
2005–2006
Troy University
Graduate Catalog

Troy University
Troy, Alabama 36082
1-334-670-3000
www.troy.edu

Please consult the Troy University web site for changes which may have occurred.

Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane; Decatur, Georgia 30033-4097; telephone number 1-404-679-4501) to award the associate degree, the bachelor's degree, the master's degree, and the education specialist degree. Refer to the college, school and department sections for specialized accreditation information.

Alabama Association of Colleges for Teacher Education
Alabama Association of College Administrators
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Council on Education
American Association of State Colleges and Universities
Association of Collegiate Business Schools and Programs
Association to Advance Collegiate Schools of Business
Commission on Accreditation of Allied Health Education Programs
Council for Accreditation of Counseling and Related Educational Programs
Council for Adult and Experiential Learning
Council on Rehabilitation Education
Council on Social Work Education
National Association of Schools of Music
National Council for the Accreditation of Teacher Education
National League for Nursing Accrediting Commission
Southern Council on Collegiate Education for Nursing

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Accreditation Information	2
University Mission Statement.....	4
The Graduate School	4
General Regulations	6
Admissions Information	6
Curricula	
College of Art and Sciences.....	22
Sorrell College of Business	33
College of Communication and Fine Arts	41
College of Education	43
College of Health and Human Services	69
Board of Trustees and Administration.....	142
Faculty.....	144
Index.....	153

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, and emerging electronic formats. Academic programs are supported by a variety of student services

which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research.

The Academic Year 2005-2006 marks a significant milestone in the history of this venerable institution of higher education dedicated to excellence in all of its endeavors. By the direction of the Board of Trustees, Troy State University becomes Troy University in August, 2005, to reflect more accurately its evolving mission and stature.

This name change represents the fifth major advancement in the storied, dynamic rise of the University to national and international prominence. Enabled by an act of the Alabama Legislature in February 1887, Troy Normal School, or teachers college, as it became familiarly known, matriculated its first class in September, 1887.

From the outset, the institution quickly earned a reputation

for innovation and accessibility. Troy Normal became Troy State Teachers College in 1929, Troy State College in 1957, and Troy State University in 1967.

The Montgomery campus earned independent accreditation in 1983, as did the Dothan campus in 1985. The Phenix City campus and the locations around the nation and the world administered by University College have always operated under the accreditation of the Troy Campus. In 2005 the separately accredited campuses were merged into a single university structure forming Troy University.

The Troy University calendar information may be found in each Schedule of Classes or on the following Troy website: www.troy.edu.

Authorized by the State Board of Education, Troy University, then known as Troy State College, offered its first master's degree program in 1957 and awarded the first master's degree in education in 1958. Since that time Troy University has continued to meet the needs of its graduate students, and now the Graduate School offers advanced degrees in the colleges of education, business, the arts and sciences, health and human services, communication and fine arts.

Purpose of the Graduate School

The purpose of the Graduate School is to provide quality, accessible degree programs that respond to the needs of the University's constituency for prof

conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of challenge preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors.

The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest.

Finally, every graduate program must give the student the opportunity to demonstrate research skills, knowledge of the field, and their ability to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects.

All regulations governing the Graduate School are designed to equal or exceed the minimum criteria recommended by the Commission on Colleges of the Southern Association of Colleges and Schools, the Alabama State Department of Education, the National Council for the Accreditation of Teacher Education, the Association of Collegiate Business Schools and Programs, the Council for Accreditation of Counseling and Related Educational Programs, and the National League for Nursing Accrediting Commission. All regulations regarding admission, retention, and completion are minimum, and departments, schools, and colleges may prescribe more stringent requirements. Applicants are advised to check with the dean, department chair, or program adviser in the academic area, or Graduate Admissions office for degree requirements specific to the degree sought.

Application forms for admission to the Graduate School may be obtained from the Admissions Office at all Troy University locations. The application should be completed at least one month before the first day of the semester or term of intended

transcript requests. Once the Application for Admission is on file, all transcripts submitted become the property of Troy University and will not be returned.

