relates to human movement. May be taught concurrently with PHED 4003.

6013. Advanced Exercise Pathophysiology (3). Pr., PHED 4003 or PE 400, undergraduate Exercise Physiology. Emphasizes the theories, programming and procedures in rehabilitating those with cardiovascular disease. Students acquire academic and practical experience in exercise and therapeutic exercise prescriptions. May be taught concurrently with PHED 4013.

6020. Elementary Methods in Physical Education (3). Provides an in-depth study of current research, issues and trends in elementary physical education. Research is conducted in these areas to ascertain the best current practices available.

6030. Advanced Methods of Teaching Physical Education (3). Provides an in-depth study of instructional methods, the learning process, evaluation, curriculum trends and factors impacting the physical education program. May be taught concurrently with PHED 4030.

6040. Principles of Neuromotor Education (3). Pr., Graduate standing. Overview of causes, symptoms, and remediation exercises for learning difficulties related to neuromotor immaturity. Immaturity in vestibular and proprioceptive systems, retained primitive reflexes, ability to cross mid-line, and core strength all affect sensory processing, cognitive ability, behavior and physical abilities.

6043. Advanced Kinesiology (3). An advanced course in the study of human motion. Biomechanics related to sport and exercise emphasized. May be taught concurrently with PHED 4043.

6044. Advanced Biomechanics of Human Movement (3). Study of the mechanical laws and principles that govern human movement and their application to activities of daily living, fitness, sport and rehabilitation.

6050. Advanced Motor Development (3). Pr., graduate standing. Measurement, evaluation and neurological structure of the human organism. Researching the motor learning aspect of the development of motor skills is an integral component of the course. May be taught concurrently with PHED 4050.

6100. General Medical Conditions (2). Pr. BIOL 2100 and BIOL 2101, graduate standing. An examination of assessment and management techniques of general medical conditions and pharmacological principles in physically active populations.

6103. Concepts of Athletic Training (3). Pr., BIOL 2100 and BIOL 2101, graduate standing. Designed to guide student in organizing and administering an athletic training program in public school settings. Emphasis placed on physical fitness, nutrition, anatomy, biomechanics of sport injury, injury prevention, care, and rehabilitation.

6104. Clinical Education I (2). Pr. BIOL 2100 and BIOL 2101, graduate standing. Course will review and evaluate clinical proficiencies required by the National Athletic Trainers' Association for certification and our professional accreditation through CAATE. Students will perform four case studies that utilize EBP searches to inform their practice with certain injured patients.

6110. Prevention and Health Promotion in AT (2). Pr. BIOL 2100 and BIOL 2101, graduate standing. General nutrition, prevention and health promotion concepts, and psychosocial and mental health aspects in athletic training.

6113. Therapeutic Modalities (3). Pr. BIOL 2100 and BIOL 2101, graduate standing. This course addresses the techniques and effects of physical agents such as thermal, ultrasound, biofeedback, diathermy, compression, hydrotherapy, and electrical stimulation, as treatment and/or facilitator.

6114. Clinical Education II (2). Pr. BIOL 2100 and BIOL 2101, graduate standing. Course reviews and evaluates clinical proficiencies required by the National Athletic Trainers' Association for certification and our professional accreditation through CAATE. Students will perform four case studies utilizing EBP searches to inform their practice with current injured patient.

6120. AT admin and Professional Development (3). Pr. BIOL 2100 and BIOL 2101, graduate standing. Focuses on professional management and administrative issues in athletic training including planning, designing, development, organization, implementation, direction, and evaluation of health care program. Discusses current issues in athletic training related to professional conduct and practice.

6123. Orthopedic Assessment I (4). Pr. BIOL 2100 and BIOL 2101, graduate standing. Course deals with anatomy and signs and symptoms of injuries. Specific orthopedic tests used when assessing athletic injuries and conditions of the lower extremity and abdomen.

6124. Clinical Education III (2). Pr. BIOL 2100 and BIOL 2101, graduate standing. Reviews and evaluates clinical proficiencies required by the National Athletic Trainers' Association for certification and our professional accreditation through CAATE. Students will perform four case studies that utilize EBP searches to inform their practice with current injured patient.

6133. Orthopedic Assessment II (4). Pr. BIOL 2100 and BIOL 2101, graduate standing. Deals with anatomy and the signs and symptoms of injuries. Specific orthopedic tests used when assessing athletic injuries and conditions in the upper extremity and spine.

6134. Clinical Education IV (2). Pr. BIOL 2100 and BIOL 2101, graduate standing. Course will review and evaluate clinical proficiencies required by the National Athletic Trainers' Association for certification and our professional accreditation through CAATE. Students will perform four case studies that utilize EBP searches to inform practice with current injured patient.

6143. Therapeutic Exercise (3). Pr. BIOL 2100 and BIOL 2101, graduate standing. Course is a study of basic theories and therapeutic application of exercise. Emphasis is given to the principles of therapeutic exercise and in the appropriate use of related equipment.

6144. Clinical Education V (2). Pr. BIOL 2100 and BIOL 2101, graduate standing. Course will review and evaluate clinical proficiencies required by the National Athletic Trainers' Association for certification and our professional accreditation through CAAATE. Students will perform four case studies that utilize EBP searches to inform practice with current injured patient.

6160. Advanced Adapted Physical Education (3). Development of adapted programs to meet the needs of children with exceptionalities. Identification and diagnosis of various discrepancies also included. May be taught concurrently with PHED 4160.

6183. Advanced Measurement and Evaluation (3). Elements of measurement and evaluation as they relate to research design, statistics and fundamentals of exercise testing. May be taught concurrently with PHED 4183.

6200. Organization and Administration of Sports and Physical Education (3). A course designed to study the organizational and administrative duties associated with sports and physical education.

6230. Advanced Principles of Strength and Conditioning (3). Scientific basis for exercise training, conditioning and coaching-related variables.

6240. Advanced Metabolism and Function of Nutrients I (3). Pr., Graduate standing. In-depth look at human nutrition and functions, digestion/absorption, interrelationships, and cellular metabolism of the macro nutrients. Will discuss subsequent role of macronutrients in maintaining optimal health, preventing disease, and contributions to exercise and sport.

6243. Advanced Exercise Prescription (3). Principles of exercise prescription as they relate to normal and special populations. May be taught concurrently with PHED 4153.

6250. Nutritional Basis of Exercise (3). 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. May be taught concurrently with PHED 4250.

6260. Consumer Health (3). Principles related to 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.

6270. Advanced Sociology of Sport and Physical Activity (3). Introduces the sociological aspects of sport and physical activity. Attention given to the role of sport in connection with other spheres of social life such as family, education, politics and the media.

6280. Advanced Metabolism and Function of Nutrients II (3). Pr., Graduate Standing. In-depth look at human nutrition and the functions, digestion/absorption, interrelationships, and cellular metabolism of micro-nutrients. Will examine nutrient requirements, nutritional status assessment, and role micronutrients and water play in wellness, disease prevention and athletic performance.

6310. Ethics in Sport (3). A course designed to promote critical examination of ethical issues and moral dilemmas inherent in sport and physical education.

6320. Adapted Physical Education (3). Prepares students to recognize the physiological discrepancies that affect motor learning. Students required to analyze selected diagnostic instruments. May be taught concurrently with PHED 4320.

6330. Sport Marketing (3). A course designed for students to acquire an understanding of the unique concepts and theories associated with sport marketing.

6340. Risk Management and Legal Issues in Sport and Physical Education (3). Provides graduate students with an in-depth study of risk management and legal issues facing sport managers and physical education teachers.

6350. Sport Facility Planning & Construction (3). Provides graduate students an overview of the fundamentals of planning, design, and construction of physical education, recreation, and sport facilities.

6360. Advanced Sport Finance (3). This course will apply economic principles to professional, collegiate, and high school sports programs. It will also provide the student with practical background knowledge of the general principles in financial management.

6363. Advanced Emergency Medical Care (3). Provides professional rescuer skills (BLS, firstaid, advanced care). Injury and disease prevention emphasized in conjunction with practical skills and teaching experiences. May be taught concurrently with PHED 4363.

6370. Advanced Sport Sales and Promotion (3). A critical examination of theory and practice related to sales and promotion in sport and physical education.

6380. Leadership in Sport Organizations (3). The purpose of this course is to study leadership theory as it applies to sport organizations.

6383. Advanced Athletic Training (3). Current practices in sports medicine, including practical experience in training athletes and preventing and treating sport injuries. May be taught concurrently with PHED 4383.

6390. Governance in Sport (3). This course will introduce students to principles of organizational structure, function, and governance in the professional, collegiate, high school, and community sport programs. It will also provide the student with knowledge of management, social responsibility, policies, procedures, and hierarchical structure of these sport organizations.

6450. Sports Economics (3). Pr., PHED 6360. This course will apply economic principles to selected aspects of professional and collegiate sports and sport leagues. It is intended to help students understand the business side of sports, how economics impact managerial decision making, and how it affects the games seen at the stadium or in the arena.

6610. Research Methods Kinesiology (3). Introduction to reading, evaluating, conduction, writing, and presenting research in kinesiology.

6800. Psychology of Coaching (3). Introduces and evaluates the psychological aspects of teaching and coaching. Emphasis on the psychological preparation of the individual athlete and team cohesiveness. May be taught concurrently with PHED 4280.

6914. Practicum in Physical Education and Exercise Science. (1-3). Independent (directed) field experience during internship. This course may be taught concurrently with PHED 4914.

6924. Internship in Physical Education (3-9). Pr., departmental approval. An internship for graduate students to gain or improve their knowledge and abilities related to teaching physical education.

6944. Professional Leadership (3). Pr., departmental approval. Provides the graduate student the opportunity to gain knowledge and professional experience in program development, supervision, and leadership. May be taught concurrently with PHED 4944.

6954. Internship in Sport Management (Non-cert) (0-6). Pr., admission to internship. The student will be placed in a professional setting designed to meet his/her career goals and desires.

6964. Professional Internship in Sport Management (Cert.) (0-6). Pr., admission to internship. The student will be placed in a professional setting designed to meet his/her career goals and desires.

6972. Problems and Issues (3). Pr., departmental approval. Research of current problems and issues in physical education or exercise science.

6985. Athletic Training Capstone (2). Pr. BIOL 2100 and BIOL 2101, graduate standing. Course to develop mastery and integration of skills and competencies gained through clinical experience and scholarly activity.

7914. Advanced Practicum in Physical Education, Exercise Science and Sport Management (3-6). Pr., department approval. Advanced practical experiences in professional settings related to physical education, exercise science and sport management.

7915. Advanced Practicum in Physical Education or Exercise Science (3-6). Pr., departmental approval. Advanced practical experiences in professional settings related to physical education or exercise science.

7982. Master's Comprehensive Exam (0). A comprehensive exam to evaluate graduate study.

7983. Health and Fitness Test (0). Co-req. PHED 6924 or PHED 6954. Students registered in any area of internship are required to take and pass the Health and Fitness Assessment to be eligible to graduate. Students must pass all areas of the test in order to receive a score of "S". Failure to pass all portions of the test will result in a "U" for the course.

7985. Non-Thesis Project (3). Pr., FNDS 6610 or FED 661. A course for the non-thesis major to develop a comprehensive research project.

7992. Master's Thesis (4). Pr., FNDS 6610 or FED 661. Formal research project in the area of exercise science or physical education.

8982. Education Specialist Comprehensive Exam (0). Pr., departmental approval. Comprehensive exam to evaluate advanced graduate study.

College of Liberal Arts and Social Sciences

Dr. Andrew McMichael, Dean

Faculty:

Anthropology

Associate Professor Pyszka (Chair)

Communication and Theatre

Professors Seibel, M. Winkelman and V. Winkelman
Associate Professors Killmeier (Chair), and Gamble
Assistant Professor Kim

Criminal Justice

Professor Ioimo (Chair)
Associate Professors Chon, Kaur, and Pelfrey
Assistant Professors McNett, Napper, and Stives

Economics

Professors Clark, Ligeon (Chair), and Moore
Associate Professors Francisco, Lan, and Runco
Visiting Assistant Professor Roy Choudhury

English and Philosophy

Professors Evans, Harris-Fain, Kelley, and Sterling
Associate Professors Aaij, Cobb, Havard (Chair), S. Howard, Klevay, Mina, and Reno
Assistant Professors Toland-Dix and Witcher
Senior Lecturer Fowler
Lecturers Gray, and Harrison

Fine Arts

Associate Professors Fenn (Chair), Ghodke, Hairstans, Slipp, and Whatley
Lecturers Gilbertson and Veronese

History and World Languages and Cultures

Professors Burger, Farrow (Chair), Gish, Severance, Simmons, Wells, and Zhai

Political Science and Public Administration

Professors Cortell (Chair) and Kalu
Associate Professor Hughes
Assistant Professors Bark, Brooks, and N. Howard

Sociology

Professors Brackett (Associate Dean) and Tang
Associate Professors Feltmate and Lehman

Programs:

Master of Liberal Arts

Master of Science in Applied Economics

Master of Science in Homeland Security and Emergency Management

Master of Science in Criminal Justice

Master of Science in Political Science

Master of Science in Public Administration

Ph.D. in Public Administration and Public Policy

Graduate courses may also be taken in the following areas:

- Anthropology
- Economics
- Fine Arts
- Statistics for Business and Economics
- Sociology

The MLA Degree

The Master of Liberal Arts degree is designed for students seeking intellectual challenge and an exploration in a variety of current and classical ideas and themes through the disciplines within the liberal arts. The program prepares its students for a wide variety of jobs, from teaching in community colleges to museum and archival occupations. An interdisciplinary program, the MLA allows students to learn about ideas and concepts within Literature, Composition, History, Art History, Communication, Philosophy, Sociology, and Theatre. Following a wide-ranging survey of developments in culture and society, the student builds a focused array of course work leading to a specific project; students can take additional coursework rather than write a thesis. Throughout the MLA curriculum, students are challenged to write on diverse topics, thus sharpening their critical thinking, analytical, and scholarly research skills.

The Master of Liberal Arts degree can enhance any student's effectiveness in a career, regardless of profession, in addition to providing opportunities for intellectual growth and job opportunities.

Graduate Study Requirements

The program is open to college graduates from any field who have demonstrated the capability to undertake graduate study. All students entering the MLA program, regardless of their undergraduate major, start their graduate studies immediately. No one has to take any undergraduate courses. Applicants must submit official undergraduate degree transcripts. The GRE or MAT is waived for students who already have earned a graduate degree. Students with a 2.75 minimum GPA in their undergraduate career or their last 60 credit hours are admitted provisionally before taking the test; they must take the test within their first semester of graduate study to be fully admitted and to remain in the program. Probationary students, who earn between a 900-959 score on the admission formula, must maintain a 3.0 GPA in their first 12 hours of graduate study in order to continue with the program.

The 30-hour MLA program includes three required online core courses that establish a basis for interdisciplinary study. Students choose six additional courses from the graduate courses offered in particular disciplines in liberal arts to explore their individual area of concern. The degree may culminate with a thesis and thesis defense. However, the thesis is optional; students may elect to do additional coursework to substitute for a thesis.

MLA students may consider the 15-credit hour interdisciplinary graduate certificate program Auburn University at Montgomery offers in Museum Studies. It combines education in traditional academic subjects, focused on the student's particular area of interest, together with coursework in museum history, theory, and practice, historical research methods, and practical museum field experience via an internship. The Museum Studies Certificate program provides students with an opportunity to gain an understanding of

how museums and collecting institutions work and gives them the necessary “real world” experience they need to find good jobs in a variety of cultural fields and museum positions.

A “B” (3.0) GPA is required for graduation. A full-time course load is six (6) hours per semester. Course loads in excess of 12 hours must be approved by the Dean of the College of Liberal Arts and Social Sciences. All requirements for the MLA degree must be completed within seven calendar years from the date the student begins graduate study. Students may apply for a time extension to complete their work. These students must submit the Time Extension Form in which they explain the reason why they have not yet completed their thesis. The form must be approved by the MLA Coordinator, the Dean of the College of Liberal Arts and Social Sciences, and the Associate Provost for Graduate Studies. Decisions are made on an individual basis.

The Master of Liberal Arts Program

The Master of Liberal Arts degree requires 30 semester hours for students who write a thesis or 36 for students who choose not to write a thesis. The following nine (9) hours of course work are required, are offered online, and can be taken together or in any order.

Core Courses (MLAS)

6000. Research and Writing (3). Emphasizes interdisciplinary writing and introduces the student to library research at the graduate-level.

6010. Themes in Culture and Society I (3). Pr., graduate standing. 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.

6020. Themes in Culture & Society II (3). Pr., graduate standing. 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.

Other Courses (MLAS)

6100. Studies in Fine Arts (3). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Period and topic courses in fine arts; the exact emphasis specified at each course offering.

6150. Studies in Music (3). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Period and topic courses in music; the exact emphasis specified at each course offering.

6200. Studies in English (3). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Period or topic courses in English; the exact emphasis specified at each course offering.

6250. Studies in Philosophy (3). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Period or topic courses in philosophy; the exact emphasis specified at each course offering.

6300. Studies in History (3). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Period or topic courses in history; the exact emphasis specified at each course offering.

6400. Studies in International Studies (3). Pr., completion or concurrent enrollment in MLA 6010 or MLAS 6020 when offered. Period or topic courses in international studies; the exact emphasis specified at each course offering.

6500. Studies in Sociology (3). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Period or topic courses in sociology; the exact emphasis specified at each course offering.

6600. Studies in Theatre (3). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Period or topic courses in theatre; the exact emphasis specified at each course offering.

6650. Studies in Communication (3). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Period or topics courses in communication; the exact emphasis specified at each course offering.

6930. Directed Study in Liberal Arts (1-6). Pr., completion or concurrent enrollment in MLA 6010 or MLA 6020 when offered. Permission of M.L.A. coordinator and instructor.

6952. Thesis Seminar (1-2). Pr., completion of 21 hours in the M.L.A. program. A seminar for the development of a thesis topic, preliminary research on that topic and the writing of a thesis prospectus with bibliography.

6992. Thesis (1-3). Pr., completion of all other course work in the M.L.A. program and a 3.0 graduate GP on a 4.0 scale. The student will submit to the Liberal Arts Graduate Committee and defend 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 AUM offers graduate courses in anthropology, art, English, geography, history, philosophy, sociology, Spanish, theatre and world languages and cultures 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 approved for graduate credit are:

Anthropology (ANTH)

6902. Independent Study (1-3). Advanced independent reading and/or research in selected areas of anthropology.

6972. Advanced Special Topics in Anthropology (3). Intensive examination of selected topics of an anthropological perspective in a seminar setting. Topics announced prior to the beginning of each semester. May be repeated for a maximum of 6 hours.

Sociology (SOCL)

6000. Social Theory (3). 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.

6050. Sociology of Deviance (3). An advanced examination 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 examined.

6100. Minority Groups (3). 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 also analyzed.

6150. Population (3). An in-depth study that focuses on the effects of population structure and change in relation to social and environmental contexts. Includes a study of the techniques of demographical analysis, theories, sources of data, and the components of population change and population characteristics.

6200. Urban Sociology (3). The city in historical and contemporary contexts. Also the internal structure and functioning of the city, including ecological patterns, power arrangements, community institutions, minority group relations, class systems and demographic characteristics.

6250. Sociology of Religion (3). 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.

6300. Sociology of the Family (3). An advanced analysis of family systems in the United States, including their structural features, internal dynamics and current trends.

6350. Social Psychology (3). 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.

6400. Social Gerontology (3). Analysis of aging in American society from the perspective of the fields of biology, political science, economics, psychology and sociology. (Same as GERO 6400.)

6902. Independent Study in Sociology (6). Advanced independent reading and/or research in selected areas of sociology.

6972. Advanced Special Topic in Sociology (3). Intensive examination of selected topics from a sociological perspective in a seminar setting. Topics will be announced prior to the beginning of each semester. May be repeated for a maximum of 6 hours.

Theatre (THEA)

6310. The Dramatic Literature and Theatre History of the Western World I (3). Dramatic literature and theatre history from the rituals of ancient civilizations to the middle of the 19th century. May be taught concurrently with THEA 4310.

6320. The Dramatic Literature and Theatre History of the Western World II (3). Theatre history and dramatic literature from Ibsen to today. Deals extensively with the theatre of our day. May be taught concurrently with THEA 4320.

6852. Studies in Drama (1-3). 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 THEA 4852.

6902. Independent Study (1-3). Pr., permission of instructor. Advanced independent reading and/or research in selected areas of theatre.

6972. Selected Topics in Theatre (3). 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.

English (ENGL)

6000. Special Topics in Literature (3). Studies of literary works with a particular focus. The topic is announced at each scheduling of the course. May be repeated once when the topic varies.

6002. Introduction to Creative Writing (3). Pr., Graduate standing. In this course, students will gain a greater understanding of forms and techniques used in poetry, fiction, creative non-fiction, and playwriting as well as elements of the methodology of creative writing such as process and revision. Students also will improve their overall written expression both technically and stylistically. Graduate students will increase their previous familiarity with forms and techniques used in creative writing and build their skills towards a professional level.

6010. Poetry Writing Workshop (3). Workshop designed to help students become more accomplished writers of poetry and more insightful readers of the poetry.

6012. Topics in Creative Writing (3). Introduction to a specific genre of creative writing, such as children's literature, songwriting, science fiction, etc. Students write in the genre and become more insightful readers of the genre. May be repeated twice when topics vary.

6020. Fiction Writing Workshop (3). Introduction to writing and critiquing fiction. This course will be conducted primarily as a workshop, centered on discussion of original student writing in order to explore topics involved in creating good fiction.

6030. Pedagogy of Basic Writing (3). Study of theories of composition and application to basic writing instruction.

6040. Creative Nonfiction Workshop (3). Workshop designed to help students become more accomplished writers of creative fiction and more insightful readers of the genre.

6050. Studies in English Grammar (3). A survey of the structure and grammar of English, with particular attention to the usage of the language for teachers and writers.

6060. Theories of Composition (3). Study of style and its relationship to composition; methods for producing and teaching effective writing. May be offered concurrently with ENGL 4060.

6070. History of the English Language (3). 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 ENGL 4070.

6080. Literary Criticism (3). Advanced study of the history of critical theory from Aristotle to the present, emphasizing the evolution of aesthetic concepts predominant in the study of Western literature. May be offered concurrently with ENGL 4080.

6090. Writing across the Curriculum (3). Strategies and practice for incorporating writing into the learning process in all curricula. May be offered concurrently with ENGL 4090.

6100. Graduate Communication Skills (0-3). Pr., Graduate admission. This is a three-credit course for international graduate students who are starting their graduate studies. The course introduces integrated language, writing, and speaking instruction to help new graduate students develop academic literacy required for graduate-level work in an American university.

6102. Graduate Writing Studio (0-1). Pr., Graduate admission. This is a one-hour credit course that is designed around the writing projects graduate students are working on at the time of enrollment. The purpose is to offer individualized and intensive support for students working on their writing.

6110. Advanced Research Writing for Graduate Students (3). This is a three-hour credit course for graduate students in all academic fields. The course focuses on developing and enhancing advanced research writing skills required for graduate-level coursework, such as analytical and critical reading and writing skills, and evaluating academic sources.

6120. Writing in Material and Digital Spaces (3). Investigation and survey of locations, media, and tools used in public writing and rhetoric. May be offered concurrently with ENGL 4120.

6130. Studies in Mythology (3). 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 announced when the course is offered, investigating such topics as the hero, gender images or myth in film. May be offered concurrently with ENGL 4130.

6140. Multilingual Composition (3). Pr., Graduate standing. This seminar course will help current and future college writing instructors to develop a critical understanding of the various theories and approaches to teaching diverse populations of students.

6150. Pedagogy of Basic Writing (3). Study of theories of composition and application to basic writing instruction.

6160. Chaucer (3). 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 ENGL 4160.

6210. Poetry and Prose of the English Renaissance (3). The non-dramatic literature of the Tudor period, stressing the humanist poets and prose writers. The history of the period emphasized along with the stylistic and generic relationship between the Renaissance and modern literature. May be offered concurrently with ENGL 4210.

6240. Studies in Literature and Film (3). Pr., Graduate standing. A history of popular film in the U.S. from the rise of the American silent film through the films of the post-World War II era. Students become acquainted with the work and themes of some of America's significant film directors and major genres of American popular films.

6250. American Film History, 1914-1950 (3). Pr., graduate standing. A study of the plays of William Shakespeare. The topic will vary from semester to semester at the discretion of the instructor. May be offered concurrently with ENGL 4270.

6260. American Film History, 1950-present (3). Pr., graduate standing. A history of popular film in the U.S. from the early 1950s through the present. Students become acquainted with the work and themes of some of America's significant film directors and major genres of American popular film.

6270. Studies in Shakespeare (3). A study of the plays of William Shakespeare. The topic will vary from semester to semester at the discretion of the instructor. May be offered concurrently with ENGL 4270.

6310. Poetry and Prose of the Seventeenth Century (3). The non-dramatic literature of the 17th century, with an emphasis on the stylistic and generic contributions of John Milton, the Metaphysical poets and important prose writers. May be offered concurrently with ENGL 4310.