The official Troy University Letter of Recommendation that addresses the individual's potential for success in the selected graduate program as well as his/her written and oral communication skills must be completed and submitted electronically to the location that the Application for Admissions was submitted. The official letter of recommendation form may be found at

Troy Campus Graduate Admissions Troy University Troy Troy, AL 36082 Phone: (334) 670-3179	Phenix City Campus Graduate Admissions Troy University Phenix City One University Place Phenix City, AL 36869 Phone: (334) 297-1007
Dothan Campus Graduate Admissions Troy University Dothan P. O. Box 8368 Dothan, Alabama 36304 Phone: (334) 983-6556	Montgomery Campus Graduate Admissions P.O. Box 4419 231 Montgomery Street Troy University Montgomery Montgomery, AL 36103-4419 Phone: (334) 357-8843
Distance Learning Center 304 Wallace Hall Troy University Troy, Alabama 36082 Phone: (334) 670-5876	University College Troy University 304 Adams Administration Building Troy, Alabama 36082 Phone: (334) 670-3616

<http://troy.troy.edu/graduatestudies/grsform.html>

Note: A letter submitted to meet specific program requirements may be used for admission to the Graduate School to satisfy this admission requirement. The recommendation form is available online at <http://troy.troy.edu/graduatestudies/grsform.html>

1. Students who previously took a nationally standardized aptitude examination, such as the GRE, MAT, or GMAT, shall submit official test score(s) with the Application for Admission. No time limit is established on test scores for admission to Graduate School. (However, most scores are available for only five years.)
2. College of Education students seeking advanced teacher certification (Class A) must furnish a copy of a valid teaching certificate (not Optional or Provisional certificates). Alternative Fifth-year students seeking initial certification are not required to present a teaching certificate. See the College of Education section for additional information.
3. Students who have completed an Air Force intermediate or senior level Professional Military Education (PME) course must submit an official transcript from the Registrar, Air University. Students who have completed U.S. Army Command and General Staff College must submit an official transcript. Students who completed any other service-sponsored PME School must submit a course completion certificate.
4. Health Certificate. (Troy Campus requirement) Students who enroll or take courses on the Troy campus must submit a medical record to the Health Center.

Submission of the completed application, application fee, official test scores, letter of recommendation, and official transcripts normally completes an application for admission. When

the application for admission has been processed, the appropriate *Graduate Admissions personnel* will inform applicants of the action taken. Admission to the Graduate School imply official admission to a specific graduate program.

To qualify for unconditional admission to a master's degree program, applicants must meet the following requirements:

1. Hold a master's or higher degree from a regionally accredited university. No test score or letter of recommendation is required for those who hold a master's or higher degree from accredited institutions. All official transcripts must be provided.

OR

2. Hold a baccalaureate degree from a regionally accredited university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. Students entering licensure and professional programs must meet specified grade point average requirements.

OR

3. Hold a baccalaureate degree from an unaccredited or otherwise accredited college or university with a minimum over-

Dean of the Graduate School to re-enter.

1. If the records are completed before the term ends and the results indicate that the student is not eligible for admission, the student must withdraw from the class or classes, with a refund if applicable, or receive non-degree credit for the class or classes for which he/she is registered. Applicable refunds will be made in accordance with regulations as stated in published refund policies.
2. When the records are completed and if it is determined that the student was not eligible for graduate admission, all hours pursued will be converted to non-degree credit with no refund of tuition.
3. When the records are completed and if it is determined that the student was not eligible for unconditional enrollment because of low grade point average or low exam score(s), students will be admitted under conditional status. See Conditional Admission requirements.
4. If the student has completed the term for which temporary admission was granted and the records are still not in order, the hours pursued will be held in abeyance until the records are clear

(Non-Degree Matriculate Seeking Teacher Certification Endorsement Only)

Students interested in applying college credit towards

tential).

5. Satisfactory score on the graduate admission examination (Contact the Troy University International Admissions office or an International Troy University site office near you for more information).
6. Satisfactory score on the Test of English as a Foreign

Courses taken at the graduate level that contributed to the completion of a prior graduate degree program may be applicable for credit in the new program based on review by the dean of the program. A limit of six semester hours of credit earned from any previous master's degree may be applied to the requirement for a second master's degree and is subject to departmental approval. All credits used to satisfy the second masters degree must be less than eight years old at the time of degree completion. (Note: Graduate nursing courses may not exceed five years). A Petition for Transfer of Graduate Credit form must be completed and approved. See TRANSFER CREDIT FROM A REGIONALLY ACCREDITED INSTITUTION section for specific requirements for the evaluation of transfer credit.

The maximum number of graduate credit hours transferred into a graduate program will not exceed 12 semester hours.

1. A grade of "B" or higher must have been earned in each course. Transfer credit will not be used to determine the Troy University grade point average.
2. Sixth-year degree program students must see the specific discipline section of the Graduate Catalog for further requirements.
3. To be acceptable as transfer credit, all hours must have been earned within eight years of the date of degree completion of the graduate program at Troy University. Credit accepted as transfer credit, which becomes over eight years old (graduate nursing courses may not exceed five years) before the graduate degree requirements are completed, will become invalid and will not be counted toward graduate degree requirements.
4. Where Troy University is replacing another university under Department of Defense contracts, students will be permitted to transfer up to 18 semester hours of

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credit or one's Troy University grade point average (GPA). See specific program restrictions for transient credit. The maximum number of credit hours transferred into a graduate program, to include transient credit, will not exceed 12 semester hours.

Pre-approval to enroll in such courses must be obtained from the appropriate dean of the degree-granting college prior to enrollment in the course. A grade of "B" or higher must be earned in each transient course. Military senior service school credits, if appropriate for the degree, may be accepted as transient credit based upon the Professional Military Education Matrix (<http://www.troy.edu/graduateschool/pme.pdf>). The combined total of transfer and transient credits may not exceed twelve semester hours.

The minimum number of semester hours required for graduate programs varies. Additional course work may be required for a student with academic deficiencies and/or a limited background and experience. Additional degree requirements will be determined by the student's adviser or advisory committee with the concurrence of the dean of the appropriate academic discipline. This process may result in additional semester hours in excess of the minimum number of published degree requirements.

Definitions:

- A "semester" is defined for hour load limit purposes as

16 weeks of clop 4U Tw[16 9po)m LO0.003 Tse.th ii(th25.1enal d7.5qu)6nediTc0.001ied/2emestaatech co degrtr thSE.00a Tw.4() p(a)-21 Tf/

Note 1: If the student makes a "D" or "F" in a core course, the course must be retaken.

Note 2: If the student makes a "D" or "F" in an elective course, the course may be retaken or another elective taken in its place.

Students may repeat a course in which they received a grade of "D," "F," or "W." Students who received a grade of "C" or below in the required research course must repeat the course and attain a "B" or higher grade to satisfy the research requirements in their program of study. Both grades will be counted as hours attempted in determining the overall grade point average.

Definition: Student is no longer enrolled in any graduate course(s).

A student who, for any reason, withdraws from all classes before the semester begins MUST complete the withdrawal form and file it with the appropriate office prior to classes beginning. *The student must surrender his/her ID card with the withdrawal form.* Any student who fails to do so will be responsible for payment of tuition and will be charged with failing grades.

Registration for a course makes the student responsible for completing the course unless withdrawal from the course or from the University is authorized. Students who withdraw after classes begin must complete and process the Withdrawal form to protect their records. Withdrawal forms are available in the Student Services office, Registrar's office or the student's site office. Exit Interviews are required for all withdrawals.

Students who withdraw during any term after the last day to withdraw without academic penalty will be awarded the grade of WP (Withdraw Passing) or WF (Withdraw Failing). The WP grade will not affect a student's grade point average; however, the grade of WF will be calculated as an F grade.

Explanation of Grade Status at the Time of Withdrawal

- A. Before the Last Day to Drop Cutoff Deadline: The symbol "W" (withdrawal) will be entered on the student's record for each course, and the hours will not be charged as attempted. See the Schedule of Classes for the exact date.
- B. After Last Day to Drop: With the exception of those who withdraw for documented reasons beyond their control, students who leave the university after the last day to drop will be assigned the symbol "WP" or "WF" for each course. Students who receive the "WF" will be charged with hours attempted in the overall grade point average. See the Schedule of Classes for the exact date.

Faculty members have the authority to grade student work and to assign grades; these are academic judgments. A faculty member's syllabus enumerates student academic performance expectations and consequences. Faculty members render aca-

Graduate students may earn no more than six semester hours of grades below "B". Students who earn more than six semester hours of "C" grades or below are automatically dropped from the Graduate School for a period of one year. Courses that are over eight years old are not computed in grade point averages for retention purposes. Quality points are no longer considered in determining retention.