6360. The Bible as Literature (3). Historical-critical analysis of selected books from the Old Testament: their historical and social context, their composition and their meaning to their original audience. This course provides an in-depth literary study of the Bible. May be offered concurrently with ENGL 6360.

6370. Literature of the Old Testament (3). Historical-critical analyses of selected books from the Old Testament: What was their historical context, how were they composed, and what did they mean to their original audience? May be offered concurrently with ENGL 4370.

6410. Eighteenth-Century Prose and Poetry (3). 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 ENGL 4410.

6430. British Novel I (3). 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 ENGL 4430.

6510. The English Romantic Movement (3). 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 ENGL 4510.

6550. Victorian Poetry and Prose (3). 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 ENGL 4550.

6620. Jewish Literature of the Holocaust (3). Introduction to Jewish literature of the Holocaust with in-class writings on the perception of the Holocaust. May be offered concurrently with ENGL 4620.

6710. American Poetry (3). 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 ENGL 4710.

6730. American Novel (3). A study of major contributions to the genre; the focus announced at each scheduling of the course. May be offered concurrently with ENGL 4730.

6740. Studies in American Drama and Theatre (3). Topics in the history and major developments of American dramatic literature and the stage. May be repeated twice when the topics vary. May be offered concurrently with ENGL 4740.

6750. Women and Literature (3). A study of literary texts by and about women and an investigation of women's experiences in history and society. May be repeated twice when topics vary. May be offered concurrently with ENGL 4750.

6770. Studies in Southern Literature (3). Authors, works and literary movements associated with the American South, including Colonial writers, slavery and slave narratives, the Civil War, Southern Gothic, the Southern Renaissance or Southern women writers. May be offered concurrently with ENGL 4770. May be repeated once for credit when topics vary.

6780. Studies in Children's Literature (3). Theme, genre, narrative, character, popular reception, publishing history and other subjects relating to literature for young audiences. Seminar titles announced each time the course is scheduled. May be offered concurrently with ENGL 4780. May be repeated once for credit when topics vary.

6790. Ethnic Literature of the U.S. (3). A study of literary texts by and about ethnic writers in the United States to investigate minority experiences in American history and society. May be repeated twice when topics vary. May be offered concurrently with ENGL 4790.

6820. Studies in American Literature (3). Topics illustrating selected experiences, voices and themes of U.S. authors, including those describing ethnic identities and literary movements. Focus announced at each scheduling of course. May be repeated twice for credit when topics vary. May be offered concurrently with ENGL 4820.

6830. British and American Literature (3). Topics combining British and American literary works and examining themes, figures, movements or other phenomena that illustrate trans-Atlantic connections. Focus announced at each scheduling of course. May be repeated twice when topics vary. May be offered concurrently with ENGL 4830.

6840. Studies in Literary Form (3). Topics in the development and artistry of a particular genre or sub-genre, such as the essay, autobiography, letter, travel narrative, literary biography or diary and journal, as announced. May be offered concurrently with ENGL 4840. May be repeated twice for credit when topics vary.

6850. Studies in Drama (3). 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 ENGL 4850. May be repeated twice when topics vary.

6870. Studies in British Literature (3). Topics illustrating selected experiences, voices and themes of British authors, including literary movements. Focus varies with each course offering. May be repeated twice when the topics vary substantially. May be offered concurrently with ENGL 4825.

6880. Writing about Literature (3). Examines literature scholarship from a rhetorical perspective and offers strategies and practices for writing about literature in the classroom. May be offered concurrently with ENGL 4880.

6900. Independent Study (1-3). Pr., Graduate standing and Department head approval. Variable content as determined by faculty member outside of the classroom setting.

6913. Composition Teaching Practicum (3). Topics on the practice and theory of teaching college composition: rubrics/outcomes for grading, research on teaching writing, informational literacy standards, curriculum development, L2 writing, basic writing, and policies and procedures.

6924. Internship in Editing and Writing (1-6). Pr., ENGL 6050 or ENGL 6060 or ENGL 6070 or ENGL 6972 or ENGL 6973, departmental approval. On the job training in editing, word-processing, drafting or other duties of an assistant editor. The student's progress monitored by a supervising professor. May be offered concurrently with ENGL 4924.

6935. Directed Creative Writing (3). Pr., ENGL 6010 or ENGL 6020 or ENGL 6040 and permission of instructor. An advanced specialized creative writing course for students who have successfully completed ENGL 6010, ENGL 6020 or ENGL 6040. Students work individually or in small groups with the instructor on projects in poetry, fiction, or creative nonfiction. May be repeated twice when genres vary.

6972. Special Topics in Research and Writing (1-3). 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. Focus announced at each scheduling of course. May be repeated for credit once when topics vary.

6973. Editing and Editors (3). Editing in several styles for varied purposes. May, at faculty discretion, involve an internship or conferences with practicing editors. Emphasizes university press, trade book, feature magazine, and/or digital publishing. May be offered concurrently with ENGL 4973.

6975. Master's in Teaching Writing Thesis/Portfolio (3). Pr., Completion of core and elective requirements for M.T.W. Two-part capstone course is a partial fulfillment for the M.T.W. Part one: development of prospectus. Part two: writing of thesis and portfolio, submission to committee for approval, scheduling of oral defense of both thesis and portfolio.

6976. Certificate of Teaching Writing Portfolio (3). Pr., Completion of core courses for C.T.W.A capstone course in partial fulfillment of the Certificate of Teaching Writing. Includes development of portfolio, submission to committee for approval, and scheduling of defense of portfolio. Prerequisite: completion of all core courses for certificate in teaching writing.

Philosophy (PHIL)

6100. Moral Theory (3). This course examines philosophical questions about the nature of morality. Possible topics include: accounts of the origins of morality, the nature and justification of moral judgments, the implications of moral disagreement, and the relationship between religion and morality.

6110. God & Morality (3). This course involves a philosophical examination of the relationship between religion and morality. Issues to be discussed include the tenability of non-theistic explanations of morality, various theistic accounts of morality, and the relationship between theism and the meaningfulness of human life.

6150. Issues in Bioethics (3). An investigation of theoretical and practical ethical issues related to contemporary medical practices, including abortion, euthanasia, and the challenges posed by emerging biotechnologies.

6200. Philosophy of Religion (3). A broad survey of important concerns in the Philosophy of religion, including the acquisition of an adequate understanding of the classical theistic conception of God and a study of the challenge that evil raises for traditional theistic faith.

6230. Inklings: Literary Friendship, Fantasy and Philosophy (3). Advanced study of the writings of the "Inklings", a group of authors who worked in and around Oxford, England in the mid-twentieth century, including C. S. Lewis, J. R. R. Tolkien, Owen Barfield and Charles Williams.

6330. History of Modern Philosophy (3). A study of major figures in modern philosophy from Rene Descartes to Immanuel Kant. May be offered concurrently with PHIL 4330.

6900. Independent Study (1-3). Pr., Graduate standing and Department head approval. Variable content as determined by faculty member outside of the classroom setting.

6970. Topics in Philosophy (1-3). Instruction in specialized fields within philosophy, such as advanced scholarly projects. Focus varies with each course. May be repeated for credit twice when topics vary.

Fine Arts

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 chair, may focus on either one for thesis purposes. The Department of Fine Arts offers a Museum Studies Certificate as well. Teachers or prospective public school teachers who wish to earn the M.Ed. degree with certification in art N-K may pursue that program at AUM. See the graduate advisor in the College of Education and the 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 (VISU)

6000. Principles of 2D & 3D Design (3). Graduate Standing. Graduate-level course centered on performance based results surrounding the elements and principles of 2D & 3D Design.

6010. Non-Western Art Survey (3). Survey of tribal, pre-Columbian, Islamic, Indian and Far Eastern art. May be taught concurrently with the corresponding senior-level course.

6020. Italy Renaissance History (3). An analysis of the visual arts in Italy from the 14th through 16th centuries. May be taught concurrently with VISU 3020.

6030. Seventeenth and Eighteenth Century Art (3). An investigation beyond the survey level of Western painting, sculpture and architecture produced during the Baroque and Rococo periods. May be taught concurrently with the corresponding senior-level course.

6040. Nineteenth Century Art History (3). An investigation beyond the survey level of Western painting, sculpture and architecture from the late 18th through the 19th century. May be taught concurrently with the corresponding senior level course.

6050. American Art (3). A study beyond the survey level of the visual arts in America from the Colonial Era to the present. May be taught concurrently with corresponding senior level course.

6060. Art since 1945 (3). A study of international art since 1945 as well as themes and issues in contemporary art. May be taught concurrently with the corresponding senior level course.

6070. Women and the Arts (3). An exploration of the diverse roles women have played in the visual arts as subjects, patrons, and artists from antiquity to the present.

6090. Medieval Art (3). A study of the art and architecture of Western Europe and Byzantium from the Early Christian period through the Gothic era. May be taught concurrently with VISU 3090.

6100. The Artist in Film and Fiction (3). The proposed course examines the way in which visual artists have been (and currently are) depicted in film and fiction. The course will examine a wide range of material beginning with early films and 18th and 19th century stories and books.

6110. History of Photography (3). A survey of the history of photography from its invention in 1839 to the present day.

6212. Painting (3). Pr., Permission of Instructor. Graduate painting; optional problems and media. May be repeated for credit.

6600. Theory and Method of Museum Studies (3). A survey examining the relationship between people and the object; including the making, history, preservation, and interpretation of objects.

6610. Egyptian Art (3). An investigation of Egyptian art and architecture from the pre-dynastic period through the Roman occupation.

6620. Classical Art (3). An examination of art and architecture in the Classical World from the Bronze Age through the reign of Constantine the Great in relation to such topics as politics, religion, urbanization and empire building.

6630. Modern Art to 1945 (3). A survey of modern art from the first Impressionist Exhibition in 1874 to the end of World War II in 1945. May be taught concurrently with VISU 3630.

6640. Northern Renaissance Art (3). An exploration of painting, the graphic arts, and architecture in the Netherlands, Germany, and France ca. 1350-1550.

6650. Southern Art (3). "Southern Art" covers Colonial to Contemporary architecture, material culture, decorative arts, painting, photography, and sculpture of the American South, focusing especially on the arts of Alabama and African American art.

6902. Individual Studio Project (3). 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. May be taught concurrently with the corresponding senior level course.

6922. Art Internship (3). Internship in a museum or cultural organization with an approved sponsor under the direction of a supervising faculty member. Cannot be repeated for credit.

6972. Advanced Topics in Visual Arts (3). Pr., Permission of instructor, graduate standing. In-depth instruction and advanced research on a focus topic pertaining to art history or the visual arts. Topics will vary. May be repeated for credit twice on different topics.

History (HIST)

6010. The American South to 1865 (3). The growth and development of the distinctive political, economic, social, cultural and ideological patterns of the South from 1607 to 1865. Concurrent with HIST 4010.

6020. The American South since 1865 (3). 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. Concurrent with HIST 4020.

6030. History of American Slavery (3). A survey of slavery in America from its introduction to the Civil War, with particular attention to the social structure and lives of black Americans and slavery's impact upon community life, politics and culture. Concurrent with HIST 4030.

6040. African American History, 1865 (3). The experience of American blacks since the end of the Civil War, including Reconstruction and the Civil Rights movement. Concurrent with HIST 4040.

6050. The History of Alabama (3). A survey of the social, political and economic development of Alabama from the colonial era to the present. Concurrent with HIST 4050.

6080. American Intellectual History to 1865 (3). Perceptions, ideas and values in American culture from colonial times to the Civil War. Primary sources emphasized. Concurrent with HIST 4080.

6090. American Intellectual History since 1865 (3). Perceptions, ideas, and values in American culture since 1865 with a special emphasis on change and disruption. Primary sources emphasized. Concurrent with HIST 4090.

6120. History of Religion in America (3). A survey of the religious experience in America, including consideration of the variety of religious traditions and how developments in religion have affected society, politics and culture since Colonial times. Concurrent with HIST 4120.

6140. The History of American Business (3). A survey of the development of capitalist enterprise in the United States from the first European settlements to the present, including an examination of the impact of capitalist change upon society. Concurrent with HIST 4140.

6150. American Diplomatic History (3). A survey of the principal forces and factors bearing on the relationships between the United States and other countries, 1776–present. Concurrent with HIST 4150.

6160. American Military History (3). A survey of U.S. military policy, strategy and tactics from 1775 to the present. Concurrent with HIST 4160.

6190. American Historiography (3). The development of historical writing in the United States, with emphasis on how particular scholars and schools of thought have had an impact on the intellectual life of the nation. Concurrent with HIST 4190.

6230. Women in Medieval Society (3). Pr., junior standing. This course examines religious, political and social roles of women in the Middle Ages from about 500 to 1500. Course instruction will be lecture and discussion format; in-class essay exams, and analytical papers will evaluate students' performance. Concurrent with HIST 4230.

6240. Witchcraft and Magic Before 1700 (3). This course examines medieval, sixteenth and seventeenth century European witchcraft and magic in its social, political, religious, and legal context. Concurrent with HIST 4240.

6290. Non-American Historiography (3). 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 HIST 4290.

6320. The Reformation (3). Religious and political background of the Reformation, the Roman and German Churches, Martin Luther and the German Reformation, the French, Swiss and English Reformations, the Radical Reformation and the Catholic Reformation. Concurrent with HIST 4320.

6340. Medieval England (3). The Middle Ages in England, especially the post-Conquest period, examining political, social, economic and religious institutions and changes up to the beginning of the Tudor period in 1485. Concurrent with HIST 4340.

6350. Pilgrimage in the Middle Ages (1-3). Examines the people, places, and ideologies that played central roles in medieval Christian pilgrimage.

6360. Tudor–Stuart England (3). A study of the English history of Henry VIII, Elizabeth I and James I or more broadly the 16th and 17th centuries, with emphasis on social, political, economic, constitutional, religious and intellectual changes of lasting effect. Concurrent with HIST 4360.

6380. Modern Britain (3). The economic, social, political and cultural forces contributing to the development of contemporary Britain. Concurrent with HIST 4380.

6450. Early Germany (3). 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. Culture and religious issues also discussed. Concurrent with HIST 4450.

6490. The Enlightenment (3). Examination of intellectual and cultural developments in Europe from 1680 to 1789, including the social, religious, moral, and political ideas of Enlightenment thinkers and the diffusion of Enlightenment values. Concurrent with HIST 4490.

6500. The Industrial Revolution (3). The development of industrialism and its consequences in Europe and other parts of the world. Concurrent with HIST 4500.

6510. History of Early Christianity (3). A survey of the history of Early Christianity beginning with the Jewish background to Jesus and ending with the Age of Justinian in the 6th century CE, focusing on institutional and doctrinal developments within the context of ancient Mediterranean culture.

6520. The Western Way of War, 1775-1920 (3). Compares the major wars and military trends in Europe and the United States. Special focus on how the revolutionary forces of nationalism, democracy and industrialism contribute to the emergence of modern and total warfare. Concurrent with HIST 4520.

6530. Russia's Road to Revolution (3). This class will explore Russia's path to revolution, roughly, from 1700 to 1917, with an emphasis on the intellectual movements and literature of the nineteenth century and the rise of revolutionary movements. Lecture and discussion based.

6540. The Habsburg Empire (3). The history of East Central Europe during the last phase of Habsburg history. The difficulties inherent in running a multinational state provide the main focus of analysis. Concurrent with HIST 4540.

6550. Russian-American Relations (3). Pr., Graduate standing. This course will look at Russian-American relations from early contact through the Cold War. We will also look at the way each country viewed the other in popular culture. Many people think that the relationship between these two countries has always been contentious, but this is not the case.

6560. Imperial Russia (3). Survey of Russian history from the rise of Kiev to the Emancipation of 1861. 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 HIST 4560.

6570. Russia and the Soviet Union (3). Survey of Russian history since 1861, examining the rise of a revolutionary movement and development of the Communist state, including Soviet culture, foreign policy, governmental and economic structures. Concurrent with HIST 4570.

6580. Technology in the Soviet Union (3). The role of science and technology in Soviet ideology and policy and the precarious place of scientists and technical/industrial specialists during the Soviet period, as well as effects of these programs/policies on humans and the environment. Concurrent with HIST 4580.

6590. East Europe in the Twentieth Century (3). The history of East Central Europe from World War I to the collapse of the communist regimes. Emphasis on comparative political and socioeconomic development. Concurrent with HIST 4590.

6630. Israel and the Arab World (3). The development of Arab and Israeli nationalism and their transformation in the age of super-power rivalry in the region. Concurrent with HIST 4630.

6600. The Russian Revolution (3). Pr., Graduate standing. This course will explore the origins, events, and aftermath of the Russian Revolution of 1917, both in Russia and around the world. Though there will be some lectures to create context, this class will be seminar style and discussion-based.

6640. South African History (3). A study of the political, social and economic development of South Africa from the birth of a multiracial society in the 17th century to the end of apartheid. Concurrent with HIST 4640.

6650. Racial Segregation in South Africa (3). An examination of South Africa's legalized system of racial discrimination, from its origins in the 1940s to its demise in the 1990s. Concurrent with HIST 4650.

6660. Life and Times of Nelson Mandela (3). A study of Nelson Mandela and the struggle for racial equality in South Africa, covering Mandela's early activism, imprisonment, efforts to achieve democracy upon his release and his status as an international icon. Concurrent with HIST 4660.

6670. Africa to 1800 (3). A survey of the political, social and economic development of Africa and its interaction with other regions of the world from the origins of humankind to the Atlantic slave trade.

6680. Africa since 1800 (3). A study of Africa in the last two centuries, focusing on the abolition of the slave trade, the colonial era, African nationalism, decolonization and independent Africa's progress and problems.

6690. Contemporary Africa (3). A study of key political, economic and social trends in Africa in the last 10-15 years. Concurrent with HIST 4690.

6730. A History of Chinese Communism (3). An analysis of the reasons 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. Concurrent with HIST 4730.

6770. Vietnam (3). An analysis of both traditional Vietnamese culture and the character of French and American involvement in the country. Concurrent with HIST 4770.

6790. East Asian–American Relations since 1850 (3). Political, economic and cultural interactions between the United States and East Asia (China and Japan) since 1850, with emphasis on mutual perceptions and images. Concurrent with HIST 4790.

6800. Mexico Since 1810 (3). An introduction to the national history of Mexico, examining early development, economic and political instability, foreign intervention and civil war, including the Mexican Revolution and the consolidation of the single party state. Concurrent with HIST 4800.

6820. Modern Latin America (3). A survey of the nations of Latin America from independence in the early 19th century to the present, with emphasis on internal problems, reform movements and external relations with the United States and other countries.

6840. US and Latin America (3). A study of U.S. relations with its hemispheric neighbors, examining the goals of Latin Americans as well as those of their policy makers and analyzing the tension arising from inequalities of wealth and power, American interventions, the Cold War and drug trafficking.

6930. Historical Methods (3). An analysis of the techniques used in the research and writing of history.

6962. Readings in History (3). Special reading tutorials or independent research projects may be proposed by students with a 3.0 average or better in history courses. Concurrent with HIST 4962.

6972. Advanced Special Topics in History (3). Pr., graduate standing. Special advanced reading tutorials or independent research projects may be proposed by students with a 3.0 average or better in history courses. Concurrent with HIST4972.

International Studies (INTL)

6400. Special Topics in International Studies (1-3). Period or topic courses in international studies, the exact emphasis specified at each course offering.

Religion (RELI)

6040. Survey of Early Islam (3). A general survey of Pre-Mohammedan Arabia, the life of Mohammed, basic beliefs and practices, the early Caliphs, and an overview of the first two Islamic dynasties (Omayyad and Abbasid); with an emphasis upon historical, social, political, and cultural contexts.

6900. Jesus and the Gospels (3). Pr., Graduate Standing. A literary and historical survey of the representation of Jesus of Nazareth in the Canonical (Matthew, Mark, Luke and John) and non-Canonical Gospels (e.g., Gospels of Thomas, Bartholomew, Judas), with special emphasis upon the formation of the New Testament Canon.

Spanish (SPAN)

6000. Introduction to Graduate Studies in Spanish (3). An overview of literary theory, research methodology and issues in Hispanic studies. Taught in Fall semester.

Department of Criminal Justice

The Department of Criminal Justice offers two master degrees. The Master of Science in Criminal Justice is designed to provide advanced preparation for persons interested in professional careers in the justice and public safety field or those who wish to pursue doctoral study. The other master's degree offered is in Homeland Security and Emergency Management.

The Criminal Justice concentration allows students to focus on law enforcement administration, corrections management, and juvenile justice administration. The objective of this degree program is to produce highly competent, well-rounded individuals who obtain careers in police departments, correctional institutes, community corrections, or security administration.

Criminal Justice also offers a master's degree in Homeland Security and Emergency Management. This degree is an online program. Students who receive this degree are prepared for careers with first responders, e.g. police, fire EMS, Fusion Centers, State Homeland Security offices, federal law enforcement agencies, Department of Homeland Security, military positions, as well as private sector jobs servicing homeland security.

Students with less than a 2.75 overall grade-point average 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. Those with a 2.75 or better grade-point average must take the MAT or GRE during their first semester of provisional admission.

Master of Science in Criminal Justice

All candidates for the Master of Science in Criminal Justice degree must demonstrate competence through one of the following options:

A. 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.

2. Students choosing this option will be required to complete a minimum of 30 semester hours of course work.
3. The comprehensive examination will be taken in the last semester of enrollment and may be taken a maximum of two times.

B. Specialization option Master of Science in Criminal Justice

1. This option offers the student specialization in the MSCJ degree. To qualify for this option, the student must meet the following conditions:
 - a. The student must have completed a minimum of 21 semester hours towards the Master of Science Criminal Justice 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 six (6) semester hours of specialized work will be in addition to the required 30 semester 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 six (6) semester hours may be taken from JUST courses offered or from outside the Department of Criminal Justice.
2. Students choosing this option will be required to complete a minimum of 36 semester hours of course work.

C. 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 must complete a minimum of 24 semester hours of course work. In addition, the student must register for a minimum of six (6) semester hours of thesis credit.

Master of Science in Homeland Security and Emergency Management

All candidates for the Master of Science in Homeland Security and Emergency Management degree must demonstrate competence through completion of the capstone course, which will encompass one of the following options:

A. 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.
2. Students choosing this option will be required to complete a minimum of 33 semester hours of course work.
3. The comprehensive examination will be taken in the last semester of enrollment and may be taken a maximum of two (2) times.

B. 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 must complete a minimum of 33 semester hours of course work. In addition, the student must register for a minimum of three (3) semester hours of thesis credit.

C. Practicum option

1. The student choosing this option must work with a Homeland Security agency and develop a practicum that provides the agency with a completed and implemented program.
2. The practicum must be approved by the student's advisor.
3. The student must complete a minimum of 33 semester hours of course work. In addition, the student must register for a minimum of three (3) semester hours of practicum credit.

Graduate Programs in Criminal Justice Concentrations

Criminal Justice Concentration

Course Name	Semester Hours
JUST 6403 JPS Information Systems.....	3
JUST 6510 JPS Planning and Budgeting.....	3

JUST 6642 Criminal Justice Writing	3
JUST 6700 Research Methods	3
JUST 6850 Human Resource Management	3
JUST 6410 Law Enforcement Administration	3
JUST 6420 Correctional Administration.....	3
JUST 6370 Security Administration.....	3
JUST 6610 Juvenile Justice Administration.....	3

MJP Electives (choose one course)

Course Name	Semester Hours
JUST 6220 Ethics in Criminal Justice	3
JUST 6430 Community Corrections	3
JUST 6580 Loss Prevention.....	3
JUST 6630 Victimology	3
JUST 6670 Family Law	3
JUST 6932 Directed Research.....	1-3
JUST 6924 Internship	1-3
JUST 6972 Special Topics.....	3

Homeland Security Degree

Course Name	Semester Hours
JUST 6110 Introduction to Homeland Security and Emergency Management	3
JUST 6130 Crime Intelligence and Analysis	3
JUST 6510 JPS Planning and Budgeting	3
JUST 6700 Research Methods	3
JUST 6985 Capstone Project in Homeland Security	3
Electives: (choose seven courses)	
HSEM 6120 Issues of Patriot Act, U.S. Constitution and Homeland Security	3
HSEM 6320 Emergency Management.....	3
HSEM 6330 Psychology of Terrorism and Fear	3
HSEM 6340 Weapons of Mass Destruction	3
HSEM 6350 Technology for Homeland Security.....	3
HSEM 6390 Intelligence and Information Dissemination.....	3
HSEM 6440 Intelligence and Dissemination/Fusion Center	3
POLS 6130 Seminar in American Government.....	3
POLS 6250 National Security and Domestic Policy	3
HSEM 6965 Independent Study.....	3
HSEM 6899 Elective Transfer Credit.....	3
HSEM 6970 Special Topics	3
JUST 6360 Agricultural Security	3
JUST 6380 World Religions and Terrorism	3

Course Descriptions

Criminal Justice (JUST)

6000. Justice and Public Safety Quantitative Methods (3). This course covers principles of quantitative methods to address real world problems in criminal justice. Emphasis is on concepts and techniques of descriptive and inferential statistics with applications in JPS; fulfills a JPS requirement.