Conditionally admitted students who do not attain a 3.0 grade point average (4.0 scale) at the completion of nine semester hours will be dropped from the program for a period of one calendar year at which time the student may petition for readmission.

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In order to be eligible to petition for readmission, a student must have been out of school for at least one calendar year. Students who have been academically suspended and/or dropped from the program must follow the procedures outlined below.

1. A student must petition the Dean of the Graduate School in writing and cite the particulars of his/her case:
 - a.) The petition packet must include a letter describing the circumstances that led to academic suspension and give evidence of probable success before being considered for readmission.
 - b.) Copy of the student's transcript.
 - c.) Appropriate letters of support from faculty members and documentation of illness, etc. are required for inclusion in this packet.
 - d.) Updated Application for Admission.

University College, Phenix City, Dothan and Montgomery student petitions must be documented, circumstances verified by the appropriate academic official at each location, and a letter recommending support or non-support must accompany the packet before the Dean of the Graduate School will present the petition to the respective Academic Dean(s).

2. The Dean of the Graduate School in turn will submit the petition and supporting documentation e.g., transcripts, updated Application for Admission, letter of petition, letters of support, etc. to the appropriate departmental faculty committee through the office of the dean of the discipline in which the student requests readmission.
3. The departmental committee will review the case and make a recommendation for approval or disapproval to the dean of the discipline.
4. The dean of the discipline has the authority to accept or reject the department's recommendation. If the dean of the discipline accepts a favorable recommendation from the departmental committee, he or she must forward it along with his/her endorsement to the Dean of the Graduate School and the Chair of the Graduate Council for their concurrence.
5. If the student's petition is rejected by the dean of the discipline (in 4 above), the student is notified in writing by the dean of the discipline with copies placed in the student's permanent record.

6. If the Dean of Graduate School and Chair of Graduate Council accept the dean of the discipline's recommendation (in 4 above), the student is notified by the Dean of the Graduate School in writing of the decision and informed of any conditions that were placed on his/her readmission. If admitted, it will only be on a conditional basis. The decision of the Dean of Graduate School and Chair of Graduate Council is final.
7. If the Dean of the Graduate School or Chair of the Graduate Council rejects the dean of the discipline's recommendation, the request is referred to the Graduate Council as a final appeal. The decision of the Graduate Council is final.
8. Students who have been suspended or dropped from other institutions' programs for academic reasons must follow the procedures noted below:
 - a. The processes of # 1-7 above must be followed. All transcripts from all institutions must be submitted as part of this process.
 - b. A student will be eligible for readmission 12 months from the beginning of the suspension period.
 - c. Troy University will accept transfer credit only from institutions where students are in good academic standing. The acceptance of any transfer credit is at the discretion of Troy University.

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A student who is not enrolled in courses for _____ must

The following information must be provided in all transcript requests:

1. Full name

is available on our web site.

The Montgomery GI Bill (Chapter 30) assists students who entered active duty for the first time after July 1, 1985, and who agree to have their pay reduced \$100 for 12 months. Veterans must have been honorably discharged and active-duty personnel must have served at least two years.

The Montgomery GI Bill – Selected Reserve Education Assistance Program (Chapter 1606) assists students who have a six-year obligation in the Selected Reserves. Students who are officers must agree to serve six years in addition to current obligation, complete initial active duty for training, serve in a drilling Selected Reserve unit, and remain in good standing.

The Veterans Educational Assistance Program – VEAP (Chapter 32) assists students who enlisted in the military after December 31, 1976, and before July 1, 1985, who contributed money to the educational fund.

Vocational Rehabilitation (Chapter 31) provides assistance to veterans who have a service-connected disability and need vocational rehabilitation because his/her disability creates an employment handicap.

The Dependents' Educational Assistance Program (Chapter 35) provides education and training opportunities to eligible dependents and survivors of certain veterans who either died of, or is permanently and totally disabled as the result of, a service connected disability. The disability must arise out of active service in the Armed Forces.

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Students who are eligible for educational benefits from the Department of Veterans Affairs should contact the Troy University VA specialist at their location to complete the necessary forms. After all of the necessary forms and documentation are submitted to the Troy University Financial VA specialist, the student's enrollment information will be certified to the Department of Veterans Affairs. The Department of Veterans Affairs processes claims 8 to 12 weeks after receiving the completed

Students seeking scholarship information should visit the *Graduate School Financial Assistance* webpage for scholarship availability. (<http://www.troy.edu/graduateschool/financialaid.html>)

University College is responsible for the delivery of off-campus, out-of-state educational programs. The college is comprised of geographic regions with over 60 branches and teaching sites located in 11 countries and 17 states. The branches and sites are in metropolitan areas on or near military installations, and serving military and civilian students around the world.

University College academic programs and course offerings are the responsibility of the

The Troy University Libraries hold a wide variety of resources in multiple formats, including print, multimedia (CD, DVD, video, audio cassettes, microfilm, and microfiche) as well as electronic linkages both on the library network and on the Internet to libraries and information sources worldwide. These resources allow the Library staff to ensure that students and faculty have access to the information they need to fulfill their educational and research goals. Students should contact their local Troy University office for additional library information.

The Library's networked system consists of the online public access catalog and numerous online bibliographic databases, many with full text journals. The Library's homepage is constantly developing to provide more sophisticated and user friendly access to resources in the library and around the world.

The Library faculty and staff are continually developing quality collections, facilities and services to assist students and faculty in their educational journeys. The Library faculty and staff provide professional and technical assistance and instruct users in the best methods of utilizing the Library's resources. Through this instruction and assistance, students learn information literacy skills that will support lifelong learning and continuing education.

Housing accommodations are available on-campus for students in residence halls or in the Dill Hall Apartment Complex at Troy University. Inquiries and applications should be submitted to the Director of University Housing.

University Apartments, located at the end of North Franklin Drive, consist of 48 air-conditioned one and two-bedroom units operated by the University for married students. Since the demand for these units is considerable, interested couples should contact the Housing Office well in advance for reservation.

The University Housing office endeavors to assist persons seeking apartments, rooms or other off-campus housing in finding suitable accommodations. Students desiring assistance in securing off-campus accommodations should contact the Housing Office.

8. The unlawful possession, use, or distribution of alcoholic beverages, public drunkenness, driving under the influence, or the public display of alcoholic beverages and the use or display of such in public areas of the residence halls and all other public areas of the campus.
9. Participation in any form of gambling.
10. Use, possession, or distribution of firearms, bows, illegal knives, fireworks, any incendiary, or any type of explosive device or material. Only duly-constituted law enforcement officers may possess firearms on campus.
11. Disorderly conduct, including rioting, inciting to riot, assembling to riot, raiding, inciting to raid, and assembling to raid University properties.
12. Lewd, indecent, obscene behavior or expression.
13. Trespassing or unauthorized entry to or use of University facilities.
14. Unauthorized use or attempted use of any services belonging to or provided by the university, including but not limited to, computer, telephone, cable television, copying facilities, or any other such service.
15. Unauthorized possession of a key to any University facility.
16. Interference with the use of or access to University facilities, obstruction or disruption of teaching, research, administration, service, disciplinary procedures, or other activities on university property by either University or non-University persons or groups.
17. Failure to promptly comply with directions of University officials or law enforcement officers acting in the performance of their duties as such officials and officers.
18. Entering false fire alarms, or bomb threats, tampering with fire extinguishers, alarms, or other safety or fire-fighting equipment.
19. Any activity which creates a mentally abusive, oppressive, or harmful situation for another is a violation. Use of the mail, telephone, computer and electronic messages, or any other means of communication to insult, threaten, or demean another is prohibited.
20. Conviction of any misdemeanor or felony which adversely affects the educational environment of the University.
21. Violation of any University policies or regulations as published or referred to in the Student Handbook, including,

The Master of Science in Computer Science is designed to provide advanced study and development for students who have a basic understanding of the concepts and methodologies central to professional success in the field. The objectives of the program are to:

1. Provide students with opportunities to refine their

Non-Thesis Option*

5 Core Courses	(15)
5 Electives	(15)
Research	(1)

* Includes a research project and a comprehensive examination.