6100. Women in Criminal Justice System (3). To examine the nature and extent of female offenders, victims, and professionals in the criminal justice system. The course will provide students with an understanding of the processing of women offenders and victims through the criminal justice system. Students will also become familiar with the theoretical concepts focusing on female criminality, victimization and women professionals in the criminal justice system.

6200. Comparative Criminal Justice (3). Examines representative criminal justice systems from a variety of nations with emphasis on the role of history, culture, social and political values and economic institutions in shaping institutions of justice including law, police, courts, corrections, and juvenile justice systems and practice. Attention is paid to conflict and cooperation between criminal justice systems and ideologies that occur when people of different cultures and systems are in close proximity.

6230. Cyber Laws, Legislation and Policies (3). Pr. JUST 6250. This course will provide information and purpose of existing laws, legislation and policies. It will also provide information about challenges faced in the process of developing and enforcing laws, legislation and policies of prevention of cybercrime and cyber victimization.

6250. Cyber Crime and Cyber Victimization (3). This course explore how a “networked” world has bred new crimes and new responses; investigates how information and communication technology has become tool, target and place of criminal activity and security threats. Course will discuss mechanisms of response and white collar crime.

6370. Security Administration (3). Administrative and managerial aspects of the security field in the private and public sectors; administrative and regulatory agency requirements; financial management and planning; organization and vulnerability assessment.

6390. Intelligence and Information Distribution (3). Course examines key questions and issues pertaining to intelligence role in homeland security. Emphasis on issues affecting policy, oversight, and intelligence support to homeland defense/ security and national decision-making.

6400. Crime Analysis (3). This course focuses on the application of advanced tactical, strategic and administrative crime analysis tools, techniques & methods: identify crime patterns, series & trends; develop weekly & daily crime bulletins; prepare target sheets & known offender profiles and crime mapping applications.

6403. Advanced Information Systems (3). Examines the major information technology systems used in criminal justice. Practical experience is offered on systems used in actual agencies. Technologies of the future will be explored.

6410. Seminar: Law Enforcement Administration (3). Review of 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.

6415. Crime Analysis (3). The course focuses on the application of tactical, strategic, and administrative crime analysis tools, techniques and methods to provide direction in reducing crime and disorder as well as deployment of police resources.

6420. Correctional Administration (3). Administration, organization and management theory and practice in correctional institutions and agencies. The impact of legal and social change on correctional policy development. Discusses current problems, issues and trends.

6430. Seminar: Community Corrections (3). Examines the development of and rationale for community-based corrections as an alternative to incarceration. Discusses probation and parole, half-way houses, diversion, restitution and other community-based corrections programs, including intermediate sanctions.

6510. Justice and Public Safety Planning and Budgeting (3). Introduction to planning concepts, methods, implementation, budgeting, and evaluation. Focuses the relationship of planning to effective management and decision-making. Develops a broad conceptual framework for various planning methods and techniques.

6602. Legal Research Seminar (3). 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.

6610. Seminar: Juvenile Justice Administration (3). Application of basic principles of organizations and management in the juvenile justice system. Examines the social and legal context of delinquency and juvenile justice practice. Discusses policy, procedure, budgeting, program development and evaluation.

6622. Legal Writing (3). Pr., JUST 6602. Detailed study of writing skills and preparation of legal documents including legal briefs and memoranda of law. Integrates legal research and analysis skills to produce legal documents and effective legal communication. Utilizing and surpassing the research and analytical skills required in JUST 6602, the course requires a significant legal writing project.

6630. Victimology (3). Characteristics of victim/offender interaction, the effects of criminal acts on victims and their families, and society's reaction to the plight of the victim.

6642. Justice Writing (3). Pr., JUST 6602. Detailed study of effective communication in justice & public safety. Includes analysis and synthesis of interoffice communications, analysis of research, and development of projects and presentation of social science research.

6650. Civil Litigation (3). A study of the legal steps involved in the preparation of a civil case at law, efforts towards non-judicial settlement, trial and post-trial considerations, and general civil law matters.

6670. Family Law (3). Examination of laws impacting family relationships such as marriage, annulment, divorce, adoption, child support and custody, child abuse, parentage, termination of parental rights and other related issues.

6700. Advanced Research Methodology and Grant Writing (3). Research theory and methodology in the social sciences including research design, conceptual models, sampling techniques, and development of individual research papers. May be offered concurrently with JUST 4700.

6710. Alternative Dispute Resolution(3). Examination of various aspects of alternative dispute resolution, including arbitration, negotiation and mediation.

6730. Criminal Justice Politics (3). Examination of the political environment of criminal justice agencies and personnel. In addition, this course will explore individual political decision-making within criminal justice agencies.

6750. Survey of Crime Theories (3). Provides an examination of the major criminological schools of thought as well as the prominent theorists within each school; theories are presented that examine criminal motivation and the application of criminal law; additionally, the implicit theoretical assumptions regarding the punishment of offenders is examined.

6780. Administrative Law (3). Focuses on substantive and procedural matters, including code and standards, benefit claims, regulated groups, court decisions and civil rights.

6790. Cyber and White Collar Crime (3). This course explores how a world has bred new crimes and new responses and investigates how information and technology has become a place of criminal activity.

6800. Advanced Paralegal Studies (3). Advanced study of law and the paralegal field, including legal ethics, law office management, legal research, law libraries, overview of administrative law, criminal and civil law, employment discrimination and career opportunities.

6810. Cold Case Investigations (3). The course is an overview of the best advanced practices for working cold cases. Topics will include techniques for solving cold cases, interviewing, court orders, DNA, information sources, prosecution, and case studies involving homicide and sexual assaults.

6813. Computer Applications in Law (3). Pr., JUST 6602 or 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 the use of Internet and computer-assisted legal research.

6850. Human Resources Management in Criminal Justice (3). Planning and managing human resources in law-related and criminal justice agencies; implications of substantive law relating to personnel issues; and legal and regulatory issues within an organization.

6902. Independent Study (3). Pr., JUST 6642 or JP 662.

6924. Internship (1-3). Supervised study in an administrative setting, with opportunity to integrate theory and practice in criminal justice agencies. Credit may not exceed 3 semester hours for any single internship.

6932. Directed Research (1-3). Independent research into criminal justice problems, issues, and theories or a practical problem in a student's work setting. Credit may not exceed 3 semester hours for any single project.

6972. Special Topics in Justice and Public Safety (3). In-depth examination of specific topics of current interest in criminal justice, public safety, and/or paralegal education. Course may be repeated as topics change.

6982. Master's Comprehensive Examination (0).

6985. Capstone Project in HSEM (3). Culminating course in HSEM. Provides participants the opportunity to expand abilities to enact knowledge and technical learning acquired in the courses leading up to the capstone.

6992. Thesis Credit (1-3).

Homeland Security and Emergency Management (HSEM)

6110. Intro to Homeland Security (3). Asymmetric threats have taken the public safety and private security fields to new levels. The events of 9-11 brought this threat to national security to the forefront of public attention. Understanding these threats and the developing public safety policies, tactics, techniques, and procedures, and the interface with the private security sector are the focus of this course.

6120. US Constitution and Issues in HSEM (3). Course examines constitutional issues associated with homeland security. It looks at methods used to establish effective controls over intelligence and law enforcement to protect constitutional guarantees.

6130. Crime and Intelligence Analysis (3). This course focuses on the application of tactical, strategic and administrative crime analysis and intelligence analysis tools, techniques and methods to provide direction in reducing crime and disorder as well as deployment of HS and EM resources.

6320. Emergency Management (3). HSEM 6320 provides a critical understanding of the nature of emergency management for first responders. The class uses a mixed set of class procedures designed for varied learning and virtual discussions of theoretical and contemporary emergency management procedures dealing with disasters.

6330. Psychology of Terrorism and Fear (3). This course examines terrorists to find out what makes them do what they do. It focuses on examining psychological issues that cause them to act. The course examines recruitment.

6340. Weapons of Mass Destruction (3). This course explores weapons of mass destruction (WMD) that are relevant to HLS. The course covers chemical, biological, radiological, nuclear and explosive devices. Technologies for detection and identification are explored. Approaches to protecting against WMD are examined.

6350. Technology for Homeland Security (3). Course explores the various technologies used in homeland security. The collection of data and sharing of information is discussed. Interoperable technology is examined. The course provides the requisite knowledge to understand, evaluate, select and implement HLS technology.

6360. Agricultural Security (3). This course will introduce the student to the vulnerabilities of agriculture to intentional and unintentional harmful agents. Legislation related to ag security will be covered. Current and past incidents of agro-terrorism will be taught. Roles of local, state and federal response will also be explored.

6370. Crisis Intervention (3). This course introduces the basic theories and principles of crisis intervention. The emphasis is on identifying and demonstrating appropriate and differential techniques for intervening in various disasters and emergencies.

6380. World Religions and Terrorism (3). This course explores the three major religions of the world: Christianity, Judaism and Islam, and their association with war and terrorism. Emphasis will be on the radical sects of all three religions. Emphasis on current conflicts and its relationship to homeland security.

6390. Intelligence and Information Dissemination (3). Course examines key questions and issues pertaining to intelligence role in homeland security. Emphasis on issues affecting policy, oversight, and intelligence support to homeland defense/ security and national decision-making.

6440. Introduction to Fusion Center (3). Provide students with an introduction to Fusion Center operations, specifically intelligence sharing organizations that have been created in 50 states following the 9/11 terrorist attacks. This course also includes a review of the 9/11 Commission findings and the intelligence reorganization.

6920. Independent Study in Homeland Security (1-6). Pr., Graduate-Level. Advanced independent reading and/or research in selected areas of Homeland Security and Emergency Management.

6972. Special Topics in HSEM (3). In-depth examination of specific topics of current interest in Homeland Security and Emergency Management. Course may be repeated as topics change.

6985. Capstone Project in Homeland Security (3). Culminating course in homeland security. Provides participants the opportunity to expand abilities to enact knowledge and technical learning acquired in the courses leading up to the capstone course. Students will have writing assignments, such as development of a concept paper for practical and applied implementation and research topics.

Department of Economics

Master of Science in Applied Economics:

The Master in Applied Economics is a carefully designed program which offers rigorous training in quantitative analysis, economic modeling and econometrics. A robust background in applied economics allows analysts to make informed predictions about future trends. Professionals who can analyze and interpret sophisticated economic data and intelligently apply economic theory are able to better assess the economic impact of key public policy questions. Organizations and agencies need program and policy analysts who are skilled in evidence-based quantitative methods. Professionals who can understand and apply economic research are in high demand.

The Master of Science in Applied Economics is a 10-course program, which can be completed in three semesters.

Admission requirements:

Eligible candidates must have an undergraduate degree, in any discipline, from an accredited institution. Additionally, candidates must complete a minimum of six (6) undergraduate semester hours of economics coursework or its equivalency, which may be pursued in conjunction with the degree program and must be completed within the first semester. GMAT or GRE scores are not required except for those applicants with a cumulative undergraduate GPA below a 2.5 on a 4.0 scale. Applicants with an undergraduate GPA below a 2.5, will need a minimum GMAT score of 400 or the equivalent score on the GRE to be admitted to the program. All applicants must meet all AUM graduate program requirements.

Degree and Exit Requirements:

Students need to successfully complete all 10 courses in order to earn the Master of Science in Applied Economics. An overall grade point average of at least B is required for graduation.

Course Descriptions (ECON):

5550. Health Economics (3). Pr., ECON 2010 or Department Head approval. Health Economics is a growing field in economics and is heavily interrelated with many industries and disciplines. The field deals with many topics varying from health related behaviors to how health care markets function. Students will be exposed to economics methods and theoretical tools to analyze the health sector and health related choices that people make.

6010. Survey of Micro Analysis (3). An accelerated overview of microeconomic concepts. Examines concepts of demand, supply, consumer choice models, market structure and distribution of income. May not be used as an elective.

6020. Survey of Macro Analysis (3). An accelerated overview of fundamental macroeconomic concepts. Examines macroeconomic growth, differing macroeconomic models and international trade issues. May not be used as an elective.

6030. Economics for Policy Makers (3). This course is an introduction to an overview of microeconomic and macroeconomic concepts. It is designed for students in the MPA program.

6040. Public Finance for Policy Makers (3). This course is a study of taxation, government expenditure, and fiscal policy in the American economy. It focuses on the economic and political aspects of the government.

6080. Economics of Decision Making in Global Environment (3). Pr., ECON 6010 or EC 601 and ECON 6020 or EC 602. Economics of Decision Making in Global Environment is a study of how economic decisions of managers can be impacted by changing market, political and global conditions. Decisions about optimal resource use, production and pricing examined.

6170. Managerial Economics (3). Pr., ECON 6080 or EC 608. Decision theory and criteria for decision making concerning output, pricing, capital budgeting, scale of operation, investment and inventory control. Attention also given to concepts of profits, production and cost functions.

6350. Sports Economics (3). Pr., ECON 2000 or ECON 2010 or PHED 6360. This course will apply economic principles to selected aspects of professional and collegiate sports and sport leagues. It is intended to help students understand the business side of sports, how economics impact managerial decision making, and how it affects the games seen at the stadium or in the arena.

6500. Microeconomics Analysis (3). This course focuses on microeconomic analysis applied to public policy problems with an emphasis on practical examples and how they illustrate microeconomics theories. Policy issues such as pollution, welfare and income distribution, market design, industry regulation, price controls, tax policy and health insurance are practical examples used to illustrate the abstract principles of microeconomics.

6510. Macroeconomics Analysis (3). In this class we will develop models that help us explain the behavior and structure of the economy in the short- and long- run. These models will provide a set of tools to understand the determinants of gross domestic product, inflation and unemployment and the effects of monetary and fiscal policies on these variables. Upon completion of this course, you should be able to analyze the economic effects of government policies and identify and interpret key Macroeconomic indicators.

6520. Foundation of Empirical Research (3). This course is an introduction to the fundamental aspects of empirical economic research. You will learn key concepts related to sampling, descriptive statistics, probability theory and application, confidence intervals, hypothesis testing, and regression analysis. You will have the opportunity to use EXCEL and STATA to apply these concepts to actual data.

6530. Econometric Modeling and Forecasting (3). This course is a study of empirical techniques that are particularly relevant to the analysis of microeconomic models. The first half of this course will deal with practical solutions to dealing with variables that are not considered exogenous. In the second half we will first address empirical techniques that take into account dependent variables that are not necessarily continuous (or normally distributed) and other deviations from more basic OLS regression. We will finish up with an introduction to Time Series Analysis and its underlying assumptions.

6540. Financial Economics (3). Pr., ECON 6500 and ECON 6510. This course applies economic theories and econometric techniques to the study of financial markets. Students will learn the interaction between the real economy and the financial markets. Upon completion of this course, you should be able to apply economic theory in the context of financial markets and become familiar with sources of data and financial institutions.

6550. Economics of Health Care I (3). Pr., ECON 6500 and ECON 6520. This course applies economic principles and concepts to health policy issues including the demand and production of health services, health care costs, and healthcare markets. Specific topics include the structure, conduct and performance of private and public health insurance markets. The course also covers briefly economic evaluation methods such as cost-benefit analysis, cost-effectiveness analysis, and cost-utility analysis.

6560. Economic Analysis of Law I (3). Pr., ECON 6500 and ECON 6530. This course uses tools of standard microeconomic theory to analyze the law and the legal system. The economic implications of legal decisions are also considered. In particular, we will focus on the following areas of law: property, contract, tort, criminal, and antitrust.

6570. Industrial Organization (3). Pr., ECON 6500, ECON 6520, ECON 6530. This class presents economic models of antitrust and regulation. The course is divided into roughly three sections: the economics of imperfectly competitive markets, the regulation of these imperfect competitive markets in the context of antitrust law, and the regulation of markets with regard to social policy goals.

6580. Topics International Economics (3). Pr., ECON 6500 and ECON 6510. In this class we will cover three main areas in international finance: (1) Money and exchange rates, (2) the balance of payments, and (3) the role of policy. Upon completion of this course, you should be able to apply theory in contexts related to international economics and become familiar with the important data sources to the topic and institutional players in the field of international economics.

6590. Development and Program Analysis (3). Pr., ECON 6530. The objective of this course is to learn the tools that are used to evaluate the effectiveness of public policies. A tremendous amount of money is spent on program evaluations, and they are difficult to conduct successfully. All evaluations have weaknesses, and some have more weaknesses than others. You will learn how to distinguish high from low quality evaluations. We will discuss the basics of economics and econometrics of program evaluation, focusing on the application of methods used for causal inference and cost-benefit analyses in public policy contexts. We will examine published evaluation research with the intent of showing how research does or does not lead to clear conclusions regarding program performance.

6650. Economics of Health Care II (3). Pr., ECON 6500, ECON 6520, ECON 6550. This course applies economic principles and concepts to health policy issues including the demand and production of health services, health care costs, and healthcare markets. Specific topics include, physicians service industry, hospitals service industry, pharmaceutical industry and long-term care industries. The course also covers briefly economic evaluation methods such as cost-benefit analysis, cost-effectiveness, and cost-utility analysis. Issues associated with the Affordable Care Act (ACA) and other healthcare policy regulations are emphasized throughout the course.

6660. Economic Analysis of Law II (3). Pr., ECON 6500 and ECON 6530. This course uses tools of standard microeconomic theory to analyze the law and the legal system. The economic implications of legal decisions are also considered. In particular, we will focus on the following areas of law: property, contract, tort, criminal, and antitrust. The course will build upon skills and concepts learned in ECON 6560 and lead to an advanced understanding of Economic Analysis of Law.

6750. Economics of Health Care III (3). Pr., ECON 6500, ECON 6520, ECON 6550. This course applies advanced economic principles and concepts to health policy issues including the demand and production of health services, health care costs, and healthcare markets. Specific topics include the structure, conduct and performance of private and public health insurance markets, physicians, hospitals, pharmaceutical and long-term care industries. The course also covers advanced economic evaluation methods. This course will focus on applying the lessons learned in ECON 6550 and 6650 in an advanced applied/empirical setting.

6760. Public Economics (3). Pr., ECON 6500, ECON 6520, ECON 6530. The course analyzes the role of the state in an economy, including its manifestation as a service or welfare state. Topics include the theory of collective economic activity, the economic theories of justice, democracy, bureaucracy, governmental institutions and the theory of tax incidence etc.

6900. Independent Study (1-3). Economics topics required for graduation that are fulfilled outside the classroom setting.

6924. Internship in Economics (1-3). Provides students the opportunity to gain valuable insight through practical economics experience so they may better correlate their academic experience with a professional environment. Business or major elective credit.

6952. Economics Seminar (1-3). A seminar for graduate students. Exact subject matter announced each time course is offered. May be repeated with change in subject matter.

Department of Political Science and Public Administration

Master of Science in Political Science

The Master's Degree in Political Science offers students an opportunity to gain advanced, in-depth training in political science and is designed for students who seek academic or professional careers. Students explore the leading literature in the key political science fields of American politics and international relations, receive advanced training in research methods, where they gain significant skills in quantitative and qualitative analysis, have the opportunity to take electives in comparative politics and data analysis, and undertake an independent research project on a topic of interest under the guidance of program faculty.

The program requires ten courses or thirty credit hours: six required courses and four electives. Two of the required courses include the two-semester thesis seminar in which master's candidates work on an article-length, independent research project under the guidance of a three-member faculty committee. Students are able to choose a topic that reflects their individual interests, goals, and area of specialization.

Awarding of the degree is conditional on the completion of 30 graduate semester hours at a 3.0 GPA or higher including the thesis requirement.

Courses in the M.P.S. Program of Study

Political Science (POLS) Core Courses

6060. Research Design (3). This course develops skills and knowledge for conducting and evaluating policy-relevant research. Various research designs and data collection techniques discussed.

6080. Statistics and Data Analysis (3). Pr., POLS 6060, Graduate standing. This course introduces students to fundamental concepts in statistical description and inference. It seeks to provide students with the capacity to use statistical theory and software to generate and evaluate information, important tools for assessing and developing policies and programs.

6090. Research Seminar (3). Pr., POLS 6060 and POLS 6080. Students conduct independent research on a topic of interest and relevance approved and overseen by the instructor. The course is taken twice; students develop a proposal in the first semester and complete their research in the second semester.

6110. Seminar in American Government (3). Survey of the literature on the main institutions of American government.

6670. Seminar in International Relations (3). Survey of the main literature in the field of international relations.

POLS Electives

6100. Politics of Education (3). Relationships among citizens, interest groups, political institutions and public policy for education, including the impact of local, state and national institutions on educational policy and practice. May be taught concurrently with POLS 3100.

6130. Seminar in State and Local Government (3). A systematic examination of function, problems and issues within the political and constitutional framework of selected areas of state and local government.

6160. Intergovernmental Relations (3). Graduate standing. Examines relationships between various levels of government in a federal system and the impact of these relationships on decision-making, fiscal concerns, and substantive policy areas. Shifts in intergovernmental relations over time are also studied, both as a result of reorganization and the evolution of political disclosure.

6200. U.S. Foreign Policy (3). An examination of American diplomatic experience and foreign relations from the Revolution to the present.

6250. National Security/Domestic Policy (3). An analysis of concepts of national security, national interest, self-defense and self-determination and how these concepts are affected by domestic policy decisions.

6280. International Political Economy (3). Pr., Graduate standing. Explores the relationship between states and markets in the international economy and surveys leading explanations for the evolution and content of the international economic system.

6350. Area Studies (3). An in-depth analysis of the political environment, institutions and processes of government in a geographical area selected by the instructor. May be repeated with focus in another area. May be taught concurrently with POLS 4350.

6500. Southern Politics (3). The nature of political process in the South, with emphasis on the extent to which the process is both similar to and distinct from the American political process as a whole. May be taught concurrently with POLS 4500.

6510. Congressional Politics (3). Pr., Graduate standing. Survey of the literature on Congress.

6540. American Chief Executive (3). Surveys the development and operation of the American presidency and state gubernatorial offices. May be taught concurrently with POLS 4540.

6550. Contemporary International Politics (3). An in-depth analysis of current problems and conflicts in international relations, such as terrorism, globalization and use of force.

6600. Judicial Politics (3). Pr., Graduate standing. Broadly considers the role politics plays in determining the course of American legal jurisprudence through a critical reading of the literature.

6650. Seminar in Political Theory (3). The problems of scope and methods of inquiry in the field of political theory, with intensive research in selected topics.

6660. Democracy and Democratization (3). The roots, development, and major components of the democratic idea, the variety of the modern democratic practice, as well as the spread of democracy in the modern world and its effects on international politics.

6670. Seminar in International Relations (3). Pr., Graduate standing. Survey of the main literature in the field of international relations.

6680. International Conflict: War & Peace (3). Pr., POLS 6650 or POLS 6670. This course reviews the classic and contemporary literature on international conflict, the nature of war, and strategic assessments in military doctrine. International conflicts and wars progress through cycles of development, escalation, and peaceful or violent termination.

6690. Globalization and Governance (3). Pr., POLS 6450. This course explores emerging patterns of cooperation, conflict, in today's international politics. The topics include general theories and interpretations of contemporary global politics, changes in relevant forms of power, information technology, and alternative ways of promoting global order and governance.

6750. Seminar in Constitutional Law (3). Selected areas of constitutional law, with readings in depth in relevant cases and constitutional theory.

6800. Voting Behavior (3). The personal, social and constitutional basis of the behavior of electorates. May be taught concurrently with POLS 3800.

6830. Political Parties (3). Pr., Graduate standing. Examines the literature on the foundations of political parties, why elected officials join them, and what roles parties play in organizing elections and policymaking.

6840. Politics and Mass Media (3). How modern mass media have altered the dynamics of democratic politics in the United States. Specific topics include the role of the media in electoral campaigns and how the news influences public opinion and policy-makers. May be taught concurrently with POLS 4840.

6850. Seminar in International Organization (3). A systematic analysis of international law and organizations and their relevance and effectiveness in resolving conflict among states.

6962. Directed Readings in Political Science (1-6). Credit to be arranged and consent of instructor required for enrollment.

6972. Special Problem in Political Science (1-6). Advanced research in specific areas of political science as arranged with the instructor.

7200. US Foreign Policy (3). An examination of American diplomatic experience and foreign relations from the Revolution to the present.

7450. Comparative Government and Politics (3). An examination of the institutions, political processes, functions and problems of major contemporary political systems from a comparative perspective.

Master of Science in Public Administration

The Master's Degree Program in Public Administration (M.P.A.) provides students with the knowledge and skills needed for a variety of positions in the public, non-profit, and private sectors, and is designed for students seeking to enhance their administrative careers as well as those seeking greater professional preparation and development. The Auburn University at Montgomery program is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA), the accrediting body of master's degree programs in public administration.