The Master of Science degree in Criminal Justice is designed to broaden and enhance each student's ability to understand, analyze and evaluate issues that confront the American criminal justice system. Included in the objectives of the program's core coursework are (a) to prepare students to understand, analyze and evaluate the principles and functions of personnel administration in criminal justice applications; (b) to prepare students to understand, analyze and evaluate trends and developments affecting the interpretation of the U.S. Constitution in light of historical case precedent; (c) to prepare students to understand, analyze and evaluate issues that affect the structure and functioning of the criminal justice system; and (d) to understand, analyze and evaluate the effectiveness of the American judicial process with respect to its legal basis, organization and management. Specific institutional objectives of the program are as follows:

1. to prepare students to fulfill a need in American society for professional law enforcement personnel and competent criminal justice administrators by providing educational programs that develop each student's problem solving skills in ways that prepare the student to address the issues that arise in the dynamic and evolving criminal justice field;
2. to develop each student's ability to synthesize and apply knowledge of the critical theories and concepts in the field of criminal justice in their problem solving analysis;
3. to develop each student's ability to identify and develop alternative solutions to problems that confront the modern criminal justice system based on their knowledge of current theories and concepts;
4. to develop each student's ability to evaluate and appropriately choose solutions to problems that confront the criminal justice system;
5. to develop each student's ability to effectively communicate the results of his/her analysis.
6. to provide students who seek administrative and managerial positions in the field of criminal justice with the credentials to qualify for those positions;
7. to provide an appropriate program of graduate study for students who are interested in research in the field of criminal justice and in advanced graduate study.

The minimum requirement for admission to the Master of Science program in Criminal Justice is a baccalaureate degree from a regionally accredited four-year institution. Students who desire to enter this program but do not have a degree in criminal justice, police administration, law enforcement, or corrections may be required to meet other criteria such as additional coursework

regarding undergraduate or professional preparation. Significant professional experience may be considered. However, admission to the program does not imply official admission for the degree.

Students may be admitted unconditionally if they meet the following requirements:

1. Hold a master's or higher degree from a regionally accredited university. No test score is required. An official transcript showing completion of a master's or higher degree is required.

OR

2. Hold a baccalaureate degree from a regionally accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. All transcripts from all colleges or universities attended are required.

AND

3. Have an acceptable score on the appropriate entrance exam (GRE 850– verbal plus quantitative, MAT 385 or 33).

Students not satisfying the requirements stated in "A (2 or 3)" above may be conditionally admitted to the program. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission. Students thus admitted must complete nine semester hours with a "B" or better average. After completion of the first nine semester hours with a "B" or better average, a student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student must petition for readmission.

All courses offer three semester hours credit.

A maximum of four courses (12 semester hours) taken at another regionally accredited institution each with a grade of "B" or better can be applied toward the degree. These courses must be comparable in catalog description to Troy University courses in the Criminal Justice Graduate Program and be approved by the appropriate main campus dean/department chair. If the student transfers a "core" or "required course," he/she is still subject to a written comprehensive exam based on the material presented at Troy University.

1. To be admitted to candidacy, students must have a 3.0 GPA on all work attempted.

- Statement of interest
- Résumé listing professional experience, certifications, and other preparations

Unconditional admission may be granted to students who fulfill the following requirements:

- a. Hold a baccalaureate degree from a regionally accredited university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade

EAM	L609	1	Environmental Chemistry Lab
EAM	6621	3	Environmental Toxicology

B) Select one course with its corresponding lab:

BIO	5513	3	Limnology
BIO	L513	1	Limnology Lab
BIO	5516	3	Environmental Microbiology
BIO	L516	1	Environmental Microbiology Lab

C) Electives (15 hours)

Thesis option (20 hours minimum)

A) *Required courses:*

EAM	6609	3	Environmental Chemistry
EAM	L609	1	Environmental Chemistry Lab
EAM	6621	3	Environmental Toxicology

B) *Select one course with its corresponding lab:*

BIO	5513	3	Limnology
BIO	L513	1	Limnology Lab
BIO	5516	3	Environmental Microbiology
BIO	L516	1	Environmental Microbiology Lab

C) Electives 3-6 hours

D) EAM 6695 2-6 Thesis Research

foreign policy studies, political economy, geography, conflict management, national security, international organization and law, intercultural relations, and developing states.

Candidates for admission must have a baccalaureate degree in any subject area from a regionally accredited college or university. There are no prerequisite course requirements.

Students with undergraduate degrees in areas not included in the curriculum are encouraged to inquire about the program. Graduates of the Master of Science in International Relations program have included individuals with undergraduate degrees in the social sciences as well as in such areas as English, foreign language, engineering, chemistry, mathematics, psychology, education, and business administration.