The mission of the Auburn University at Montgomery M.P.A. program is to prepare students with diverse backgrounds and experiences for successful policymaking and administrative careers at the local, regional, and national levels. Through excellent teaching, research, academic collaboration, community engagement, and service, the program provides students with the critical knowledge, professional skills, and public service values required to assume leadership positions in the public and nonprofit sectors. Key hallmarks of the program are its emphasis on the importance of an understanding of the normative, constitutional, and participatory aspects of active citizenship, and the broader challenges facing public policy and administration in the contemporary world. The M.P.A. program comprises 36 semester hours – a seven course core and five electives chosen from any political science or public administration courses offered for graduate credit. With the consent of the Department Chair, a student may take up to six hours of coursework from any other AUM department offering graduate courses. These six hours would be applied toward the required elective hours. Awarding of the degree is conditional on completion of 36 graduate semester hours at a 3.0 GPA or higher including earning a grade of C or higher in the Capstone.

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

6010. Introduction to Public Administration (3). 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.

6050. Human Resource Administration (3). Examines the nature of employment/merit systems in the context of the public sector. Focuses on the value/ ethical dimensions of the personnel field and on selected personnel processes such as job analysis, job evaluation, recruitment and selection.

6060. Research Design (3). This course develops skills and knowledge for conducting and evaluating policy-relevant research. Various research designs and data collection techniques are discussed.

6080. Statistics and Data Analysis (3). Pr., PUAD 6060. This course introduces students to fundamental concepts in statistical description and inference. It seeks to provide students with the capacity to use statistical theory and software to generate and evaluate information, important tools for assessing and developing policies and programs.

6090. Capstone Seminar (3). Students conduct independent research on a topic of interest and relevance approved and overseen by the instructor. Research results are presented at an end-of-semester symposium open to all MPA student and faculty. Required of all MPA students.

6530. Economics for Policymakers (3). This course is an introduction to an overview of microeconomic and macroeconomic concepts. It is designed for students in the MPA program.

6540. Public Finance for Policymakers (3). This course is a study of taxation, government expenditures, and fiscal policy in the American economy. It focuses on the economic and political aspects of the government.

PUAD Electives

6020. Public Service Ethics (3). Prepares students to engage in ethical discourse in diverse circumstances, to recognize ethical questions when they exist, to act with legitimacy, accountability, and transparency as public servants and to possess a working knowledge of the literature, philosophy, and issues of public service ethics.

6030. Organization Theory and Behavior (3). 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.

6040. Public and Nonprofit Budgeting (3). An examination of the processes, politics, and techniques of public and nonprofit sector budgeting. Topics include formulation, authorization, appropriation, and execution stages.

6070. Public Policymaking (3). This course broadly explores the rich and complex world of public policymaking. Students will examine the numerous actors involved in the process and their interactions with and impact on each other, including but not limited to the roles of public managers and administrators.

6130. Seminar in State and Local Government (3). A systematic examination of function, problems and issues within the political and constitutional framework of selected areas of state and local government.

6140. Issues in Public Administration (3). 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.

6160. Intergovernmental Relations (3). Graduate standing. Examines relationships between various levels of government in a federal system and the impact of these relationships on decision-making, fiscal concerns, and substantive policy areas. Shifts in intergovernmental relations over time are also studied, both as a result of reorganization and the evolution of political discourse.

6260. Program Evaluation (3). This course serves as an introduction to evaluation methodology and tools used in designing and delivering effective public service programs.

6310. Policy and Politics in Urban America (3). Pr., Graduate standing. This course focuses on the policies and politics of cities, exploring the development of metropolitan areas, analyzing variations of cities' political environments, and examining policies dealing with such issues as economic development, poverty, crime, and policing.

6710. Administration of Nonprofit Organization (3). An introduction to management issues in the nonprofit sector. Topics include the history and structure of nonprofits, total quality management applications, strategic planning and the role of a board of directors.

6720. Grants and Contracts (3). Pr., Graduate standing. This course focuses on the process of developing and writing a strong grant or contract proposal on behalf of a public or nonprofit agency. The course will also discuss best practices for project management to ensure successful implementation of the resulting project.

6730. Marketing for Nonprofit Organizations (3). Introduces students to the role of marketing in nonprofit organizations as the key to meeting the needs of target clients, patrons or customers.

6840. Health Care and Legal Principles (3). The health care management arena is covered using state and federal laws as the basis for the development of principles of management.

6924. Internship in Public Administration (3). Provides pre-service students practical knowledge of some of the concepts and theories taught in class. Students allowed to take a maximum of 6 hours internship credit.

6962. Directed Readings in Public Administration (1-6). Credit to be arranged and consent of instructor required for enrollment.

6972. Special Problems in Public Administration (3). Advanced research in specific areas of public administration (as arranged).

Ph.D. in Public Administration and Public Policy

The Ph.D. in Public Administration and Public Policy is a collaborative enterprise between the AUM Department of Political Science and Public Administration and the Auburn University Department of Political Science. Students must take one-third of the credits required for the program at each campus and faculty members from each campus serve on a student's committee. The degree is designed for students interested in public administration, public policy, or political science and careers in academics, advocacy, consulting, government, policy analysis, or research. Students are required to complete 49 credit hours: 13 courses (39 credit hours) and 10 dissertation hours.

The curriculum includes five required core courses (Seminar in Public Administration, Seminar in Public Policy, Research Design, Quantitative Methods, and Qualitative Methods). Students also take eight electives to develop a concentration or area of specialization. Upon completion of all course work students are eligible to take the comprehensive exam. An oral defense of a dissertation prospectus follows the comprehensive exam. Successful completion of those steps enables the student to be admitted to doctoral candidacy and thus begin work on the dissertation. A student's dissertation committee must comprise no less than four members including at least one faculty member from the AUM Political Science and Public Administration Department and one from the Auburn Political Science Department. In addition, per Auburn University's Graduate School rules, there will be one outside reader representing the Graduate School.

Courses for the doctoral degree are offered on both campuses and students should consult the websites of both universities for the most up-to-date course listings. A note on course numbers: 8000 numbers refer to Auburn University doctoral courses, 7000 numbers refer to Auburn University at Montgomery doctoral courses. Master's level courses may be taken as electives with the approval of the Ph.D. Director so long as there are not Ph.D.-level corollaries.

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

The following Ph.D. core courses are offered at AUM:

7000. Seminar in Public Administration (3). A critical survey of U.S. scholarship in public administration.

7020. Seminar in Public Policy (3). Advanced study of the nature of policy development and implementation.

7130. Quantitative Methods (3). In-depth analysis of the use of quantitative methods in political science research.

The following Ph.D. electives are offered at AUM:

7040. Public Budgeting (3). Comprehensive theoretical underpinning for research in the field of public budgeting. Focuses on models associated with descriptive and prescriptive budgeting research.

7060. Public Policy Analysis (3). An examination of advanced policy analysis and research methodology and of the relationship between evaluation and quantitative analysis and policy formulation and implementation.

7070. Human Resource Management (3). Introduces the advanced concepts in the field of human resource management. Emphasis is on the wide range of human resource concerns revolving around the use of a merit system in the public sector.

7080. Public Organization Theory (3). Analysis of the research literature on administrative and organization theory and behavior, especially as it applies to the problems and opportunities of public management.

7110. American Government and Public Policy (3). Survey of the literature on the main institutions and policy processes of American national government; strong emphasis on research design, methodology, and validity.

7550. International Relations and Public Policy (3). This course provides students with an understanding of the central methods, concepts, and analytical developments in the field of international relations and the applicability of international relations theories to public policy.

7580. International Political Economy (3). This course surveys leading theoretical approaches from the subfield of international political economy that seek to offer explanations for the evolution of the international economic system.

7962. Directed Reading (1-3). Credit to be arranged and consent of instructor required for enrollment.

7972. Topics in Public Administration and Public Policy (3). A topical course reflecting faculty expertise. In-depth examination of specific topics. Course may be repeated as topics change.

7992. Dissertation (1-12).

Other Graduate Courses in College of Liberal Arts and Social Sciences

Statistics for Business and Economics (ECST)

6100. Business Statistics (1.5). 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.

6740. Data Analysis for Managers (3). Pr., ECST 6100 or equivalent, graduate standing. With the continuing development of computer-based information systems, the quantity of data available to the manager is increasing rapidly. Designed to provide the manager with the statistical literacy needed to function as an effective decision maker in today's data intense environment.

College of Nursing and Health Sciences

Dr. Jean Leuner, Dean

School of Nursing Faculty:

Professors: All and Leuner (Dean)

Associate Professor: Freeman

Assistant Professors Cochran

Assistant Clinical Professors Long, McCarty, and Smith

Programs:

Doctor of Nursing Practice

Master of Science in Nursing

Program Options:

Doctor of Nursing Practice

Family Nurse Practitioner

Nurse Educator for Interprofessional Practice

Family Nurse Practitioner and Nurse Educator for Interprofessional Practice

Graduate Certificate in Nursing Education

Post-Graduate Family Nurse Practitioner Certificate

Graduate Work in the School of Nursing

The Doctor of Nursing Practice (DNP) program prepares graduates for practice at the highest level. The D.N.P. is recognized as the terminal degree for advanced practice nurses. Advanced practice nursing is the provision of expert nursing care that influences healthcare outcomes for individuals or populations.

The Doctor of Nursing Practice builds on the Master of Science in Nursing allowing nurses to integrate specialized knowledge, theories, and research from nursing science and related disciplines into the practice of nursing.

The goal of this program is to prepare highly educated nurse leaders and clinicians and increase access to high quality care for the citizens of Alabama and the nation.

Graduates from AUM's post-master's Doctor of Nursing Practice Program are prepared to contribute to health care systems and academic centers as advanced practice registered nurses and nurse leaders.

Practicum experiences and projects will be tailored to the student's individual area of interest such as advanced practice and nursing leadership.

The AUM School of Nursing offers two graduate program options that result in a Master of Science in Nursing (MSN) degree. Master's education prepares nurses for flexible leadership and engagement within complex, changing systems, including health, educational and organizational systems. Graduates from the MSN program are prepared to sit for the certification examination appropriate for each specific program option.

The Auburn University at Montgomery School of Nursing (AUMSON) accepts students from all fifty states for the Doctor of Nursing Practice degree.

Due to nursing education restrictions imposed by other states, AUMSON is only able to offer master's level courses, clinicals, or other educational services regardless of modality within the states of Alabama, Georgia, Mississippi, and Florida. Should you be physically located in a state other than those listed above for more than a vacation or brief visit, regardless of your legal state of residence or the type of license you have, you will be

unable to apply or continue your nursing degree program at the AUM School of Nursing. This includes, but is not limited to, students that accept traveling nurse positions in a state other than those listed above.

AUMSON accepts students for the Master of Science in Nursing and the graduate certificates from Alabama, Georgia, Mississippi, and Florida. Students admitted to the MSN program must complete all clinical experiences and hold an unencumbered registered nurse license from the following states: Alabama, Georgia, Mississippi or Florida.

Accreditation

The graduate degree programs in nursing at Auburn University at Montgomery are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Program Options:

Doctor of Nursing Practice

A Doctor of Nursing Practice (DNP) degree program is based on the American Association of Colleges of Nursing (AACN) Essentials for Doctoral Education for Advanced Practice (2006). The program objectives build upon those for the masters in nursing program. Graduates from the DNP program have the clinical and management expertise to develop, implement and evaluate new practice approaches based on scientific knowledge. Graduates are prepared to work collaboratively in interprofessional teams to meet health care needs of individuals and populations.

Master of Science in Nursing: Family Nurse Practitioner

A Family Nurse Practitioner (FNP) is a registered nurse with a graduate degree in nursing that is prepared for advanced practice with individuals and families throughout the life span and across the health continuum. This practice includes independent and interdependent decision-making and direct accountability for clinical judgment. Graduate preparation expands the comprehensiveness of the FNP role to include participation in and use of research and implementation of health policy, leadership, education, case management and consultation.

Nurse Educator for Interprofessional Practice

Students interested in the Nurse Educator for Interprofessional Practice Program will be prepared to educate healthcare providers and educators for the 21st century healthcare environment where interprofessional practice and team science is required. Course work in academic nursing emphasizes developing in the role as an educator and/or faculty member. Emphasis is on application of theories and principles of teaching-learning in a variety of health care settings and colleges of nursing. Teaching practical experiences are provided in the classroom, clinical settings and in the use of current technologies.

Family Nurse Practitioner & Nurse Educator for Interprofessional Practice

Students may request to take both the Family Nurse Practitioner program and the Nurse Educator for Professional Practice program concurrently. Graduates would receive a Master of Science in Nursing as a Family Nurse Practitioner and a Graduate Certificate for Nurse Educator for Interprofessional Practice.

Admission Requirements for the Doctor of Nursing Practice Program:

1. Hold an earned Master of Science in Nursing (MSN) degree from a nursing program accredited by either the Commission on Collegiate Nursing Education (CCNE) or the Commission for Nursing Education Accreditation (CNEA) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission (NLNAC).
2. Evidence of an unencumbered registered nurse license in applicant's state with license number to practice.
3. Current Professional Resume
4. Personal Statement

5. Official transcripts from all colleges or universities attended, including community colleges, even if a degree was not awarded.
 - Minimum GPA of a 3.0 on a 4.0 scale for both the nursing courses and overall GPA
6. Three professional references: Reference form will be provided after applying.
7. Test of English as a Foreign Language (TOEFL) score is required if English is not the first language. Auburn University Montgomery TOEFL code is 1036. Please see admission requirements for AUM Graduate Studies for International students under Admission Graduate Studies International Students for further information.

Admission Requirements for the Master of Science in Nursing Program/Certificate Programs:

All applicants must submit the following materials to be considered for admission:

1. Hold an earned Bachelor of Science in Nursing (BSN) degree with an upper division nursing major from a program accredited by either the Commission on Collegiate Nursing Education (CCNE) or the Commission for Nursing Education Accreditation (CNEA) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission (NLNAC). For the Post-Graduate Family Nurse Practitioner (FNP) Program, applicants must hold an earned Master of Science in Nursing (MSN) degree from a program accredited by either the Commission on Collegiate Nursing Education (CCNE) or the Commission for Nursing Education Accreditation (CNEA) or the Accreditation Commission for Education in Nursing (ACEN), formerly known as the National League for Nursing Accrediting Commission (NLNAC).
2. Evidence of an unencumbered registered nurse license in applicant's state with license number to practice.
3. Current Professional Resume
4. Personal Statement
5. Official transcripts from all colleges or universities attended, including community colleges, even if a degree was not awarded.
 - Minimum GPA of 3.0 on a 4.0 scale for both nursing courses and overall GPA
6. Three professional references: reference form will be provided after applying. Examples of professional references:
7. Test of English as a Foreign Language (TOEFL) score is required if English is not the first language. Auburn University at Montgomery TOEFL code is 1036. Please see admission requirements for AUM Graduate Studies for International Students under Admission Graduate Studies International Students for further information.

Due to nursing education restrictions imposed by other states, AUMSON is only able to offer master's level courses, clinicals, or other educational services regardless of modality within the states of Alabama, Georgia, Mississippi, and Florida. Should you be physically located in a state other than those listed above for more than a vacation or brief visit, regardless of your legal state of residence or the type of license you have, you will be unable to apply or continue your nursing degree program at the AUM School of Nursing. This includes, but is not limited to, students that accept traveling nurse positions in a state other than those listed above.

AUMSON accepts students for the Master of Science in Nursing and the graduate certificates from Alabama, Georgia, Mississippi, and Florida. Students admitted to the MSN program must complete all clinical experiences and hold an unencumbered registered nurse license from the following states: Alabama, Georgia, Mississippi or Florida.

Doctor of Nursing Practice (DNP) Courses

The DNP Program is a 5 semester program of study.

Course Name	Semester Hours
NURS 8110 Theoretical and Ethical Foundation for Advanced Nursing Practice	3
NURS 8120 Scholarly Writing for Advanced Nursing Practice	1
NURS 8130 Transition to DNP Practice.....	2
NURS 8140 Translating Evidence into Practice.....	3
NURS 8210 Management and Sources of Data in Healthcare	3
NURS 8220 Interprofessional Collaboration for Improved Clinical Outcomes	3
NURS 8230 Clinical Prevention and Population Health	3
NURS 8310 Resource Management and Sustainability.....	3
NURS 8320 Research Methods for Outcome Evaluation.....	3
NURS 8321 DNP Project Practicum I	3
NURS 8410 Health Policy, Advocacy, and Leadership	3
NURS 8411 DNP Project Practicum II	4
NURS 8421 Advanced Practice Practicum.....	2
NURS 8511 DNP Project Practicum III	4

Family Nurse Practitioner Program (Certificate)

Course Name	Semester Hours
NURS 6610 Advanced Physiology/Pathophysiology ²	3
NURS 6621 Advanced Physical Assessment and Clinical ²	3
NURS 6630 Pharmacotherapeutics for Advanced Practice ²	3
NURS 6440 Translating Evidence into Practice Systems	3
NURS 6550 Professional Transition to Advanced Nursing Practice.....	3
NURS 6250 Ethics, Legal Issues & Health Policy	3
NURS 6340 Theory for Advanced Nursing Practice.....	3
NURS 6120 Advancing Quality, Safety & Prevention.....	3
NURS 7111 Adult Primary Care and Clinical ¹	6
NURS 7211 Women's Health Primary Care and Clinical ¹	2.5
NURS 7311 Pediatric Primary Care and Clinical ¹	4.5
NURS 7411 Gerontologic Primary Care and Clinical ¹	3
NURS 7911 Advanced Practice Practicum ¹	4

¹ These are the courses in the plan of the study for the Post-Master's Family Nurse Practitioner Certificate.

² All post-graduate FNP certificate applicants must have successfully completed the advanced practice registered nurse (APRN) core courses: advanced pathophysiology, advanced pharmacology, and advanced physical assessment. The core APRN courses must have been completed within the past five years with a grade of B (3.0) or higher. If the previous degree did not include the APRN core courses the student will complete these courses prior to entering the FNP track. An individual plan of study will be designed for the student requiring these courses.

Nurse Educator for Interprofessional Practice Program (Certificate)

Course Name	Semester Hours
NURS 6610 Advanced Physiology/Pathophysiology.....	3
NURS 6621 Advanced Physical Assessment and Clinical	3
NURS 6630 Pharmacotherapeutics for Advanced Practice	3
NURS 6440 Translating Evidence into Practice Systems	3
NURS 6550 Professional Transition to Advanced Nursing Practice.....	3
NURS 6250 Ethics, Legal Issues & Health Policy.....	3
NURS 6340 Theory for Advanced Nursing Practice	3
NURS 6120 Advancing Quality, Safety & Prevention.....	3
NURS 7510 Interprofessional Educator Roles and Competencies ¹	3
NURS 7520 Instructional Design for Interprofessional Education ¹	3
NURS 7540 Innovative Curricula in Interprofessional Education ¹	3

NURS 7550 Using Qualitative Assessment, Analysis & Evaluation Strategies ¹	2
NURS 7660 Instructional Technology for Interprofessional Education ¹	1
NURS 7941 Nurse Educator Practicum for Interprofessional Practice Immersion Project ¹	2

¹ These are the courses required in the plan of study for the Nurse Educator Certificate

Description of Courses

Nursing (NURS)

6120. Advancing Quality, Safety, & Prevention (3). Focus on knowledge and skills required to advance quality improvement, promote safety, and support prevention activities in the practice setting.

6250. Ethics, Legal Issues and Health Policy (3). Roles, influence/advocacy, laws, regulations, and ethics of advanced practice are discussed. Examine policy decisions and related issues that impact the delivery of safe, effective, patient-centered, timely, efficient, and equitable care.

6340. Theory for Advanced Nursing Practice (3). Students explore the theoretical foundations of advanced nursing practice. The roles of the Master's prepared nurse are explored, along with central concepts inherent to nursing practice. Theories from nursing and related disciplines are examined with emphasis on application of theory to nursing practice.

6440. Translating Evidence into Practice Systems (3). Pr., Admission to the MSN Program. This course will discuss the identification, selection and application of current evidence in the advanced practice environment. Included are various approaches to evidence-based practices with an emphasis on developing skills in scientific inquiry and critical analysis. The student will use knowledge and skills to translate evidence into aspects of the advanced practice nursing role.

6550. Professional Transition into Advanced Nursing Practice (3). Pr., Admission to the MSN Program. This course focuses on the multi-faceted roles of the advanced practice nurse. Professional concepts related to advanced practice, and its competencies will be discussed.

6610. Advanced Physiology/Pathophysiology (3). This course will provide an in-depth understanding of advanced physiology/pathophysiology associated with acute and chronic conditions to determine prevention strategies and treatment options across the life span.

6621. Advanced Physical Assessment and Clinical (2,0,1). This course will focus on the application of knowledge, skills, and attitudes required for advanced health and physical assessment across the life span.

6630. Pharmacotherapeutics for Advanced Practice (3). This course enables graduate students who anticipate having perspective authority in the advanced practice role to expand pharmacological knowledge and integrate evidence-based treatment modalities of common acute and chronic health conditions into practice. This course will provide the student with the knowledge, skills, and attitudes necessary to assess, diagnose, and pharmacologically manage a patient's common acute and chronic health conditions in a safe, high quality, cost-effective manner across the life span. Emphasis is on the development of therapeutic decision-making in drug selection for the patient based on the identified acute or chronic health condition(s), individual variations, patient preference, and economic considerations as well as other diverse characteristics across the life span. Further, a focus includes perspective practices, patient education, and monitoring for therapeutic response to pharmacologic agents.

7111. Adult Primary Care and Clinical (3,0,3). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630. This course provides the student with theoretical knowledge for the advanced practice nurse required to practice community based advanced practice management for adolescent and adult populations.

7211. Women's Health Primary Care and Clinical (2,0,0.5). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630. This course provides the student with the theoretical knowledge for the advanced practice nurse required to practice community based advanced practice management for the female patient.

7230. Strategic Resource Management in Healthcare (3). Pr. NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550. This course will develop health systems leaders who have knowledge and skills to effectively communicate and influence strategic resource management in healthcare systems. This course focuses on major contextual factors and policy triggers that influence health policy and strategic resource management at various levels.

7236. Advanced Pathophysiology (3). Pr., BIOL 2100, BIOL 2110, NURS 3100. Focus on alterations of various physiological systems frequently encountered in primary care conditions across the life span. In-depth analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms.

7240. Data Management and Decision Making in Complex Healthcare Systems (3). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550. This course introduces a variety of data analytic and modeling methods commonly used in healthcare management. The course covers data analytic approaches such as statistical regression and time series analysis, and operations research (OR) techniques such as linear programming and queueing models. These methods enable practitioners to learn and build evidence from data and develop data-driven solutions to improve performance of a service system.

7246. Advanced Pharmacology (3). This course is designed to prepare advanced practice nurses to prescribe, administer, and counsel patients regarding safe medication regimes within their scope of practice.

7311. Pediatric Primary Care and Clinical (3,0,1.5). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630. This course provides the student with the theoretical knowledge for the advanced practice nurse required to practice community based advanced practice management for the pediatric patient.

7326. Analysis and Evaluation of Education Programs (3). Analysis and evaluation of curriculum construction, selection of teaching strategies for diverse groups and individuals and evaluation of learning outcomes in education of patients, health providers and nursing students.

7336. Reasoning and Management (3). Pr., NURS 7110 or NURS 7116 and NSG 6671, NSG 6649. This course provides the primary care nurse practitioner student with the advanced skills and knowledge to collect data, critically analyze data and arrive at diagnoses and treatment regimens for patients in the primary care setting. Additionally, this course meets key elements of the criteria for accreditation by the Commission on Collegiate Nursing Education, the accreditation agency used by the AU/AUM Joint MSN Program.

7356. Quality, Safety, and Prevention (3). This course examines the concepts of clinical illness prevention, population health, quality and safety in health care, and the use of information technologies.

7411. Gerontologic Primary Care and Clinical (2,0,1-2). Pr. NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630. This course provides the student with the theoretical knowledge for the advanced practice nurse required to practice community based advanced practice management for the geriatric patient.

7510. Interprofessional Educator Roles and Competencies (3). Exploration of educational and leadership principles, theories, and strategies related to nursing education in diverse and complex health care settings. Duplicate course credit cannot be awarded for NURS 6516.

7520. Instructional Design for Interprofessional Education (3). Exploration of the design, development, implementation, and evaluation of learning and teaching processes related to nursing education for effective and efficient delivery. Duplicate course credit cannot be awarded for NURS 6526.

7530. Innovations in Clinical Teaching and Evaluation (1). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630; NURS 7510. This course will explore principles, theories and practice of learning and teaching in the context of clinical health care settings. Its purpose is twofold; to develop an informed approach to clinical teaching; and to foster an appreciation of the critical role of clinical teaching.

7540. Innovative Curricula in Interprofessional Education (3). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630; NURS 7510. This course applies basic and innovative concepts for education in nursing and interprofessional practice. Emphasis is on the science of teaching/learning that includes theories and characteristics of active learning, whole brain learning and engaged learning.

7550. Using Quality Assessment, Analysis, and Evaluation Strategies (2). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630; NURS 7510. This course provides a broad knowledge of theories and strategies of quality measurement and evaluation as applied to nursing education and practice.

7560. Program Evaluation and Accreditation (2). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630; NURS 7510. This course will teach students to critique and analyze methods for measuring outcomes in nursing education. The student will learn strategies for evaluating the effectiveness of tests, written assignments, patient-focused education, and performance in clinical practice.