Students may be admitted unconditionally if they meet the following requirements:

1. Hold a master's or higher degree from a regionally accredited university. No test score is required. An official transcript (FOR TOC1 vers) 4.6 or higher) 1.8

World politics has undergone a profound alteration over the past two decades. The collapse of the former Soviet Union, the evolution of the European Union, recent events in the Middle East and Central Asia, as well as the rise of non-state power centers such as al-Qa'ida, clearly demonstrate a significant paradigm shift in international affairs. The Cold War, which dominated global events for nearly five decades, is over. Yet, what replaces the institutions of that era is not altogether clear. What is clear is that the world community is increasingly interdependent, traditional identities and cultural norms are challenged, and new conflicts emerge.

The Master of Science in International Relations (MSIR) degree program is a 12-course, 36-credit-hour curriculum of study designed to provide students the foundation and knowledge needed for understanding the conduct of international relations. Students are encouraged to gain a wide-ranging appreciation for the political, historical, cultural, economic, and geographical factors that affect international relations. This appreciation is accomplished through an interdisciplinary course of instruction that draws upon a variety of resources. In addition, students develop methodological, analytical, and theoretical skills necessary for understanding and evaluating the impact of global and national issues on world events.

The program offers courses covering an array of topical areas such as history, regional studies, comparative government,

1. To be admitted to candidacy, students must have a 3.0 GPA

IR	6687	3	Free Trade and Economic Integration in the Americas
IR	6688	3	Islamic Fundamentalism
IR	6612	3	Comparative Public Policy
PA	6612	3	Comparative Public Administration

HIS	6614	3	Contemporary Japan
IR	6640	3	Government and Politics of Developing Nations
IR	6645	3	Asia in World Affairs
IR	6676	3	Japan in World Affairs
IR	6677	3	China in World Affairs

Students must choose any four of the following courses:

HIS	5504	3	Military History of the United States
IR	5524	3	Contemporary American Foreign Policy
IR	5552	3	International Law
IR	6602	3	Geostrategic Studies
IR	6635	3	National Security Policy
IR	6660	3	Military Strategy and International Relations
IR	6685	3	Terrorism and Political Violence

Students choose four courses from the remaining electives listed for the Global Studies Concentration.

Students must take each of the following courses:

IR	5533	3	Comparative Government
IR	6610	3	International Organizations
IR	6631	3	Intercultural Relations

Students must choose three courses from one of the following regional groups:

HIS	5583	3	Latin American States
HIS	6615	3	Seminar in Latin American History
IR	6640	3	Government and Politics of Developing Nations
IR	6641	3	Latin America in World Affairs
IR	6675	3	Central America in World Affairs
IR	6686	3	Drug Politics in the Americas
IR	6687	3	Free Trade and Economic Integration in the Americas

GEO	5526	3	Geography of the Russian Realm
HIS	5503	3	Contemporary Europe
HIS	5510	3	Modern England
HIS	5545	3	Modern Germany
IR	6642	3	Russia and Eastern Europe in World Affairs
IR	6647	3	Western Europe in World Affairs
IR	6670	3	United Kingdom in World Affairs
IR	6672	3	Germany in World Affairs

GEO	5526	3	Geography of the Russian Realm
HIS	5551	3	The Far East

Students must choose two courses from the remaining electives listed for the Global Studies Concentration.

— Students choosing this option must successfully complete a six-hour comprehensive examination, typically after all course work is completed or during the last term that they are registered for course work. Comprehensive examinations are given each term. Examination questions are developed by the MSIR faculty and approved by the Chair. Students must pass by successfully demonstrating the ability to integrate and synthesize information obtained from the course work. The comprehensive examination is graded by a minimum of two full-time and selected part-time faculty and submitted to the College of Arts and Sciences for review. Troy University faculty and staff administer comprehensive examinations.

— Students choosing the thesis option must register for IR 6668 (3 credit hours) and IR 6669 (3 credit hours) as their last two courses in the program. They must then successfully research, write, and defend a thesis. This process follows the same format as the thesis option in the International Trade and Commerce Concentration.