7660. Instructional Technology for Interprofessional Education (1). Pr., NURS 7510. This course will discuss new and emerging technologies in education. Discuss the role of the nurse educator in using technology for patient, staff, and student education. Discuss challenges and opportunities that can occur when using technology to educate in the healthcare environment.

7911. Advanced Practice Nurse Practicum (1,0,3). Pr., NURS 6340; NURS 6120; NURS 6440; NURS 6250; NURS 6550; NURS 6610; NURS 6621; NURS 6630. This course will focus on the application of the knowledge, skills, and attitudes required for the transition to the role of the family nurse practitioner.

7941. Nurse Educator Practicum for Interprofessional Practice (2). Synthesis of educational theories, research and strategies in applying the roles of the educator in teaching clients, students or care providers. Selected educational settings provide opportunities to practice the roles of the educator under guidance of qualified preceptor. Duplicate course credit cannot be awarded for NURS 6536.

8110. Theoretical and Ethical Foundation for Advanced Nursing Practice (3). Pr., Admission to the DNP Program. The course serves as the framework for philosophical, ethical, and theoretical context of the Doctor of Nursing Practice (DNP) practice. The primary focus of this course is theoretical and ethical principles that serve as the foundation for advanced nursing practice.

8120. Scholarly Writing for Advanced Nursing Practice (1). Pr., Admission to the DNP Program. The course provides the Doctor of Nursing Practice (DNP) student with the knowledge and skills to produce a scholarly paper. The course focuses on the foundational development of writing skills needed to disseminate and advance knowledge in clear, concise and contextual language. This course is necessary for the student to gain understanding of the formal language and tone required to be successful in scholarly writing.

8130. Transition to DNP Practice (2). Pr., Admission to the DNP Program. This course provides the Doctor of Nursing Practice (DNP) student with the knowledge and skills to develop their DNP role as a

leader in healthcare improvement efforts. The course focuses on DNP role development, the culture of healthcare, identification of quality and/or safety issues in healthcare, and models of healthcare change and improvement. This course is necessary for the student to develop, implement and evaluate strategic planning tools to facilitate organizational and system level changes.

8140. Translating Evidence into Practice (3). Pr., Admission to the DNP Program. This course provides the Doctor of Nursing (DNP) student with the methodological basis for translating evidence into practice systems in a variety of health care environments. This course is necessary for the student to identify clinical problems, appraise relevant evidence and develop best practices for application in health care environments.

8210. Management and Sources of Data in Healthcare (3). Pr., NURS 8110; NURS 8120; NURS 8130; NURS 8140. This course provides the Doctor of Nursing (DNP) student with the knowledge and skills to search, access and utilize health care data. The focus of this course is the use of information technology to improve health care outcomes. This course is necessary for the student to identify and apply relevant and meaningful data to advanced practice nursing.

8220. Interprofessional Collaboration for Improved Clinical Outcomes (3).Pr. ,NURS 8110; NURS 8120; NURS 8130; NURS 8140. This course provides the Doctor of Nursing Practice (DNP) student with the knowledge and skills necessary to develop, implement, and evaluate programs that improve health outcomes. The course will focus on an interprofessional approach for program evaluation frameworks, including clinical guidelines and standards of care, outcome measures, and variance models for specific patient types. This course is necessary for the student to utilize strategic planning tools to achieve positive changes in health outcomes; to measure the outcomes for quality improvement and patient safety projects; to engage in risk assessment and management; to improve resource utilization and reduce health care costs; and to facilitate interprofessional, macro-system and microsystem organizational changes.

8230. Clinical Prevention and Population Health (3). Pr., NURS 8110; NURS 8120; NURS 8130; NURS 8140. This course provides the Doctor of Nursing (DNP) student with the knowledge and skills to examine population health issues across the lifespan, globally and regionally. Students will develop intervention strategies to address health promotion, disease prevention, and specific health problems with diverse populations. This course is necessary for the student to analyze health issues across diverse populations

8310. Resource Management and Sustainability (3). Pr., NURS 8110; NURS 8120; NURS 8130; NURS 8140; NURS 8210; NURS 8220; NURS 8230. This course provides the Doctor of Nursing Practice (DNP) student with the knowledge and skills necessary to identify, evaluate, and consider the costs associated with implementing and sustaining change within the healthcare environment. The course is necessary for the student to focus on the processes and communication skills necessary to lead quality improvement and patient safety initiatives in healthcare systems.

8320. Research Methods for Outcome Evaluation (3). Pr., NURS 8110; NURS 8120; NURS 8130; NURS 8140; NURS 8210; NURS 8220; NURS 8230. This course provides the Doctor of Nursing (DNP) student with the clinical data management and outcome evaluation skills which are essential components of any DNP project. This course is necessary for the student to focus on data management to include well defined outcomes linked to variables and data sources; adequate statistical power to determine success of the project; proper data cleaning and manipulation techniques; appropriate statistical methods for measuring outcomes, and a meaningful presentation of outcomes that addresses concerns and questions of key stakeholders.

8321. DNP Project Practicum I (3). Pr., NURS 8110; NURS 8120; NURS 8130; NURS 8140; NURS 8210; NURS 8220; NURS 8230. This course is the first in a three course sequence which provides the Doctor of Nursing (DNP) student with the tools and direction needed to develop a comprehensive project proposal and management plan which will guide the remainder of the final project sequence. This course is necessary for the student to develop a DNP project proposal.

8410. Health Policy, Advocacy, and Leadership (3). Pr., NURS 8110; NURS 8120; NURS 8130; NURS 8140; NURS 8210; NURS 8220; NURS 8230; NURS 8310; NURS 8320; NURS 8321. This course provides the Doctor of Nursing (DNP) student with the knowledge and skills to be a leader in health care and to influence health policies at multiple levels. This course is necessary for the student to focus on acquisition of leadership skills to influence health policy.

8411. DNP Project Practicum II (4). Pr., NURS 8110; NURS 8120; NURS 8130; NURS 8140; NURS 8210; NURS 8220; NURS 8230; NURS 8310; NURS 8320; NURS 8321. This course is the second in a three course sequence which provided the Doctor of Nursing (DNP) student with the opportunity to execute the project plan in collaboration with the agency site in a way that assures fidelity with the findings of the evidence and the plan approved by the IRB. This course is necessary for the student to implement the DNP project.

8421. Advanced Practice Practicum (2). Pr., NURS 8110; NURS 8120; NURS 8130; NURS 8140; NURS 8210; NURS 8220; NURS 8230; NURS 8310; NURS 8320; NURS 8321. This course provides the Doctor of Nursing Practice (DNP) student with the opportunity to synthesize advanced knowledge and role behaviors in an advanced practice role within clinical specialty tracks. This course is necessary for the student requiring additional clinical hours for completion of the DNP degree.

8511. DNP Project Practicum III (4). NURS 8110; NURS 8120; NURS 8130; NURS 8140; NURS 8210; NURS 8220; NURS 8230; NURS 8310; NURS 8320; NURS 8321; NURS 8410; NURS 8411. This course is the third in a three course sequence which provides the Doctor of Nursing (DNP) student the opportunity to finalize, evaluate and disseminate the DNP project. This course is necessary for the student to complete, evaluate and disseminate the DNP project.

College of Sciences

Dr. Douglas Leaman, Dean

Faculty:

Biology

Professors Leaman (Dean), Okeke, Stine, and Ward (Chair)
Associate Professors Aho, Costa, Ha, Haddix, Kroft, and Thomson
Assistant Professors Cuba, Grilliot, Koelling, O'Neill, and Stein
Lecturers Danderson, Foster, and Rover
Lab Coordinators Rogers, Schmaeman, and Stoeckel

Chemistry

Professors Kim (Chair) and Thomas
Associate Professor
Hutchison
Assistant Professors Arnold, Ciesielski, Russell, and Si
Lab Coordinator R. Richardson

Computer Science

Professor Wu (Chair)
Assistant Professors, Dinc and Gao
Lecturer Yan

Mathematics

Professors Goddard (Assistant to Chair), Ragland, Underwood and Wang (Chair)
Associate Professors Aga, T. Chen, Y. Chen, and Lee
Assistant Professor Park
Lecturers Hand, Lipham, McDonald, Moore, Paulk, Tang, and Valentine

Psychology

Professors Harper, LoBello, Mehta, Ray, and Zachar
Associate Professors Arms-Chavez (Chair), Carol, and Parenteau
Assistant Professor Bodily and Garrison

Programs:

Master of Science in Computer Information Systems and CyberSecurity

Master of Science in Computer Science

Master of Science in Geographic Information Systems

Master of Science in Psychology

Master of Science in Computer Information Systems and Cyber Security

The Master of Science degree program in Computer Information Systems and Cyber Security (CSIS) prepares students to become leaders in the field of information and network security, offering instruction and research opportunities that provide graduates with the necessary knowledge and skills to effectively assess, develop, and manage secure information networks and to respond to newly developed threats.

This program offers a unique opportunity for students to learn to:

- Identify and respond to information security challenges in distributed and embedded systems.
- Evaluate and recommend technological tools and protocols to protect against risks.
- Integrate the use of encryption technology in non-secure and non-private computers and systems.
- Design and conduct research in the area of cyber systems and information security.
- Critically evaluate and apply research to computer and cyber systems threats.

There is an ever-increasing need in society for greater cyber systems and information security. This need calls for the development of leaders who can implement, monitor, and respond to security issues, as well as researchers who can develop original and innovative technologies to improve cyber systems security. The Computer Information Systems and Cyber Security master's degree will provide specialized training in computer network and information security, secure software engineering, operating system security, secure network engineering, and applied cryptology.

Preparation for program admission: Undergraduate degree in Computer Science or a related field. Other majors may require prerequisite coursework.

Students in this program will develop skills to:

- Demonstrate an understanding of the technical, management, and policy aspects of cyber systems and information security.
- Recognize the impact of security issues related to software engineering on distributed information systems.
- Assess information risks faced by an organization and develop a response plan.
- Demonstrate an understanding of technological and human engineering problems linked to security risks.
- Assess the impact of information security policies, and market developments on complex systems and organizational objectives.
- Mitigate system vulnerabilities and restore compromised services.
- Manage the development, acquisition, and evolution of a secure information network.
- Construct secure networked and distributed computer systems.
- Troubleshoot large-scale information networks and distributed systems.
- Develop a strategy for lifelong learning and professional development in information security disciplines.

Students in this program can find jobs in:

- Information Technology
- Homeland Security
- Government and State Agencies
- Private Business
- Armed Forces

Students in this program will be instructed by qualified faculty from Auburn University at Montgomery, Auburn University, and also experienced instructors and practitioners from the IT industry professionally affiliated with cyber systems and information security issues.

Program Requirements:

The curriculum consists of 36 semester hours with thesis and non-thesis options. Courses are taught by faculty from the College of Sciences and College of Business at AUM, and in partial collaboration with the Auburn University Department of Computer Science and Software Engineering.

Course Name	Semester Hours
CSIS 6003: Introduction to Computer Security	3
CSIS 6010: Data Communications and Computer Networks	3
CSIS 6013: Network Security and Reliability-Quantitative Metrics	3
CSIS 6020: Distributed Systems	3

CSIS 6033: Secure Software Systems.....	3
CSIS 6040: Applied Cryptology	3
CSIS 6053: Information Security Management	3
CSIS 6403: Computer Systems Modeling & Simulation.....	3
ACCT 6180: Financial Accounting/Integrated Business Concepts.....	3

Without thesis option:

QMTD 6750: Operations Research	3
CSIS 6912: Supervised Practicum with Cyber-Industry Experience.....	3
CSIS 6952: Security Policy Seminar: Health Care, Finance, Business, or Government.....	3

With thesis option:

CSIS 6992: M.S. Research Thesis.....	9
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Electives:

CSIS 6970: Operating Systems	3
CSIS 6973: Special Topics– Cybersecurity.....	3

Computer Information Systems and Cyber Security (CSIS) Course Descriptions

6003. Intro to Computer Security (3). This course introduces techniques for defending against hostile adversaries in modern computer systems and network; operating system and network security; cryptography and firewalls, and network denial-of-service attacks and defenses; user authentication technologies with fundamentals of security and information assurance.

6010. Data Communications and Networks(3). Topics include OSI layers, transport and link layers of the protocol stack, including network management, traffic engineering, router internals, querying theory, data link protocol, flow control, congestion control, routing, LAN, WAN, transport layer, fundamental principles underlying computer and telecommunications networks.

6013. Network Security and Reliability (3). Pr., CSIS 6003. This course studies network attack techniques by assessing with quantitative metrics to manage risk. Network reliability regarding chance failures will be analyzed using metrics, including the basics of reliability theory related to hardware and software, using automated software tools.

6020. Distributed Systems (3). This course studies models of underlying distributed systems; distributed transactions, distributed file systems; infrastructures for building distributed systems, distributed algorithms, cryptography and distributed security; fault tolerance, overview of distributed multimedia applications and networking support for distributed multimedia and real time systems.

6033. Secure Software Systems (3). Design and development of high-assurance, secure software and architecture is a growing challenge in emerging complex vulnerable systems under attack. This course focuses on “secure by design” for trustworthy computing to ensure the security of networked information systems and infrastructures.

6040. Cryptography (3). Pr., MATH 1620. This course explores code making and code breaking techniques. Topics include symmetric and public key cryptography, digital signature schemes, message authentication, key exchange protocols, statistical methods of cryptanalysis, and fundamentals of information theory and entropy.

6053. Information Security Management (3). Pr., CSIS 6003 and CSIS 6040. Information Security Management. This course covers management of security of enterprise information systems and networks, intrusion detection systems, vulnerability analysis, anomaly detection, computer forensics, application logging, auditing and data management, risk management, contingency planning and incident handling, digital immune systems, alarms and responses.

6403. Modeling and Simulation (3). Topics include Basic Statistical, Monte Carlo, Discrete Event Simulation, Random Number Generation; Modeling of Computer-Hardware-Software and Networks; Simulation of Software Quality; Queuing and Inventory and Dynamic Systems. Applications to Cyber Industry and Security and Reliability, and Trustworthy Computing are covered.

6912. Supervised Practicum (3). Pr., CSIS 6003 and CSIS 6053. The student is to apply knowledge in a real-world setting, to gain experience on specific projects concerning security and privacy risk issues, and to create professional contracts, not limited to information technology but extendable to telecommunications enterprises and wireless communications.

6952. Security Policy Seminars (3). The student is to participate in seminars by healthcare, finance, and government authorities associated with risk related problems, to gain an opportunity to learn and apply technical and management skills or solving real-world problems, and to write conclusive analytical reports.

6970. Operating Systems (3). Summary of operating systems, their associated functions and components will be covered. Topics will include process definition, scheduling, security maintenance and memory management. Modern operating systems are analyzed and compared studying pros and cons. Programmable projects will be assigned.

6973. Special Topics- Cyber Security (3). This special topics course as an applied elective on the emerging issues of cyber security and information assurance, will serve to elaborate on a number of modern trends, not covered in the regular core program.

6992. MS Research Thesis (1-9). This course provides individualized support and direction for students completing research and writing their thesis.

Master of Science in Computer Science

The program will give students specialized preparation in the broad area of Computer Science with four concentrations: a) High performance computing; b) Data Analytics; c) Computer and cyber-systems security; and d) General computer science. The program will prepare graduate-level computer scientists for the growing needs of industry. It will also provide a pathway for those seeking to continue their education beyond the master's level.

Graduates of the program will have increased their chances of obtaining employment in the computing industry, research centers and governmental and academic settings. Specific employment opportunities include, but are not limited to, Computer and Information System managers, Computer and Information System Analysts, System and Application Software Developers, Data Center Administrators, Data Analysts, and Computational Scientists. Also, students will have the theoretical and practical preparation for continuing their education towards doctoral studies in areas of Computer Science, Computational Science, modeling and Simulation and Applied Mathematics.

Students in this program will develop skills to

1. Master advanced computer science concepts.
2. Apply computing knowledge efficiently in order to solve practical problems.
3. Master the theory, methods and best practices from their corresponding concentrations.
4. Apply relevant algorithmic and mathematical concepts to the design and analysis of software.
5. Work in teams effectively in order to design and implement solutions to computational problems.

Preparation for program admission:

Admission requirements include a B.S. degree in a related field (Mathematics, Engineering, Science, Information Systems, etc.), and undergraduate transcripts (GPA). Minimum background includes the following undergraduate courses or equivalent: Functional programming, Object-Oriented Programming, Data Structure. However, if the minimum background needed to succeed in this program is not met, appropriate pre-requisite course will be recommended.

Program Requirements:

The program requires students to complete 33 credit hours to graduate. In addition to 6 core courses (18 credit hours), students can choose one of the four options. Students can choose to complete a thesis or opt to take extra coursework. The offered options provide wide flexibility to students. The thesis-option provides students opportunities to conduct research with faculty.

M.S. in Computer Science Curriculum

Core Courses (18 credit hrs.)

Course Name	Semester Hours
CSCI 6000 Algorithms Design and Analysis	3
CSCI 6050 Software Engineering	3
CSCI 6070 Advanced Database Systems.....	3
CSCI 6150 Operating Systems	3
CSCI 6170 Advanced Network Systems	3
CSCI 6250 Computer Architecture	3

Concentration 1: High performance Computing (HPC) (9 credit hrs.)

Course Name	Semester Hours
CSCI 6300 Advanced High Performance Computing	3
CSCI 6350 Distributed Systems	3
CSCI 6400 Advanced Data Intensive Computing	3

Concentration 2: Data Analytics (9 credit hrs.)

Course Name	Semester Hours
CSCI 6450 Machine Learning	3
CSCI 6500 Advanced Mathematical Statistics.....	3
CSCI 6550 Optimization Theory	3

Concentration 3: Computer and Cybersystems Security (9 credit hrs.)

Course Name	Semester Hours
CSCI 6600 Advanced Computer Security	3
CSCI 6650 Network Security	3
CSCI 6700 Cryptography	3

Concentration 4: General Computer Science (9 credit hrs.)

Course Name	Semester Hours
Take 3 courses from Concentrations 1, 2 and 3.	9

Options: Choose one of the following:

Course Name	Semester Hours
a) Thesis Option (6 credit hrs.): Thesis	
CSCI 6992 M.S. Research Thesis.....	6
b) Non-Thesis Option (6 credit hrs.): Take 2 courses out of the courses in other concentrations or electives	6

Electives Courses:

Course Name	Semester Hours
CSCI 6750 Secure Software Development	3
CSCI 6970 Special Topics in Computer Science (existing course)	3
CSCI 6924 Computer Science Internship	3
Total credits to graduate	33

Summary:

Credit hours required core courses
 Credit hours required in concentration
 Credit hours required in support courses or electives
 Credit hours for thesis or dissertation
Total credit hours required for completion

Thesis	Non Thesis
18	18
9	9
NA	6
6	NA
33	33

Computer Science (CSCI) Course Descriptions

6000. Algorithms Design and Analysis (3). This course investigates advanced methods, techniques, and theories for algorithm analysis and design, especially in coping with the computational intractability of problems in graphs, trees, sorting and order statistics, and strings. Topics include the algorithmic graph theory, advanced tree structures, introduction to approximation and algorithm, randomized algorithms, and NP completeness.

6050. Software Engineering (3). This course is designed to present students with an overview of advanced topics in Software Engineering. Students will be exposed to techniques that are gaining increasing attention in the industrial and research communities. Topics include Requirements Engineering, Object-oriented modeling, Design strategies, Design Patterns, Object-Oriented Frameworks, Aspect Oriented Programming, and Search-based Software Engineering.

6070. Database Systems (3). This course explores advanced database systems, their management and their corporate role. The topics include database management systems and associated technologies; the management of database systems; and the data modeling options facilitating the storage and use of data. The course also includes investigation into the theories that govern the design of database systems and subsequent practical implementation and critical evaluation.

6080. Digital Forensics (3). Pr., CSCI 4300 and CSCI 3300. The abstraction and implementation of reusable computer software components with applications to data structures and algorithms and to the engineering of large software-intensive programs.

6100. Software Components (3). Pr., CSCI 3000. Include advanced topics of computer crime and digital forensics. Cover different aspects of computer crime and ways in which to uncover, protect and exploit digital services. Students will be exposed to different types of tools, both software and hardware, and be able to use them to perform rudimentary investigations.

6150. Operating Systems (3). Pr., CSCI 4300 or equivalent. Advanced concepts in operating systems. Topics include operating systems architectures and construction; scheduling, communication and synchronization of parallel systems; virtual memory management, file systems, protection and security, operating system extension techniques, fault tolerance and recovery, and systems programming.

6170. Network Systems (3). A comprehensive study of networking concepts and protocols. Topics in the course include: computer networks overview, OSI layers, transport, network and link layers of the protocol stack, including network management, traffic engineering, router internals, queuing theory, data link protocol, flow control, congestion control, routing, local area networks, transport layer, fundamental principles underlying computer and telecommunication networks, wireless protocols, and security.

6200. Theory of Formal Languages (3). Pr., CSCI 3000, MATH 4200 or MATH 6200. Mathematical models of regular sets, context-free languages and Turing machines; deterministic and non-deterministic models, closure properties, normal forms and applications.

6250. Computer Architecture (3). Design and analysis of the structure and function of modern computing systems. Topics studied include combinational and sequential logic, number systems and computer arithmetic, hardware design and organization of CPU, I/O systems and memory systems, instruction set

and assembly language design, performance characterization and measurement, and current trends and developments in computer architecture and organization.

6300. High Performance Computing (3). Pr., CSCI 4300 or equivalent. This course explores the theory of high performance computing and parallelism and gives students hands-on experience with programming high-performance computer systems, from single-processor multicore platforms up to large-scale distributed memory multi-CPU/GPU systems. In addition, current and emerging programming models, performance analysis, and low-level performance engineering both for parallelism and for locality are investigated.

6350. Distributed Systems (3). Pr., CSCI 6150 and CSCI 6170. This course explores models of underlying distributed systems; distributed transactions, distributed file systems; infrastructures for building distributed systems, distributed algorithms, cryptography and distributed security; fault tolerance, overview of distributed multimedia applications and networking support for distributed multimedia and real time systems.

6400. Data Intensive Computing (3). Pr., CSCI 6070. This course covers a spectrum of topics from core techniques in relational data management to highly-scalable data processing using parallel database systems and MapReduce. The topics include principles of query processing, indexing, and query optimization; scalable data processing, parallel query plans, and scalable key-value stores; and concurrency control and recovery.

6450. Machine Learning (3). Pr., MATH 1620 and MATH 2660. A comprehensive study of machine learning algorithms. The main objectives of this course are to provide students with an in-depth introduction to machine learning theory and methods and an exploration of research problems in machine learning and its applications. The topics include supervised learning, including various classification algorithms, unsupervised learning, including cluster algorithms, feature engineering and analysis, and genetic algorithms.

6500. Advanced Mathematical Statistics (3). Pr., MATH 1620 and MATH 2660 or equivalents. This course provides students with decision theory, estimation, confidence intervals, and hypothesis testing. It introduces large sample theory, asymptotic efficiency of estimates, exponential families, and sequential analysis.

6550. Optimization Theory (3). Pr., MATH 1620 and MATH 2660 or equivalents. This course emphasis is on problems arising in management and engineering applications. This class focuses on problem formulation, software technologies and analytical methods for optimization. This serves as an introduction to a wide variety of optimization problems and techniques including linear and nonlinear programming, dynamic programming, network flows, integer programming and decision analysis.

6600. Advanced Computer Security (3). Pr., CSCI 6170. This course covers fundamental issues and first principles of security and information assurance. The course will look at the security policies, models and mechanisms related to confidentiality, integrity, authentication, identification, and availability issues related to information and information systems. Other topics covered include basics of cryptography, network security, risk management, security assurance and secure design principles, as well as e-commerce security.

6650. Network Security (3). Pr., CSCI 6170. This course introduces various aspects of computer security and cyber threats posed by the Internet miscreants. This course will give students an introduction of numerous attack vectors that are utilized by cyber criminals and possible defense mechanisms against the attacks. In particular, the course addresses topics such as intrusion detection, anomaly detection, malware analysis, malware campaigns, botnet detection, spam and web security.

6700. Cryptography (3). Pr., MATH 1620 or equivalent. This course explores code making and code breaking techniques, topics include symmetric and public key cryptography, digital signature schemes, message authentication, key exchange protocols, statistical methods of cryptanalysis, and fundamentals of information theory and entropy.

6750. Secure Software Development (3). Pr., CSCI 4100 or equivalent. Software problems are the root causes of many system failures and cyber attacks. However, most software developers still rely on manual processes to generate tests, identify bugs and vulnerabilities, or correct misbehaving programs. Program analysis techniques allow developers to analyze the behavior of programs automatically, making software both easier to test and more reliable. This course will explore both foundational and recent advances in program analysis, software reliability and software security. The goal of this course is to introduce students to the current techniques used in both research and practice.

6924. Computer Science Internship (1-4). Pr., Permission of instructor. Qualified students will be jointly supervised by faculty and computer professions. Internship allows students to gain industrial work experience.

6970. Special Topics in Computer Science (3). Pr., Permission of instructor. The student works under the direction of a faculty member on some topic of mutual interest. With the approval of the head of the department of Mathematics and Computer Science, may be taken pass/fail.

6992. M.S. Research Thesis (1-6). Pr., Permission of instructor. This course provides individualized support and direction for students completing research and writing their thesis.

Master of Science in Geographic Information Systems

This degree is a two-year professional degree specifically designed to prepare students of GIS for post-secondary appointments in government or the private sector. Graduates of the M.S. GIS program acquire all the essential skills to assume management positions in business, government, and industry, or seek employment as specialists in other areas where geospatial expertise is needed.

Graduate students in GIS at Auburn University at Montgomery learn how to operate high-tech scientific equipment and computers to collect information and analyze data using programs designed by the world's leading geospatial software providers. They also work with internationally recognized faculty members on research at home and abroad, and fill internships with federal, state, and local government as well as private industry.

The program is designed to enable students with backgrounds in a wide variety of interest areas to acquire geospatial problem solving and analytical skills while learning the latest methods and techniques in GIS data-gathering and computer technology.

The M.S.GIS consists of 36 semester hours. Students pursuing a thesis will take 6 hours of thesis work. The thesis must represent a problematic application of GIS wherein the student utilizes theory, concepts and methods reflecting the breadth of Geographic Information Systems and Science to solve a geospatial problem or model geospatially distributed phenomena. Non-thesis seeking students will earn a degree upon successful completion of a comprehensive exam. Awarding of the degree is conditional on completion of 36 graduate semester hours at a 3.0 GPA or higher.

Courses in the M.S.GIS Program (GEOG)

6100. GIS and Environmental Hazards (3). Pr. GEOG 6850. This course introduces students to core principles and concepts of vulnerability analysis, and the ways in which spatial analysis can illustrate and inform responses to environmental hazards. Lessons will be supplemented by hands-on learning in ArcGIS Pro to model spatial and temporal variability in dimensions and vulnerability such as exposure, sensitivity, and adaptive capacity.

6200. Open Source GIS and Web Mapping (3). Pr., GEOG 6850 or CSCI 1110. This course introduces core principles and concepts of open source Geographic Information Systems and web mapping. It emphasizes a hands-on learning approach to real-world problem solving. Students will learn to use a variety of open source GIS software packages and libraries to gather, manipulate, display and analyze spatial data. The course also prepares students to design, develop, and implement custom web mapping applications using open standards and free software and APIs.

6840. Cartography with Lab (3). This course is an introduction to mapping sciences and arts. Topics covered include the basics in mapping (scale, spatial reference systems, and projections), data acquisition and organization, key techniques for thematic mapping, and the principles of cartographic abstraction and design.

6850. Introduction to Geographic Information Systems with Lab (3). GIS history and theory, spatial concepts, research design, computer cartography, data collection and entry, information, storage, relational database design, digitizing, raster/vector operations, GPS and GIS, remote sensing analysis, overlay operations, map making, spatial statistics and predictive modeling, attribute queries, spatial queries, and GIS output.

6870. Geographic Information Systems for Health Professionals with Lab (3). This course exposes students to methods and theory in geographic information systems (GIS) as applied to the geo-spatial distribution of wellness and healthcare. The course also investigates relationships between humans, diseases, healthcare providers, and physical environments.

6890. Applied Research in Geographic Information Science and Systems with Lab (3). This is the capstone course for students seeking certification in GIS. The course provides an opportunity for students to demonstrate knowledge derived from four basic courses in GIS. Students design a major research project that incorporates topics relating to science of spatial analysis.

6910. Advanced Geographic Information Systems with Lab (3). Pr., GEOG 6840. Geographic Information Systems and Science history and theory, advanced spatial concepts, research and relational database design, raster operations and analyses, GPS and GIS, remote sensing concepts, overlay operations, spatial statistics and predictive modeling, advanced topological analysis, and GIS output.

6920. Python Scripting for Geographic Information Systems with Lab (3). Pr., GEOG 6340 or GEOG 6840, and GEOG 6350 or GEOG 6850. This course provides students using geographic information systems (GIS) the skills necessary to write script in Python program language to accomplish repetitive or iterative tasks and statistical calculations.

6930. GIS and Urban Studies with Lab (3). A course in GIS applications in urban and community management, economic development, education, elections, districting, housing and property evaluation, transit and transportation, land use and sustainability, crime analysis, emergency management, public works, utilities, and growth modeling.

6940. Remote Sensing (3). Pr., GEOG 6340 or GEOG 6840, or GEOG 6850. This course is an introduction to remote sensing technology. Lectures and lab exercises cover the basic theoretical and technical aspects of various remote sensing platforms and their integration with GPS and GIS to facilitate accurate characterization of the Earth's physical and human environment.

6950. Spatial Statistics for GIS (3). Pr., GEOG 6350 or GEOG 6850. This course informs the student on methods and theory for quantitative analysis within the geographic information systems (GIS) environment. The statistical methods taught in this course will enable the student to characterize geo-spatial distributions of geographic features and entities and verify casual relationships.

6960. 3D And Raster Surfaces in Geographic Information Systems with Lab (3). Pr., GEOG 6840, GEOG 6850, and GEOG 6910. The methods, theory, and applications employed to develop 3D objects in the GIS environment. This course covers raster conversion of vector data, grid surface, terrain and hydrological modeling, statistical surfaces, view-shed analyses, distance and density surfaces, and 3D or 4D visualizations.

6970. Special Topics in Geographic Information Systems (1-3). Pr., permission of instructor. An intensive examination of selected topics from a geographical perspective. Topics announced prior to the beginning of each semester. May be repeated for a maximum of 6 hours credit.

6980. GIS Database Design (3). Pr., GEOG 6350 or GEOG 6850. Course covers advanced operations in database framework design, data creation and management, topological editing, automated scripts, workflow optimization, and symbolization.

6990. GIS and Environmental Management with Lab (3). Pr., GEOG 6840, GEOG 6850, and GEOG 6910. This course provides students exposure to methods and theory in geographic information systems (GIS) as they apply to the analysis of relationships between humans and their environments whether physical or social. Study focuses on the role GIS plays in environmental management.

6992. Thesis (1-6). Pr., Graduate standing; Committee chair's approval. Completion of a formal research project under faculty supervision.

Department of Psychology

The Department of Psychology promotes the generation, development and transfer of scientific and professional knowledge through its programs of teaching, research and service. The graduate program is an academically rigorous program with a basis in scientific psychology. The goal for graduate students is the ability to gain entrance into a doctoral program or the possession of skills to obtain employment in the field. All students will be able to recognize and differentiate concepts used in the basic domains of psychology and distinguish research methods and statistical procedures commonly used in psychology. The program has a clinical focus, and students will learn to administer and interpret psychological tests and demonstrate basic clinical skills. Thesis students will be able to present and successfully defend an original research study.

The Clinical Practicum Track

First Year

Fall

PSYC 6243 Principles of Psychotherapy

PSYC 6273 Individual Intelligence Testing

PSYC 6263 Psychometrics for Psychological Assessment (Online)

PSYC 6450 Advanced Social Psychology OR PSYC 6780 Advanced Developmental Psychology

Spring

PSYC 6190 Research Methods

PSYC 6283 Objective Psychological Assessment

PSYC 6530 Advanced Abnormal Psychology

Summer

PSYC 6100 Professional Issues, Ethics and Diversity

PSYC 6150 Theories of Psychotherapy

PSYC 6982 Master in Psychology Comprehensive Exam

Second Year

Fall

PSYC 6250 Group Psychotherapy

PSYC 6780 Advanced Developmental Psychology OR PSYC 6450 Advanced Social Psychology

PSYC 6924 Practicum

Spring

PSYC 6160 History and Systems of Psychology

PSYC 6290 Research Statistics

PSYC 6924 Practicum

PSYC 6982 Master of Psychology Comprehensive Exam

The Clinical Thesis Track

First Year

Fall

PSYC 6243 Principles of Psychotherapy

PSYC 6273 Individual Intelligence Testing

PSYC 6780 Advanced Developmental Psychology OR PSYC 6450 Advanced Social Psychology

PSYC 6263 Psychometrics for Psychological Assessment (Online)

Spring

PSYC 6530 Advanced Abnormal Psychology

PSYC 6283 Advanced Objective Testing

PSYC 6190 Research Methods

Summer

PSYC 6100 Professional Issues, Ethics and Diversity

PSYC 6150 Theories of Psychotherapy

PSYC 6982 Master in Psychology Comprehensive Exam

We recommend having a thesis topic and advisor by early summer.

Second Year

Fall

PSYC 6250 Group Psychotherapy

PSYC 6450 Advanced Social Psychology

PSYC 6780 Advanced Developmental Psychology

PSYC 6902 Independent Study For Thesis

Spring

PSYC 6160 History and Systems of Psychology

PSYC 6290 Research Statistics

PSYC 6902 Independent Study For Thesis

PSYC 6992 Thesis

PSYC 6982 Master of Psychology Comprehensive Exam

Psychology Course Descriptions (PSYC)

6100. Pro-Seminar Issues and Ethics (3). Ethical issues and their relevance for the student's professional identity. Practice research applications of the American Psychological Association's code of ethics examined, along with cultural and diversity issues. Offered summer term.

6150. Theories of Psychotherapy (3). An academic exploration of the basic theoretical systems of psychotherapy. Offered summer term.

6160. History and Systems of Psychology (3). A survey of the fundamental concepts, themes, and theoretical systems in the history of scientific psychology. Offered spring term.

6170. Advanced Educational Psychology (3). In-depth analysis of the psychological bases of learning. Particular emphasis is on development and modification of cognitive and affective behavior. Same as FNDS 6170.

6190. Research Methods (3). Investigative techniques of research, with special emphasis on principles and practices of research design and methodology. Offered spring term.

6223. Advanced Experimental Analysis of Behavior (3). Pr., PSYC 6613. Advanced study of the experimental analysis of behavior. An in-depth review of current theoretical models of the quantitative law of effects. Students are required to participate in laboratory sessions which use an experimental animal to explore the basic phenomena covered in class.

6243. Principles of Psychotherapy (4). An introduction to counseling and psychotherapy, with an emphasis on both skills and common therapeutic principles. Offered fall term.

6250. Group Psychotherapy (3). Group psychotherapy and technique. Covers the history of group therapy, aspects of group development, leadership styles, ethical considerations and leading groups from different theoretical perspectives. Offered fall term.

6263. Psychometrics for Psychological Assessment (1). Pr., PSYC 6153 or PG 615. The purpose of this course is to teach the "psychometric" foundations of psychological assessment. Topics covered include reliability, validity, standardized scores, confidence intervals, and use of base rates and hit rates for decision-making. Offered fall term.

6273. Individual Intelligence Appraisal (3). Pr., PSYC 4153. Supervised practice in the administration and interpretation of individual intelligence tests for children and adults. Offered fall term.

6280. Principles and Theories of Learning (3). Pr., PSYC 6160 and PSYC 6170 or PG 211 and PG 618. Analysis of traditional and contemporary learning theories.

6283. Advanced Objective Testing (4). Pr., PSYC 6273 or PG 670. Use of psychological tests for the assessment of personality in clinical, career and personnel settings. Offered spring term.

6290. Research Statistics (3). An advanced lecture and laboratory course using statistical analysis for complex research designs. Offered spring term.

6293. Projective Personality Appraisal (4). Pr. PSYC 6273 or PG 670. Supervised practice in administration and interpretation of projective personality techniques. Rorschach, T.A.T. and other techniques emphasized.

6320. Physiological Psychology (3). Physiological bases of behavior, motivation and cognitive processes, focusing on the central nervous system.

6330. Sensation and Perception (3). A survey of how organisms sense and perceive the environment. Topics include stimuli that activate the sense organs, anatomy of sense organs and theories and researches about how the brain and past experiences convert sensations into perceptions.

6340. Health Psychology (3). Relationships between behavior and physical health. Emphasis on factors associated with physical illness, well-being and adaptation to illness.

6350. Psychopharmacology (3). Study of chemicals with the potential to alter mood, perception or behavior. Includes the composition and effects of such drugs, theoretical perspectives and empirical research.

6450. Advanced Social Psychology (3). Selected theory and research in socialization process, interpersonal dynamics, conformity and attitude formation and change. Offered every other fall term.

6470. Culture and Psychology (3). The importance of culture in explaining human behavior. Encourages students to raise questions about traditional viewpoints in psychology and to evaluate different ways of understanding the diversity of human behavior in general.

6530. Advanced Abnormal Psychology (3). Provides a working understanding of various disorders treated and managed by professional psychologists. Includes familiarity with operationalized diagnostic criteria and theoretical perspectives on various disorders. Offered spring term.

6613. Principles of Behavior Modification (4). 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.

6623. Advanced Behavior Modification (3). Pr., PSYC 6613 or PG 612. Analysis of the literature of behavior modification and participation in a supervised practicum. May be repeated for a maximum of 9 hours credit.

6640. Personnel Selection and Utilization (3). Pr., PSYC 6603. Application of behavior principles to recruiting, selecting, evaluating and training of factory, office, labor and professional personnel.

6660. Cognitive Psychology (3). A survey course that examines cognitive processes involved in memory, attention, decision making, problem solving, mental imagery and language. Basic and applied research in these areas emphasized.

6670. Cognitive Neuroscience (3). Attention, memory, emotions and higher order cognitive processes, with an emphasis on their biological bases.

6710. Theories of Personality (3). A systematic examination of the theoretical and methodological characteristics of approaches to the study of personality that have influenced the area.

6760. Advanced Industrial-Organizational Psychology (3). Provides an in-depth focus on issues in industrial-organizational psychology. Basic theoretical positions and empirical findings emphasized.

6780. Advanced Developmental Psychology (3). An advanced investigation of the influences on socio-emotional, cognitive and behavioral age-related changes across the lifespan, including current theoretical perspectives and empirical research. Offered every other fall term.

6860. Political Psychology (3). Examines the psychological foundations of individual political behavior. Applies various social-psychological paradigms to the study of public attitudes, mass and elite behavior, social conflicts, and foreign policy making. May be taught concurrently with 4860.

6902. Independent Study and Project (1-6). 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 thesis. May be repeated for a total not to exceed 9 hours. Cannot be used to fulfill the "elective" requirement for the general psychology thesis program. Offered every term.

6924. Practicum in Psychology (1-6). Supervised practice in an applied setting. Content and placement to be arranged by the student and department. May be repeated for a total of 6 hours. Usually offered every term.

6925. Internship (6). Supervised experience in an applied setting for non-clinical students.

6952. Seminar in Psychology (3). A topical course reflecting student and faculty interests. May be repeated by the student in various topics.

6982. Master in Psychology Comprehensive Examination (0). Pr., advisor's approval. A series of exams covering core areas that parallel many of the topics assessed in the EPPP licensing exam for psychologists.

6992. Thesis (0). Pr., committee chair's approval. Completion of a formal research project under faculty supervision.

Biology (BIOL)

5250. Epidemiology (3). Pr., BIOL 2010 and BIOL 2011 or BIOL 3010 and BIOL 3011. An introduction to the techniques used in studying the transmission, incidence and frequency of disease occurrence in populations.

5300. Genetics (3). Pr., BIOL 1010 and BIOL 1011 or BIOL 1020 and BIOL 1021. The study of basic principles, concepts and problems relative to gene inheritance in animals and plants. The course includes topics that cover both classical and modern genetics.

5400. Principles of Toxicology (3). Pr., BIOL 1020 and CHEM 1020. Covers toxicology, the study of poisons. Topics will include molecular and cellular sites of action of toxicants, carcinogenesis, teratology, effects of toxicants on the nervous system, cardiovascular system, respiratory system, and other organ systems, and ecosystem-level effects.

6010. Medical Microbiology (3). Pr., BIOL 2010 and BIOL 2011 or BIOL 3010 and BIOL 3011 or BIOL 3010 and BIOL 3011. The etiology, epidemiology, vector controls, identification and pathogenesis of microorganisms of medical importance to man.

6013. Medical Microbiology (4). Pr. BIOL 2010 and BIOL 2011 or BIOL 3010 and BIOL 3011. The etiology, epidemiology, vector controls, identification and pathogenesis of microorganisms of medical importance to man. This course includes a required laboratory component. May be taught concurrently with BIOL 4013.

6020. Vector-borne and Zoonotic Diseases (3). Pr., 12 hours of undergraduate biology. This course explores zoonotic and vector-borne diseases of historic and current importance in public health. Major vector-borne and zoonotic diseases are discussed including epidemiology, available means of prevention and control of the disease and vectors, and concepts related to emergence of these diseases.

6030. General Virology (3). Pr., BIOL 2010, BIOL 2011 or BIOL 3010, 3011, and BIOL 3300 or 5300. The molecular biology of bacterial and animal viruses, pathogenesis, diagnosis, and procedures for isolation, cultivation and purification.

6033. General Virology (4). Pr., BIOL 2010, BIOL 2011, BIOL 3300, BIOL 3303 or BIOL 5300. The molecular biology of bacterial and animal viruses, pathogenesis, diagnosis, and procedures for isolation, cultivation and purification. This course includes a required laboratory component. May be taught concurrently with BIOL 4033.

6050. Industrial Microbiology (3). Pr., BIOL 2010 and BIOL 2011 or BIOL 3010 and BIOL 3011. Lectures on the principles and practices of industrial processes involving microorganisms with emphasis on microbial biotechnology. Topics include screening and improvement of industrial microorganisms, fermentation media/equipment/systems, healthcare products (antibiotics, anti-tumor agents, alkaloids, steroids, vaccines, etc.), alcoholic beverages, biofuel, single cell protein, probiotics, bio-insecticides, microbial fertilizer, fermented foods, microbial mining, production of amino acids, biocatalysis, waste biotechnology and recombinant DNA technology.

6053. Industrial Microbiology (4). Pr., BIOL 2010 and BIOL 2011. Lectures and laboratory exercises on the principles and practices of industrial processes involving microorganisms with emphasis on microbial biotechnology. Topics include screening and improvement of industrial microorganisms, fermentation media/ equipment/systems, healthcare products (antibiotics, anti-tumor agents, alkaloids, steroids, vaccines, etc.), alcoholic beverages, biofuel, single cell protein, probiotics, bio-insecticides, microbial fertilizer, fermented foods, microbial mining, production of amino acids, biocatalysis, waste biotechnology, and recombinant DNA technology. This course includes a required laboratory component.

6060. Environmental Microbiology (3). Pr., BIOL 2010 and BIOL 2011 or BIOL 3010 and BIOL 3011. Covers the roles of microorganisms in the environment. Specific study areas include microbial diversity in earth environments, microbial ecology, biofilms and microbial communication, water-and food-borne pathogens and diseases, mycotoxins, water and sewage treatment, biogeochemical cycles, molecular methods, microorganisms and bioterrorism, indoor health microbiology, environmental sample collection and processing.

6063. Environmental Microbiology (4). Pr., BIOL 2010 and BIOL 2011. A combined lecture and lab course that cover the roles of microorganisms in the environment. Specific study areas include microbial diversity in earth environments, microbial ecology, biofilms and microbial communication, water- and food-borne pathogens and diseases, mycotoxins, water and sewage treatment, biogeochemical cycles, molecular methods, microorganisms and bioterrorism, indoor health microbiology, environmental sample collection and processing. This course includes a required laboratory component.

6070. Immunobiology (3). Pr., BIOL 3300, BIOL 3303, BIOL 5300. Topics include the molecules, cells, and organs involved in the immune response; genetic control of the immune response; normal functions of the immune system; and immunopathology.

6073. Immunobiology (4). Pr., BIOL 3303 and BIOL 2011. Topics include the molecules, cells, and organs involved in the immune response; genetic control of the immune response; normal functions of the immune system; and immunopathology. This course includes a required laboratory component.

6080. Reading the Scientific Literature (3). Pr., BIOL 1010. The ability to locate, read, and interpret journal articles is essential to scientists as well as to individuals working in any field where scientific discovery helps determine policies and procedures. This course introduces students to the tools and techniques that will help them navigate the primary scientific literature. An emphasis will be placed on how to read and understand scientific information in this format.

6100. Developmental Biology (3). Pr., BIOL 1020 and BIOL 1021 or BIOL 2060 and BIOL 2061. A consideration of the impact of descriptive and experimentally derived information on developmental events in various organisms with emphasis on the mechanics of orderly progression during life cycles.

6103. Developmental Biology (4). Pr., BIOL 1020 and BIOL 1021 or BIOL 2060 and BIOL 2061. A consideration of the impact of descriptive and experimentally derived information on developmental events in various organisms with emphasis on the mechanics of orderly progression during life cycles. This course includes a required laboratory component.

6150. Vertebrate Physiology (3). Pr., BIOL 1020, BIOL 1021 or BIOL 2060, BIOL 2061, and BIOL 2100. The physiological processes and specializations of vertebrates. Includes an in-depth investigation of the physiology of the major mammalian organ systems.

6153. Vertebrate Physiology (4). Pr., BIOL 1020 and BIOL 1021 or BIOL 2060, BIOL 2061, and BIOL 2100. The physiological processes and specializations of vertebrates. Includes an in-depth investigation of the physiology of the major mammalian organ systems. This course includes a required laboratory component.

6200. Ecology (3). Pr., BIOL 1020 and BIOL 1021. The dynamics of the environment, accenting the physical, chemical and biological properties of local ecosystems, giving special attention to integrative and homeostatic processes, energy flow, nutrient cycles and disruptive phenomena.

6203. Ecology (4). Pr., BIOL 1020 and BIOL 1021. The dynamics of the environment, accenting the physical, chemical and biological properties of local ecosystems, giving special attention to integrative and homeostatic processes, energy flow, nutrient cycles and disruptive phenomena. This course includes a required laboratory component.

6210. Population Ecology (3). Elementary mathematical ecology. Introduces many of the models and techniques needed to understand population dynamics. Problem solving and the use of computer models will be emphasized.

6230. Environment Pollution and Control (3). Pr., BIOL 1020 and BIOL 1021. Introduction to environmental science, focusing on detection, sources and treatment methods of water pollution; air pollution; noise pollution; solid waste; and hazardous waste. Legal and regulatory background also presented.

6233. Environment Pollution and Control (4). Pr., BIOL 1020. Introduction to environmental science, focusing on detention, sources and treatment methods of water pollution; air pollution; noise pollution; solid waste; and hazardous waste. Legal and regulatory background also presented. Field trips made and laboratory exercises focus on characterizing water quality. This course includes a required laboratory component.

6240. Ecosystems (3). Pr., BIOL 4203, BIOL 4200, BIOL 6200, or BIOL 6203. A continuation of the study of ecology, focusing on key concepts at higher levels of organization. Topics include fluxes of energy and matter, temporal and spatial patterns, problems of ecological scale, disturbance and succession.

6340. Histology (3). Pr., BIOL 1020 and BIOL 1021. Morphology and classification of animal tissues and the arrangement of tissues in organs and systems in vertebrate animals.

6343. Histology (4). Pr., BIOL 1020 and BIOL 1021. Morphology and classification of animal tissues and the arrangement of tissues in organs and systems in vertebrate animals. This course includes a required laboratory component.

6350. Cell Biology (3). Pr., BIOL 1020, BIOL 1021, CHEM 1200, CHEM 1201. Cell structure and function. The generalized cell, specialized cell and the cell as an organism are considered from the viewpoint of classical cytology and in terms of current biochemical, optical and ultra-structural studies.

6353. Cell Biology (4). Pr., BIOL 1020, BIOL 1021. Cell structure and function. The generalized cell, specialized cell and the cell as an organism are considered from the viewpoint of classical cytology and in terms of current biochemical, optical and ultra-structural studies. This course includes a required laboratory component.

6500. Freshwater Biology (3). Pr., BIOL 1020, BIOL 1021, BIOL 2030 or BIOL 2033. A study of the taxonomy and environmental relationships of biota of freshwater inhabitants.

6503. Freshwater Biology (4). Pr., BIOL 2033. A study of the taxonomy and environmental relationships of biota of freshwater inhabitants. This course includes a required laboratory component.

6510. Invertebrate Zoology (3). Pr., BIOL 1020, BIOL 1021, BIOL 2030 or BIOL 2033. A taxonomic survey of all major invertebrate phyla, with emphasis on major anatomical and physiological features and life histories.

6513. Invertebrate Zoology (4). Pr., BIOL 1020, BIOL 1021. A taxonomic survey of all major invertebrate phyla, with emphasis on major anatomical and physiological features and life histories. This course includes a required laboratory component.

6520. Wetlands (3). Pr., BIOL 4200, BIOL 4203, BIOL 6200, or BIOL 6203. An introduction to the role, value, distribution, variability and structure of wetlands and to the legal and regulatory framework through which they are managed in the U.S. Emphasis on biogeochemical processes unique to wetlands. May be taught concurrently with BIOL 4520.

6523. Wetlands (4). Pr., BIOL 4200, BIOL 4203, BIOL 6200, or BIOL 6203. An introduction to the role, value, distribution, variability and structure of wetlands and to the legal and regulatory framework through which they are managed in the U.S. Emphasis on biogeochemical processes unique to wetlands. Fieldtrips will be made. This course includes a required laboratory component.

6530. Conservation Biology (3). Pr., BIOL 4200, BIOL 4203, BIOL 6200, or BIOL 6203. The application of ecological and genetic principles to conservation. Case studies include fisheries, habitat fragmentation, use of corridors, rarity, extinctions, viability analysis, endangered species and the role of models in conservation biology.

6533. Conservation Biology (4). Pr. BIOL 4200, BIOL 4203, BIOL 6200, or BIOL 6203. The application of ecological and genetic principles to conservation. Case studies include fisheries, habitat fragmentation, use of corridors, rarity, extinctions, viability analysis, endangered species and the role of models in conservation biology. This course includes a required laboratory component.

6540. Field Biology (3). Pr., BIOL 2020 or BIOL 2023. Morphology, taxonomy, ecology and systematics of higher plants. Emphasis on field trips and plant collections to learn local plant flora. May be taught concurrently with BIOL4540.

6543. Field Biology (4). Pr., BIOL 2020 or BIOL 2023. Morphology, taxonomy, ecology and systematics of higher plants. Emphasis on field trips and plant collections to learn local plant flora. This course includes a required laboratory component.

6600. Molecular Genetics (3). Pr., BIOL 2010, BIOL 2011 or BIOL 3010, BIOL 3011 and BIOL 3300, BIOL 3303 or BIOL 5300. Fundamentals of DNA structure, replication, mutation and repair, gene expression; recombinant DNA techniques; and applications of biotechnology in medicine, agriculture and industry.

6603. Molecular Genetics (4). Pr., BIOL 2010, BIOL 2011, and BIOL 3300, BIOL 3303, or BIOL 5300. Fundamentals of DNA structure, replication, mutation and repair, gene expression; recombinant DNA techniques; and applications of biotechnology in medicine, agriculture and industry. This course includes a required laboratory component.

6660. Field Zoology (3). Pr., BIOL 1010, BIOL 1011 and BIOL 1020, BIOL 1021. The natural history of vertebrates, concentrating on phylogeny, adaptations, ecology and behavior. Laboratory exercises oriented toward learning field techniques and familiarizing students with the local fauna.

6663. Field Zoology (4). Pr., BIOL 1010 and BIOL 1020. The natural history of vertebrates, concentrating on phylogeny, adaptations, ecology and behavior. Laboratory exercises oriented toward learning field techniques and familiarizing students with the local fauna. This course includes a required laboratory component.

6753. Endocrinology (4). Pr., BIOL 1020, BIOL 1021. Endocrine glands and their hormones as integrators of body functions in organisms, especially vertebrates. This course includes a required laboratory component.

6760. Evolutionary Biology (3). Pr., BIOL 3300, BIOL 3303, or BIOL 5300. Evolutionary concepts, including population genetics, variability, dispersal, gene frequencies, natural selection and specialization.

6800. Perspectives in Biology I (3). Allows the student to study a current topic not offered in the basic biology curriculum. Topics will vary and times offered will be irregular. No lab is required.

6803. Perspectives in Biology II (4). Allows the student to study a current topic not offered in the basic biology curriculum. Topics will vary and times offered will be irregular. This course includes a required laboratory component.

6932. Directed Research (1-4). Affords the opportunity for graduate students to conduct research under the supervision of biology faculty. Faculty must agree to sponsor the research for 1-4 hours elective credit.

6970. Special Topics (1-4). Instruction and discussion in a selected topic in biological sciences. This course may be offered for 1-4 hours of elective credit and may be repeated for a total of 4 semester hours.

Chemistry (CHEM)

6100. Physical Chemistry I – Thermodynamics (3). Pr., CHEM 1200, CHEM 1201, MATH 1610. Theoretical foundations of chemistry; a study of thermodynamics. Topics include thermodynamic laws, equilibrium and electrochemistry. May be taught concurrently with CHEM 4100. Co-requisite CHEM 6101.

6101. Physical Chemistry Laboratory (1). Pr., CHEM 1200, CHEM 1201, MATH 1610. Experiments to accompany lecture topics in CHEM 6100. May be taught concurrently with CHEM 4101. Co-requisite CHEM 6100.

6200. Physical Chemistry II Quantum & Spectroscopy (3). Theoretical foundations of chemistry; a study of quantum mechanics, kinetics and spectroscopy. May be taught concurrently with CHEM 4200. Co-requisite CHEM 6201.

6201. Physical Chemistry II Lab (1). Experiments to accompany lecture topics in CHEM 6200. May be taught concurrently with CHEM 4201. Co-requisite CHEM 6200.

6303. Instrumental Biochemistry (4). Pr., CHEM 3100 and CHEM 3101. Emphasis on the principles and applications of instrumental methods to structure determination, chemical behavior and analysis. Methods include chromatography and spectral analysis. (Laboratory and lecture cannot be separated.) May be taught concurrently with CHEM 4303.

Environmental Sciences (ENSC)

6003. Species Distribution and Conservation (4). This course introduces students to the theoretical and practical aspects of species distribution modeling. Species distribution modeling describes/predicts the geographic distribution of organisms based on its associations with environmental parameters.

6013. Landscape Ecology (4). The key focus of this course is to understand how a diverse set of ecological processes change and interact across different spatial scales. This class will provide students with a broad overview of theoretical and applied issues within landscape ecology.

6030. Global Ecology. (3). The course covers the interplay between physical and ecological factors, both biotic and abiotic, on the temporal and spatial distribution of species and biotas. The course covers a broad range of topics relating the origin, co-existence, and diversification of lineages through space and time to their physical environment. This has implications for understanding the processes governing past and future Biodiversity.

Mathematics (MATH)

5110. History of Mathematics (3). Pr., Min. grade of C in MATH 3000 or MATH 2000 and Min. grade of C in MATH 1620 or MH 163. A first course beginning with Babylonian and Egyptian mathematics, including the contributions of the Greeks and the development of elementary mathematics through calculus.

5200. Discrete Mathematics (3). Pr., Min. grade of C in MATH 3000 or MATH 2000 and Min. grade of C in MATH 2660 or MH 266. Combinatorial reasoning and problem solving, including graph theory, counting principles, permutations and combinations and combinatorial modeling.

5210. Analysis I (3). Pr., Min. grade of C in MATH 2600 and Min. grade in D in: MATH 2000 or MATH 3000. The Least Upper Bound axiom and order properties of the real line; sequences, series; continuous functions; fixed point theory. Emphasis on the development of proofs by students.

5220. Analysis II (3). Pr., Min. grade of C in: MATH 5210 or MH 621. A continuation of MATH 5210, Analysis I. Limits; theory of the Riemann integral; sequences of functions; uniform convergence; power series. Emphasis on the development of proofs by students.

5230. Complex Variables (3). Pr., Min. grade of C in MATH 2630 and Min. grade of C in MATH 3000 or MATH 2000. Complex numbers, limits, differentiation, analytic functions, conformal mappings and applications.

5300. Number Theory (3). Pr., Min. grad of C in: MATH 2000 or MATH 3000 and MATH 2600. Mathematics of the integers; divisibility, primes, unique factorization; congruences and residues; Diophantine problems; and number theoretic functions.

5310. Modern Algebra I (3). Pr., Min. grade of C in MATH 3000 or MATH 2000 and Min. grade of C in MATH 2660 or MH 266. An introduction to algebraic structures. Binary operations, groups, subgroups, groups of permutations, cyclic groups, normal subgroups, quotient groups, homomorphisms and isomorphisms, rings, integral domains and fields.

5320. Modern Algebra II (3). Pr., Min. grade of C in: MATH 5310 or MH 631. Continuation of MATH 5310, Modern Algebra I. Ideals and quotient rings, ring homomorphisms, rings of polynomials, factorization, Euclidean rings, extension fields and selected additional topics.

5400. Math Models and Simulation (3). Pr. Min. grade of C in either MATH 2660 or MH 266. Use of models and simulation for solving problems in applied mathematics. Techniques of setting up, solving and interpreting models as well as an introduction to selected standard models.

5470. Foundation of Plane Geometry (3). Pr., Min. grade of C in either MATH 3000 or MATH 2000 and Min. grade of C in either MATH 1620 or MH 163. Axiomatic development of plane geometry. Emphasis on the development of proofs by students.

5600. Numerical Analysis I (3). Pr., Min. grade of C in MATH 2660 or MH 266. Number systems and error propagation, solution of systems of nonlinear equations, acceleration of convergence, polynomial and spline interpolation, Chebyshev economization, numerical integration and differentiation, efficient direct solution of systems of linear equations, PLU factorization of matrices, matrix norms and condition numbers. Additional projects of more theoretical nature required.

5670. Mathematical Statistics I (3). Pr., Min. grade of C in either MATH 1620 or MH 163. Basic probability theory, discrete and continuous distributions, discrete bivariate distributions, distribution functions of random variables, the Central Limit Theorem, basics of statistical inference including point estimation, interval estimation, hypothesis testing, and simple regression.

6040. Cryptography (3). Pr., MATH 1620. This is a graduate-level course of cryptography. This course explores code making and code breaking techniques. Topics include symmetric and public key cryptography, digital signature schemes, message authentication, key exchange protocols, statistical methods of cryptanalysis, and fundamentals of information theory and entropy.

6450. Machine Learning (3). Pr., MATH 1620 and MATH 2660 or equivalents. A comprehensive study of machine learning algorithms. The main objectives of this course are to provide students with an in-depth introduction to machine learning theory and methods and an exploration of research problems in machine learning and its applications. The topics include supervised learning, including various classification algorithms, unsupervised learning, including cluster algorithms, feature engineering and analysis, and genetic algorithms.

6500. Topology (3). Min. grade of C in either MATH 3000 or MATH 2000 and Min. grade of C in either MATH 2630 or MH 264. Metric spaces, continuity, sequences, equivalent metrics; topological spaces and homeomorphisms; products; and connectedness and compactness. Offered when there is sufficient demand.

6550. Optimization Theory (3). Pr., Min. grade of C in MATH 1620 and MATH 2660 or equivalents. This course emphasis is on problems arising in management and engineering applications. This class focuses on problem formulation, software technologies and analytical methods for optimization. This serves as an introduction to a wide variety of optimization problems and techniques including linear and nonlinear programming, dynamic programming, network flows, integer programming and decision analysis.

6610. Numerical Analysis II (3). Pr., Min. grade of C in either MATH 6600 or MH 666. Iterative solutions of large systems of linear equations, numerical solutions of eigenvalue problems for linear systems, numerical solutions of boundary value problems for ordinary differential equations, numerical solutions of systems of ordinary differential equations and least squares approximation.

6680. Mathematical Statistics II (3). Pr., Min. grade of C in MATH 6670 or MH 667 and min. grade of C in either MATH 2630 or MH 264. Continuous bivariate distributions, more on hypothesis testing and assessing goodness of fit, analysis of variance, categorical data, multiple regression, and introduction to time series.

6690. Math Methods Engineer/Physics (3). Pr., Min. grade of C in either MATH 2690, MATH 3690 or MH 269 and min. grade of C in either MATH 2630 or MH 264. Sturm-Liouville problems with special functions; Fourier series and integrals; partial differential equations, including hyperbolic, parabolic and elliptic equations with applications; and Fourier and Laplace transform methods.

6700. Advanced Mathematical Statistics (3). Pr., Min. grade of C in MATH 1620 and MATH 2660 or equivalents. This course provides students with decision theory, estimation, confidence intervals, and hypothesis testing. It introduces large sample theory, asymptotic efficiency of estimates, exponential families, and sequential analysis.

6970. Special Topics in Mathematics (3). An individual topics or problems course. Each student will work under the direction of a staff member on a topic or problem of mutual interest. With permission from the department head, may be taken on a pass/fail basis.

Board of Trustees

Auburn University is governed by a Board of Trustees consisting of one member from each congressional district, as these districts were constituted on Jan. 1, 1961; one member from Lee County; three at-large members, all of whom shall be residents of the continental United States; and the governor, who is ex-officio. The governor is the president. Prior to 2003, trustees were appointed by the governor, by and with the consent of the state Senate, for a term of 12 years. Any new trustees will be appointed by a committee, by and with the consent of the State Senate, for a term of seven years and may serve no more than two full seven-year terms. A member may continue to serve until a successor is confirmed, but in no case for more than one year after a completion of a term. Members of the board receive no compensation. Consistent with an executive order of the governor in 1971, a non-voting student representative selected by the student body serves as a member ex-officio.

Members of the Board

Kay Ivey, Governor of Alabama, President (ex officio) Montgomery

Name	District	Home
Term Ends 2021		
Sarah B. Newton	Seventh	Fayette
James W. Rane	Third	Abbeville
Term Ends 2022		
Bob Dumas	Third (Lee County)	Auburn
Elizabeth Huntley	Sixth	Clanton
Gaines Lanier	Fifth	West Point, GA
Term Ends 2027		
James Pratt	Ninth	Birmingham
B.T. Roberts	First	Mobile
Clark Sahlie	Second	Montgomery
Term Ends 2028		
Michael A. DeMaoribus	Eighth	Huntsville
Jimmy Sanford	Fourth	Prattville
Members at Large		
Term Ends 2021		
Charles D. McCrary	At-Large	Birmingham
Term Ends 2024		
Raymond J. Harbert	At-Large	Birmingham
Quentin Riggins	At-Large	Birmingham
Timothy Vines	At-Large	Birmingham
Term Ends 2028		
Wayne T. Smith	At-Large	Franklin, TN

Advisory Members

President, Student Government Association, Auburn University (ex officio) President, Student Government Association, Auburn Montgomery (ex officio)

Faculty Approved for Graduate Teaching

Faculty	Year Faculty Started at AUM
Aaij, Michel Associate Professor of English M.A., Ph.D., University of Alabama	2006
Adkins, Darlene Visiting Professor in Accounting B.S., Radford University; B.S., Lynchburg College; M.B.A., Old Dominion University; M.A., Virginia Commonwealth University; CPA	2020
Aga, Mosisa Associate Professor of Mathematics B.S., M.S., Addis Ababa University; M.A., Ph.D., Wayne State University	2006
Aho, John M. Associate Professor of Biology and Environmental Science B.A. M.A., Wake Forest University; Ph.D., University of Exeter, England	1992
All, Anita Professor of Nursing B.S.N., University of Wyoming; M.S.N., University of Northern Colorado; Ph.D., University of Colorado	2006
Allegro-Welsh, Deanne Assistant Professor of Education B.S., Auburn University; M.S., University of Delaware	2016
Amoroso, Don Professor of Information Systems Ph.D., University of Georgia	2014
Ang, David S Department Chair and Professor of Information Systems B.S., Ohio University; M.S., Ph.D., University of Alabama at Huntsville	1992
Arms-Chavez Clarissa Chair, Department of Psychology, Associate Professor Psychology, and Distinguished Teaching Professor B.S., Western Illinois University, M.A., Ph.D., University of Texas El-Paso	2009
Austin, Sheila Dean of Education and Professor of Instructional Leadership B.S., M.S., Ph.D., University of Toledo	2008
Bang, Chulhwan Assistant Professor of Information Systems B.B.A., Dongguk University; M.S.M.I.S., Ph.D., SUNY, University at Buffalo	2016
Banning, Kevin C. Professor of Management B.S., Indiana University; Ph.D., University of Florida	1997
Bark, Tracey Assistant Professor of Political Science and Public Administration B.A., M.P.A., Ph.D., University of Oklahoma	2019
Beziat, Tara Associate Professor of Educational Psychology B.S., University of Maryland; M.Ed., John Carroll University, Ph.D. Kent State University	2014
Bicard, Sara E. Professor of Special Education B.S., M.Ed., University of Southern Mississippi; Ph.D., Ohio State University	2011
Bishop, Jason Assistant Professor of Education B.S., University of North Texas; M.Ed., Ph.D., University of Virginia, Charlottesville	2020

Bodily, Jessica	2020
Assistant Professor of Psychology	
B.A., M.S., Ph.D., University of Kentucky	
Bourke, Nicholas F	2011
Associate Professor of Elementary Education	
B.S., M.S., Auburn University; Ed.D., University of Alabama	
Bowden, Shelly J.	1996
Professor of Early Childhood Education and Distinguished Teaching Professor	
B.S., Morehead State University; M.S., Troy State University; Ph.D., Florida State University	
Brackett, Kimberly P	1996
Associate Dean, College of Liberal Arts and Social Sciences and Professor of Sociology;	
Distinguished Teaching Professor	
B.S., Jacksonville University; M.A., Ph.D., University of Florida	
Brooks, John	2017
Assistant Professor of Political Science and Public Administration	
B.A., University of Pennsylvania; M.P.A., University of Georgia;	
Ph.D., University of California Berkeley	
Burger, Michael	2009
Professor of History	
B.A., Michigan State University; M.A., Ph.D., University of California, Santa Barbara	
Burks, Brooke A.....	2011
Chair of Curriculum, Instruction, and Technology and Professor of Secondary Education	
B.A., Tuskegee University; M.Ed., Ph.D., Auburn University	
Carol, Rolando	2013
Associate Professor of Psychology	
B.A., M.S., Ph.D., Florida International University	
Chase, Susan	2020
Nursing Adjunct	
B.S.N., Columbia University; MA, New York University; Ed.D., Harvard University	
Chen, Tianran	2016
Associate Professor of Mathematics	
B.A., Western Connecticut State University; Ph.D., Michigan State University	
Chen, Yue	2015
Associate Professor of Mathematics	
B.S., M.S., Shanghai University; M.S., Ph.D., Louisiana State University	
Chon, Don	2011
Associate Professor of Criminal Justice	
M.S., Chicago State University; Ph.D., Florida State University	
Cobb, Aaron D	2010
Associate Professor of Philosophy, Distinguished Service Professor, Alumni Service Professor	
B.A., Greenville College; M.A., Western Michigan University; Ph.D., Saint Louis University	
Cochran, Courtney	2017
Chair, Undergraduate Affairs in Nursing, and Assistant Professor of Nursing	
B.S.N., Auburn University at Montgomery; M.S.N., D.N.P., University of South Alabama	
Colvin, Natasha	2018
Nursing Adjunct	
B.S.N., University of Alabama-Huntsville; M.S.N., Ed.D., University of Alabama-Tuscaloosa	
Cortell, Andrew P	2013
Chair, Department of Political Science and Public Administration	
and Professor of Political Science and Public Administration	
B.A. Wesleyan University; M.I.A., M. Phil., Ph.D., Columbia University	

Costa, Gabriel C.....	2017
Associate Professor of Biology and Environmental Science; Program Coordinator, Environmental Science and GIS B.A., M.S., University of Brasilia; Ph.D., University of Oklahoma	
Cuba, Nicholas	2020
Assistant Professor of Biology and Environmental Science B.A. Amherst College; M.A, Ph.D, Clark University	
Cummings, Michelle	2019
Nursing Adjunct B.S., Auburn University at Montgomery; M.S.N., University of South Alabama; Ed.D., Auburn University	
Danderson, Clark	2018
Lecturer of Biology B.S., University of New Hampshire; M.S., Ph.D., University of Illinois Urbana-Champaign	
Daniel, Haley Dyer.....	2014
Senior Lecturer, School of Accountancy M.Acc., Auburn University	
Daniels, Rayanne.....	2019
Nursing Adjunct B.S.N., Troy University, Troy; M.S.N., D.N.P., University of South Alabama	
Darch, Eric	2018
Assistant Professor of Counselor Education B.A., M.Ed., Ph.D., Auburn University	
Davis, Brett	2019
Assistant Professor of Education B.S., M.S., University of North Alabama; Ph.D., Middle Tennessee State University	
Deal, Keren H.	2000
Professor of Accounting B.S., M.B.A., Auburn University at Montgomery; Ph.D., Auburn University; C.P.A.	
Dinc, Semih.....	2016
Assistant Professor of Computer Science B.Sc., Docuz Eylul University-Turkey M.Sc., Yildiz Technical University-Turkey M.Sc., Ph.D., University of Alabama-Huntsville	
Dubose, Wendy	2019
Nursing Adjunct B.S.N., Auburn University at Montgomery; M.S.N., Auburn University; Ed.D., The University of Alabama-Tuscaloosa	
Duenas, Gilbert	2011
Professor of Elementary Education B.S., University of Maryland; M.Ed., Auburn University at Montgomery; Ph.D., Auburn University	
Edlund, Barbara	2018
Nursing Adjunct B.S.N., University of Maryland; M.S., ANP, University of Rochester; G.N.P., Medical University of South Carolina; Ph.D., University of South Carolina	
El Badawy, Tarek A.	2016
Associate Professor, Business Administration Ph.D., Virginia Tech	
Evans, Robert C.....	1982
Professor of English, Distinguished Research Professor, Distinguished Teaching Professor, Alumni Service Professor, Ida Belle Young Professor B.A., University of Pittsburgh; Ph.D., Princeton University	
Farrow, Lee A	1999
Chair, Department of History and World Languages and Cultures, Professor of History, Distinguished Teaching Professor and Distinguished Research Professor B.A., University of New Orleans; M.A., Ph.D., Tulane University	

Feltmate, David S.....	2011
Associate Professor of Sociology	
B.A., St. Thomas University; M.A., Wilfrid Laurier University; Ph.D., University of Waterloo	
Fenn, William	2011
Chair, Department of Fine Arts, and Honors Associate Professor of Photography	
B.A., California State University, Fresno M.F.A., University of California, Santa Barbara	
Foo, Cornell	2013
Associate Professor of Education	
B.S., Brewer Parker College; M.Ed., University of Georgia; Ph.D., University of Florida	
Fowler, Angela	2018
Honors Lecturer in Composition	
B.A., M.A., Mississippi State University Ph.D., Auburn University	
Francisco, James	2014
Associate Professor of Economics	
B.A. Auburn University; J.D., University of Texas; Ph.D., Auburn University	
Freeman, Julie	2011
Chair, Graduate Affairs in Nursing, and Associate Professor of Nursing	
B.S.N., Auburn Montgomery; M.S.N., University of South Alabama;	
D.N.P., University of South Alabama	
Funches, Venessa	2006
Professor of Marketing	
B.S.M., Tulane University; M.B.A., University of Alabama at Birmingham;	
Ph.D., University of Alabama	
Gamble, Hilary R.....	2016
Associate Professor of Communication	
B.A., M.A., University of Arkansas; Ph.D., University of Arizona	
Gao, Kelvin	2019
Assistant Professor of Computer Science	
B.S., Huanan University of Science and Technology; M.S., Ph.D., University of Houston	
Garrison, Christine.....	2020
Assistant Professor of Psychology	
B.S., Loyola University Chicago; M.A., Ph.D., University of South Florida	
Ghodke, Nikhil.....	2018
Associate Professor of Graphic Design	
B.A., Sir JJ College of Architecture, Mumbai University, India;	
M.F.A., Savannah College of Art and Design	
Gilbertson, Marguerite	2019
Lecturer in Sculpture and Spatial Studies	
B.F.A., University of Wisconsin-Eau Claire; M.F.A., Washington State University, Pullman	
Gish, Steven D	1997
Professor of History and Distinguished Research Professor	
B.A., Northwestern University; A.M., Ph.D., Stanford University	
Goddard II, Jerome	2011
Professor of Mathematics	
B.S., M.S., Mississippi College; Ph.D., Mississippi State University	
Gray, Jason.....	2016
Honors Lecturer in Philosophy	
B.A., University of Alabama; M.A., Georgia State University;	
Ph.D., University of California at Riverside	
Grilliot, Matthew.....	2016
Associate Professor of Biology and Environmental Science	
B.S., Ph.D., Auburn University	

Guo, Yuh-Jen.....	2020
Associate Professor of Counseling	
B.A., National Cheng-Kung University; M.Ed. University of Texas at El Paso;	
Ph.D. Auburn University	
Ha, Hoe Hun "Bryan"	2006
Associate Professor of Biology and Environmental Science	
B.S., Utah State University; M.A., Ph.D., State University of New York at Buffalo	
Haddix, Pryce L. "Pete"	2005
Associate Professor of Biology and Environmental Science	
B.A., Transylvania University; Ph.D., University of Kentucky	
Hahn, TeWhan.....	2006
Professor of Finance,	
B.S., M.S., Chonnam National University; M.B.A., University of Missouri;	
Ph.D., University of Alabama	
Hairstans, Andrew.....	2006
Associate Professor of Drawing and Painting	
B.A., Duncan of Jordanstone College of Art and Design, University of Dundee, Scotland;	
M.F.A., Southern Illinois University at Carbondale	
Hard, Paul	2007
Chair, Department of Counselor, Leadership, and Special Education and	
Associate Professor of Counseling	
B.S., University of Mobile; M.A., Ph.D., University of Alabama	
Harper, Bridgette D.....	2006
Professor of Psychology	
B.A., M.A., Western Kentucky University; Ph.D., University of Texas at Dallas	
Harris-Fain, Darren	2011
Honors Professor of English	
B.A., Ohio University; M.A., Ph.D., Kent State University	
Havard, John.....	2012
Chair, Department of English and Philosophy and Associate Professor of English	
B.A., University of South Alabama; M.A., University of South Carolina;	
Ph.D., University of Rochester	
He, Xiaoyun	2013
Associate Professor of Information Systems	
B.S., Brigham Young University; M.B.A., University of Utah; Ph.D., Rutgers University	
Hogan, Jan.....	2004
Associate Professor of Elementary Education	
B.S., Samford University; M.Ed., Troy University Montgomery; Ph.D., Auburn University	
Howard, Nicholas O	2016
Assistant Professor of Political Science and Public Administration	
B.A., Carleton College; M.A., University of Kansas; Ph.D., University of North Carolina	
Howard, Shannon	2014
Honors Associate Professor of English	
B.A., Presbyterian College; M.Ed., M.A., University of South Alabama; Ph.D., University of Louisville	
Hughes, David A	2016
Associate Professor of Political Science and Public Administration	
B.S., University of Montevallo; Ph.D., University of Georgia	
Ingram, W. Rhea	2008
Professor of Marketing	
B.S.B.A., M.B.A., Troy University; Ph.D., University of Kentucky	
Ioimo, Ralph E	2000
Professor and Department Chair, Criminal Justice	
B.A., California State Polytechnic University; M.S., California Lutheran University;	
D.P.A., Nova Southeastern University	

Jackson, Charles	2015
Director of Graduate Programs and Senior Lecturer, Business Administration	
MBA, Auburn University at Montgomery	
Johnson, Kimberly	2005
Associate Dean and Associate Professor of Management	
B.S., Tennessee State University; M.S., Ph.D., Auburn University	
Jourdan, Stephen Zack	2008
Associate Professor of Information Systems	
B.B.A., M.S.I.S., Mississippi State University; Ph.D., Auburn University	
Junkin, Samantha	2020
Assistant Professor of Secondary Education	
B.S. Florida Southwestern State College; M.Ed., Ph.D. Florida Gulf Coast University	
Kalu, Kalu N.	2006
Professor of Political Science and Public Administration, and Distinguished Research Professor	
B.S., Rutgers University; M.B.A., Atlanta University; Ph.D., Texas Tech University	
Kaur, Prit	2011
Associate Professor of Criminal Justice	
Ph.D., Panjab University; Post-Doctorate, California State University, Sacramento	
Kelley, Joyce	2009
Professor of English and Emerging Distinguished Teaching Professor	
B.A., Haverford College; M.A., Ph.D., University of Iowa	
Kiker, D. Scott	2002
Associate Professor of Management	
B.S., University of South Carolina; Ph.D., University of Florida	
Kiker, Mary D	1999
Professor of Management	
B.S.B.A., M.B.A., Creighton University; Ph.D., University of Florida	
Killmeier, Matthew A.	2016
Department Chair, Associate Professor of Communication	
B.A., University of Louisville; M.A., Ph.D., University of Iowa	
Kim, Duk K. "Daniel"	2006
Professor of Chemistry	
B.S., M.S., Yonsei University; Ph.D., Florida International University	
Kim, Eunyoung	2017
Assistant Professor of Communication	
B.A., M.A., Kookmin University; M.A., Texas State University; Ph.D., University of Alabama	
Kim, Jongheon	2015
Associate Professor of Information Systems	
Ph.D., University of Nebraska-Lincoln	
Klash, Erin	2016
Associate Professor of Elementary Education	
B.A., Texas A & M University; M.Ed., Auburn University at Montgomery;	
Ph.D., Auburn University	
Klevay, Robert	2009
Associate Professor of English	
B.A., Hillsdale College; M.A., Ph.D., University of Delaware	
Koelling, Venessa	2018
Assistant Professor, Department of Biology and Environmental Science	
B.A., Reed College; Ph.D., University of Georgia	
Kroft, Tim L.	2012
Associate Professor of Biology and Environmental Science	
B.A., Miami University; Ph.D. Northwestern University	

Lan, Yuexing "Simon"	2007
Associate Professor of Economics	
B.A., South Central University for Nationalities, China; Ph.D., Southern Illinois University Carbondale	
Lane, Scott	2016
Director of School of Accountancy and Associate Professor of Accounting	
B.S., University of Massachusetts at Lowell;	
M.S., Texas A&M University; Ph.D., University of Kentucky	
Lang, Teresa	2011
Professor of Accounting	
B.S., University of Florida; M.A., Ph.D., Auburn University	
Langham, Ginny	2009
Nursing Adjunct	
B.S.N., Auburn University at Montgomery; M.S.N., D.N.P., University of South Alabama	
Lee, Kin Shun Enoch	2005
Associate Professor of Mathematics	
B.S., Hong Kong Baptist University; M.S., Ph.D., University of Louisiana	
Lehman, Brett	2016
Associate Professor of Sociology	
B.A., Albright College; M.A., Ph.D., Louisiana State University	
Leuner, Jean D'Meza	2015
Dean, College of Nursing and Health Sciences, and Professor of Nursing	
B.S.N., Seton Hall University; M.S.N., Ph.D., Boston College	
Lewis, Timothy	2011
Associate Professor of Instructional Technology, Outstanding Faculty Service	
B.S., Auburn University; M.A., Ph.D., University of Alabama	
Ligeon, Carel	2001
Chair, Department of Economics, and Professor of Economics	
B.S., University of Suriname; M.S., Ph.D., Auburn University	
Linna, Kenneth W	1999
Associate Professor of Statistics	
B.S.B.A., M.B.A., Auburn University at Montgomery; Ph.D., University of Alabama	
Lipham, Sumner David	2019
Lecturer	
B.S., Mercer University; M.S., Ph.D., Auburn University	
LoBello, Steven G.	1989
Professor of Psychology	
B.A., Christian Brothers College; M.S., Mississippi State University;	
Ph.D., University of Southern Mississippi	
McKell, Dawn	2018
Visiting Professor of Marketing	
B.S.M.T., University of Texas at El Paso; M.B.A./M.H.A., South University;	
D.B.A., Georgia State University	
Mehta, Sheila	1993
Professor of Psychology	
A.B., Brown University; M.A., Ph.D., University of Connecticut	
McNett, Jacqueline	2019
Assistant Professor of Criminal Justice	
B.S., M.S., The University of Alabama; Ph.D., Mississippi State University	
Mina, Lilian	2016
Director of Composition and Honors Associate Professor of English;	
B.A., Cairo University; M.A., American University in Cairo; Ph.D., Indiana University of Pennsylvania	

Moore, Evan C.	2002
Professor of Economics	
B.S., Virginia Commonwealth University;	
M.A., Ph.D., Virginia Polytechnic Institute and State University	
Morton, Rhonda Collins	1991
Professor of Special Education; Distinguished Teaching Professor	
B.S., M.Ed., College of Charleston; Ph.D., Florida State University	
Napper, Sarah	2018
Assistant Professor of Criminal Justice	
B.S., M.A., University of West Georgia; Ph.D., Georgia State University	
Newman, Joseph A.	2003
Professor of Finance	
B.S., Indiana University; M.B.A., Ph.D., University of Tennessee	
Oh, Dong-Yop	2018
Associate Professor of Statistics	
B.A., B.S., Pukyong National University-South Korea; M.S., Ph.D., University of Alabama-Tuscaloosa	
Okeke, Benedict C.	2005
Professor of Biology and Environmental Science, Distinguished Research Professor,	
Ida Belle Young Professor	
B.S., University of Nigeria; M.S., Ph.D., University of Strathclyde	
O'Neill, Ann Marie	2016
Assistant Professor of Biology and Environmental Science	
B.Sc., Edith Cowan University; Ph.D., Auburn University	
Pape, Patrick	2018
Assistant Professor of Computer Science	
B.S., University of Alabama in Huntsville; M.S., Ph.D., Auburn University	
Parenteau, Stacy C.	2012
Associate Professor of Psychology	
B.A., University of Massachusetts; M.A., Ph.D., University of Kansas	
Pelfrey, Theresa	2009
Associate Professor of Criminal Justice	
B.S., M.S.W., J.D., University of Alabama	
Pyszka, Kimberly	2013
Department Chair, Sociology, Anthropology, and Social Work and Associate Professor of Anthropology	
B.S., College of Charleston; M.A., Ph.D., University of Tennessee, Knoxville	
Radney, Monica	2016
Nursing Adjunct	
B.S.N., Auburn University at Montgomery; M.S.N., University of South Alabama;	
D.N.P., Chatham University	
Ragland, Matthew	2005
Associate Provost for Graduate Studies and Faculty Services, Professor of Mathematics	
B.S., Morehead State University; M.S., Ph.D., University of Kentucky	
Ray, Glen E.	1994
Professor of Psychology and Distinguished Teaching Professor	
B.S., Arkansas State University; M.S., Memphis State University; Ph.D., University of Memphis	
Reilly, Erin R.	2001
Professor of Education and Distinguished Teaching Professor	
B.S., Southeast Missouri State University; M.A., University of Alabama; Ph.D., University of Kansas	
Reno, Seth	2013
Associate Professor of English and Distinguished Research Associate Professor	
B.A., M.A., Ph.D., Ohio State University	
Roberts, Foster	2019
Associate Professor of Management	
B.S., M.B.A., Auburn University; Ph.D., University of Mississippi	

Roy Choudhury, Agnitra	2018
Visiting Assistant Professor of Economics	
B.S., State University of New York College at Plattsburgh; M.A., Ph.D., Binghamton University	
Runco, Mariano G.	2009
Associate Professor of Economics	
B.S., University of Argentina de la Empresa; M.S., Ph.D., Arizona State University	
Russell, Angela	2018
Assistant Professor of Exercise Science	
B.S., M.Ed., Auburn University at Montgomery; Ph.D., University of Alabama	
Schaefer, George R.	2008
Chair of Kinesiology Department, Professor of Education	
B.S., Lyndon State College; M.S.S., United States Sports Academy; Ph.D., University of New Mexico	
Seay, Rhonda	2015
Senior Lecturer and Graduate Advisor, School of Accountancy	
M.Acc., Auburn University	
Seibel, Neil David	2008
Professor of Theatre and Developing Faculty Scholar	
B.A., Northern Kentucky University; M.F.A., University of California Irvine	
Severance, Ben H.	2005
Professor of History and Distinguished Research Professor,	
B.A., University of Washington; M.A., Clemson University; Ph.D., University of Tennessee in Knoxville	
Shelley, Tami	2017
Assistant Professor of Early Childhood Education	
B.S., Auburn University; M.S. Michigan State University; Ed.S., Auburn University Montgomery;	
Ph.D. Auburn University	
Shumack, Kellie A	2008
Associate Dean, College of Education, and Professor of Instructional Technology	
B.S., M.Ed., Auburn University; Ph.D. Mississippi State University	
Simmons, Kate	2007
Professor of Special Education	
B.S., M.S., Ph.D., Auburn University	
Simmons, Michael B.	1999
Professor of History and Distinguished Research Professor	
B.A., University of South Alabama; M.Div., Duke University; S.T.M., Yale University;	
Ph.D., Edinburgh University	
Smith, Kelli	2019
Assistant Professor of Elementary Education	
B.S., M.Ed., University of Montevallo; Ph.D., University of Alabama	
Slipp, Naomi	2015
Associate Professor of Art History	
B.A., Hampshire College; M.A., University of Chicago; Ph.D., Boston University	
Smith, Brianna	2020
Visiting Professor in Accounting	
B.S., University of Alabama; M.B.A., Auburn University a Montgomery; Ph.D., American College; CPA	
Smith, Luke	2014
Associate Professor of Mathematics Education	
B.S., M.Ed., Auburn University at Montgomery; Ph.D. Auburn University	
Smith, Walter	2016
Associate Professor of Accounting	
B.S., Marietta College; B.S., Ohio State; Ph.D, Ohio State	
Sparks, Jana' L.	2017
Assistant Professor of Educational Leadership	
B.S., Delaware State University; M.Ed. Troy University, Phenix City; Ph.D., Valdosta State University	

Stallings, Lynn	2019
Director, University Honors Programs and Professor of Secondary Education B.S., Auburn University; M.Ed., Auburn University at Montgomery; Ph.D., University of Georgia	
Stein, Claudia	2018
Assistant Professor, Biology and Environmental Science Diploma in Biology, Freie Universitat Berlin; Ph.D., Leipz/Halle and University of Potsdam, Germany	
Sterling, Eric J.	1994
Professor of English, Distinguished Teaching Professor, Distinguished Research Professor, Distinguished Service Professor and Alumni Service Professor B.A., Queens College (City University of New York); M.A., Ph.D., Indiana University	
Stine, Karen E.	2009
Honors Professor of Biology and Environmental Science B.S., College of William and Mary; M.S., University of Virginia; Ph.D., University of North Carolina at Chapel Hill	
Stives, Kristen	2018
Assistant Professor of Criminal Justice B.A., Hartwick College; M.S., Ph.D., Mississippi State University	
Tang, Zongli	2001
Professor of Sociology B.A., Anhui University; M.A., Wuhan University; M.A., University of Regina; Ph.D., University of Alberta	
Taylor, J. Kyle	1999
Department Head and Professor, Medical & Clinical Laboratory Sciences B.S., MLS (ASCP) ^{CM} , Auburn University at Montgomery; M.Ed., Alabama State University; Ph.D., Auburn University	
Thomson, Mary Sue.	1988
Honors Associate Professor of Biology and Environmental Science and Distinguished Teaching Professor B.S., D.V.M., Mississippi State University; M.S., Ph.D., Auburn University	
Toland-Dix, Shirley	2016
Assistant Professor of English B.A., Tuskegee University; M.A., Auburn University; Ph.D., Emory University	
Underwood, Robert G.	1994
Professor of Mathematics B.S., M.A., M.S., Ph.D., State University of New York at Albany	
Varma, Shanta	2017
Special Advisor to the Chancellor for Collaborative Partnerships and Distance Education Initiatives and Associate Professor of Instructional Technology B.S., M.S., Ph.D., University of Delhi	
Veronese, Tony	2019
Lecturer in Foundations and Core B.A., Auburn University at Montgomery; M.A., M.F.A., University of Dallas, Irving	
Walker, Andria	2012
Assistant Clinical Professor of Education and Distinguished Clinical Faculty B.S., M.Ed., Auburn University at Montgomery	
Wang, Yi	2006
Chair, Department of Mathematics and Professor of Mathematics B.S., Ph.D., Southwest Jiaotong University; Ph.D., West Virginia University	
Ward, Chelsea K.	2005
Chair, Department of Biology and Environmental Science, Honors Professor of Biology and Environmental Science, Distinguished Teaching Professor B.S., Florida Institute of Technology; Ph.D., Auburn University	

Wells, Wyatt C.	1997
Professor of History and Distinguished Research Professor	
B.A., Vanderbilt University; M.A., Ph.D., University of North Carolina at Chapel Hill	
Whatley, Laura	2015
Associate Professor of Art History	
B.A., Arizona State University; M.A., University of Toronto;	
Ph.D., University of Illinois, Urbana-Champaign	
White, Michael	2016
Senior Lecturer, Business Administration	
J.D., Cumberland School of Law	
Winkelman, Michael E.	1990
Professor of Theatre, Distinguished Teaching Professor, and Ida Belle Young Professor	
B.A., North Texas State University; M.F.A., University of Texas at Austin	
Winkelman, Valeria J.	1994
Professor of Theatre, Distinguished Research Professor and Alumni Service Professor	
B.A., North Texas State University; M.F.A., University of Texas at Austin	
Wu, Lei	2018
Professor of Computer Science	
B.S., M.S., Huazhong University of Science and Technology, China;	
Ph.D., University of Montreal, Canada	
Yan, Sophia	2020
Lecturer in Computer Science	
B.S. University of Quebec at Montreal; M.S., Concordia University	
Zachar, Peter	1995
Associate Dean, College of Sciences, Professor of Psychology,	
Ida Belle Young Research Professor and Distinguished Research Professor	
B.A., Loras College; M.A., Ph.D., Southern Illinois University	
Zhai, Qiang	1991
Professor of History and Distinguished Research Professor	
B.A., M.A., Nanjing University; Ph.D., Ohio University	

Emeriti Faculty

Faculty	Year Faculty Started at AUM
Adams, Caroline S Professor Emerita of Biology B.A., Drew University; M.A., Ph.D., Southern Illinois University	1974
Alexander, Jeri-Jo Professor of Education; Distinguished Teaching Professor B.A., Fort Lewis College; M.A., Northern Arizona University; Ph.D., University of New Mexico	1988
Anderson, Nancy Associate Professor of English B.A., Millsaps College; M.A., University of Virginia	1988
Arnold, Edwin W Professor Emeritus of Management B.A., University of Wisconsin-Whitewater; M.B.A., University of Arkansas; Ph.D., University of Alabama	1989
Barnett, Kathryn Dean Emerita of Nursing R.N., Parkland Memorial Hospital; B.S., George Peabody College; M.S., University of Colorado; Ph.D., North Texas State University	1979
Barksdale, Jeffrey M Associate Professor Emeritus of Biology B.S., M.T. (A.S.C.P.), University of Alabama at Birmingham; M.S., Ph.D., Auburn University	1982
Billingslea, Oliver Associate Professor Emeritus of English B.A., University of Mississippi; M.A., Johns Hopkins University; Ph.D., University of Wisconsin	1970
Bogie, Donald W Professor Emeritus of Sociology B.A., Georgetown College; M.A., Ph.D., University of Kentucky	1971
Braswell, Ray Professor Emeritus of Education B.M., M.A., Appalachian State University; Ed.D., Virginia Polytechnic Institute and State University	1988
Brown, Jennifer Professor Emerita of Physical Education B.S., Jacksonville State University; M.A., Ed.D., University of Alabama	1976
Bulman, Jan K Associate Professor Emerita of History B.A., Oakland University; M.A., Ph. D. Michigan State University	2003
Cairns, Eldon J. Professor Emeritus of Biology B.A., M.A., University of California at Los Angeles Ph.D., University of Maryland	1970
Campbell, Ken C Professor Emeritus of Education B.S., Florida State University; M.A., Florida Atlantic University Ed.D., University of Georgia	1970
Carpenter, Laura B Professor Emerita of Special Education, Distinguished Teaching Professor B.A., Huntingdon College; M.S., Troy University; Ed.D., University of Alabama	1999
Chambless, Donald A Professor Emeritus of Mathematics B.M.E., Auburn University; M.S., University of Tennessee Ph.D., Tulane University	1973
Coley, Phillip Professor Emeritus of Fine Arts B.A., M.F.A., University of Georgia	1972

Cornell, Richard A	1976
Associate Professor Emeritus of Communication	
B.F.A., Ohio University; M.S., Vanderbilt University; Ph.D., Northwestern University	
Crowley, Joseph P	1979
Associate Professor Emeritus of English	
B.A., University of Toronto; Ph.D., University of North Carolina	
Deaton, William L	1992
Dean Emeritus of Education	
B.S., Albany State College; M.S.Ed., Ph.D., University of Kansas	
Dekle, Barbara	1971
Librarian Emerita	
B.A., Huntingdon College; M.L.S., University of Alabama	
Dennard, Linda F	2006
Professor Emerita of Political Science	
B.A., University of Idaho; M.P.A., New Mexico State University;	
Ph.D., Virginia Polytechnic Institute and State University	
Denton, Thomas E	1987
Professor Emeritus of Biology	
B.A., Huntingdon College; M.S., Ph.D., University of Alabama	
Dodd, Donald B	1969
Professor Emeritus of History	
B.S., Florence State University; M.A., Auburn University; Ph.D., University of Georgia	
Elliott, Robert H	1976
Dean Emeritus, School of Sciences and Professor of Political Science and Public Administration	
B.A., M.A., Mississippi State University; Ph.D., University of Houston	
Fair, John D	1971
Professor Emeritus of History	
B.A., Juniata College; M.A., Wake Forest University; Ph.D., Duke University	
Fitzsimmons, Michael P	1985
Professor Emeritus of History;	
B.A., Belmont Abbey College; M.A., PhD, University of North Carolina at Chapel Hill	
Flynt, Samuel W	1987
Professor Emeritus of Special Education	
B.S., M.Ed., University of South Alabama; Ed.D., Auburn University	
Gaines, Robert A	1977
Professor Emeritus of Theatre	
B.A., College of William and Mary; M.A., University of Maryland; Ph.D., Indiana University;	
J.D., Thomas Goode Jones School of Law	
Gehling, Robert	2001
Associate Professor Emeritus of Information Systems and Decision Science	
B.S., Austin Peay State University; M.B.A., University of North Florida;	
M.M.I.S., Ph.D., Auburn University	
Gilchrist, Michael R	1991
Professor Emeritus of Education	
B.S., Texas Christian University; M.E.D., Auburn University at Montgomery Ed.D., Auburn University	
Golden, Charles W	1973
Professor Emeritus of Information Systems and Decision Science	
B.S., D.B.A., Mississippi State University; M.B.A., Memphis State University	
Golden, Mary E	1973
Professor Emerita of Accounting	
B.B.A., M.B.A., Memphis State University; D.B.A., Mississippi State University; CPA	
Goodson, Jane R	1986
Professor Emerita of Management	
B.S., M.S., Ph.D., University of Alabama	

Gordon, Bruce	1971
Professor Emeritus of Education	
B.S., M.S., State College of New York at Buffalo; Ed.D., University of Georgia	
Grafton, Carl	1975
Professor Emeritus of Political Science and Public Administration	
B.A., M.A., University of Toledo; Ph.D., Purdue University	
Gribben, Alan	1991
Professor Emeritus of English, Distinguished Research Professor and Alumni Service Professor	
B.A., University of Kansas; M.A., University of Oregon;	
Ph.D., University of California at Berkeley	
Griswold, Diane L.	1979
Professor Emerita of Education	
B.S., M.Ed., Auburn University; Ph.D., Arizona State University	
Hall, Rosine	1996
Professor Emerita of Biology	
B.A., Rice University; M.S., Yale University; Ph.D., Rice University	
Hamilton, John B., Jr.	1972
Professor Emeritus of Chemistry	
B.A., Bellarmine College; Ph.D., Case Western Reserve University	
Harrison, Danny	1972
Coordinator, Bachelor of Liberal Arts Program	
B.A., M.S., University of Wisconsin; Ph.D., Washington University	
Hebert, Richard J.	1976
Associate Professor Emeritus of Biology and Director Emeritus of Medical Technology	
B.S., University of Southwestern Louisiana; M.S., Northwestern State University;	
Ph.D., Louisiana State University; MT(ASCP), Baton Rouge General School of Medical Technology	
Hegji, Charles E	1985
Professor Emeritus of Economics	
B.S., M.S., University of Wisconsin; Ph.D. Wisconsin University	
Heier, Jan Richard	1986
Professor Emeritus of Accounting and Finance	
B.S., M.B.A., University of Wisconsin; D.B.A., Mississippi State University; CPA	
Hill, Joseph B	1969
Dean Emeritus, School of Sciences	
B.A., M.A., Washington State University; Ph.D., Auburn University	
Hill, Patricia N.	1971
Associate Professor Emerita of English	
A.B., Spring Hill College; M.A., Ph.D., Auburn University	
Ho, Yaw-Chin	1980
Professor Emeritus of Information Systems and Decision Science	
B.A., Soochow University; M.A., Vanderbilt University; Ph.D., George Peabody College	
Honey, William C.	1985
Associate Professor Emeritus of Management	
B.A., University of the South; J.D., Washington University	
Ingram, Jerry J.	1970
Professor Emeritus of Marketing	
B.S., M.A., University of Alabama; Ph.D., University of Arkansas	
Judd, Vaughn C.	1986
Professor Emeritus of Marketing	
B.S., Rochester Institute of Technology; M.S., University of Rochester Ph.D., University of North Texas	
Kamnikar, Judith	1985
Professor Emerita of Accounting	
B.S., M.S.B.A., Northern Illinois University Ph.D., University of Denver; CPA	

Lacy, Allen Wayne	1976
Professor Emeritus of Economics	
B.S., M.S., Auburn University; Ph.D., Iowa State University	
Lake, Robert C.	1971
Professor Emeritus of Accounting	
B.S., M.B.A., University of New Orleans; D.B.A., Louisiana Tech University; CPA; CDP; CIA; CMA	
Lange, David R.	1990
Professor Emeritus of Finance	
B.S. and M.A. Economics, Northern Kentucky University, D.B.A., University of Kentucky	
Lazenby, Ramona B.	1989
Associate Dean, Professor Emerita of Nursing	
B.S.N., F.N.P.-B.C., University of Alabama at Birmingham; M.S.N., Troy University;	
Ed.D., Auburn University	
Lett, Samuel L.	1976
Associate Professor Emeritus of Accounting	
B.S., Huntingdon College; M.A., University of Alabama; Ph.D., University of South Carolina, CPA	
Liddell, Will L., Jr.	1976
Associate Professor Emeritus of Mathematics	
B.M.E., M.S., Auburn University; Ph.D., North Carolina State University	
Little, Anne C.	1989
Professor Emerita of English	
B.A., University of South Carolina; M.A., Auburn University; Ph.D., University of South Carolina	
Lucy-Bouler, Thomas	1990
Associate Professor Emeritus of Information Systems	
B.S., Ph.D., University of Alabama	
Marks, Daniel G.	1980
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Professor Emeritus of Fine Arts	
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Willis, Susan	1978
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