- (2) enabling students to build skill competency required for success in administrative, managerial, analytical, and leadership roles;

4. Students with less than one year work experience in a para-

COLLEGE OF ARTS AND SCIENCES · 32

CJ 6624 3 Court Administration
 CJ 6630 3 Juvenile Justice
 CJ 6640 3 Seminar in Law Enforcement
 CJ 6652 3 Seminar in Corrections

PA 6679 3 Computers and Government Information Systems
 PA 6686 3 Current Problems and Issues in Public Sector Information Management
 PA 6687 3 Systems Analysis in Public Administration
 PA 6688 3 Government Data Communications, Networks, and Systems

IR 5524 3 Contemporary American Foreign Policy
 IR 5551 3 Survey of International Relations
 IR 5552 3 International Law
 IR 6602 3 Geostrategic Studies
 IR 6610 3 International Organizations
 IR 6620 3 International Political Economy
 IR 6635 3 National Security Policy
 IR 6660 3 Military Strategy and International Relations

PA 6630 3 Strategic Planning
 PA 6631 3 Program Evaluation
 PA 6645 3 Managing Government Contracts
 PA 6666 3 Foundations of Nonprofit Organizations
 PA 6667 3 Executive Leadership in Nonprofit Organizations
 PA 6668 3 Grant Writing for Public and Nonprofit Organizations
 PA 6669 3 Nonprofit Financial Management
 PA 6674 3 Ethics in Public Administration

HRM 6601 3 Legal Environment of Employment Decisions
 HRM 6604 3 Labor Law
 HRM 6619 3 Seminar in Human Resources Administration
 HRM 6622 3 Human Resources Staffing
 HRM 6623 3 Training and Human Resources Development
 HRM 6632 3 Compensation and Ben 3ih 66 3ih 66 3ih 66 3ihp9ih 66 3ihp9iaT*0 Tc0 Tw(nom)02 y3 Mw(P-)T9lo.7(Compensatw[PA)-1966

The purpose of the Master of Business Administration program is to offer students an opportunity to acquire proficiency in general business management and decision making skills which will enable them to carry out managerial responsibilities in both the private and public sectors. As a result of successfully completing the MBA program, graduates should improve their ability to apply strong problem-solving skills to the strategic planning process in organizations and to use written and verbal communication skills effectively to communicate the results of their problem-solving analyses and recommendations. Concentrations offered in accounting and information systems provide additional specialized study related to the strategic management process in organizations.

The Troy MBA degree is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institu-

MBA 6673 3 Operations Management
(Three approved electives)

For options other than the accounting option, electives may be selected from the approved list of electives:

BUS	6612	3	Applied Business Research
ECO	6654	3	Labor Economics
ECO	6657	3	International Trade and Economics
HRM	6601	3	Legal Environment of Employment Decisions
HRM	6603	3	Human Resource Management (recommended for MBA-GM)
HRM	6604	3	Labor Law
HRM	6619	3	Seminar in Human Resource Administration
HRM	6622	3	Human Resource Staffing
HRM	6623	3	Training and Development of Human Resources
HRM	6632	3	Compensation Management
HRM	6645	3	International HRM
HSA	6680	3	Health Services Administration and Policy
HSA	6681	3	Legal and Social Issues in Health Administration
HSA	6682	3	Health Care Planning and Management
HSA	6683	3	Health Care Economics
HSA	6684	3	Managed Healthcare
IS	6672	3	Information Systems and Business Strategy
IS	6674	3	Information Systems Management
IS	6676	3	E-Commerce for Global Business
IS	6679	3	Management Information Systems
MBA	6601	3	Business and Professional Communication
MBA	6608, 6609	3	Thesis
MBA	6613	3	Seminar in Business
MBA	6625, 6626, 6627	1-3	Specialized Study
MBA	6632	3	Investments
MBA	6633	3	International Finance
MBA	6634	3	Derivative Securities
MBA	6652	3	Macroeconomics and Forecasting
MGT	6670	3	Seminar in International Management
MGT	6674	3	Ethics in Business
MGT	6677	3	Systems Management
MGT	6681	3	Organizational Development and Change
MGT	6682	3	Leadership and Motivation
QM	6640	3	Quantitative Analysis for Managers
QM	6641	3	Decision Theory

There are no cross-listings with other Troy graduate degree programs for this program. All transfer credits must be processed through normal academic approval procedures. All au-

thorizations for a Troy MBA student to be a transient student at another institution must be approved before the course is attempted. Professional military education courses are not accepted for credit in the MBA program.

The purpose of the Executive Master of Business Administration program is to provide an advanced level of general business education to graduates of baccalaureate programs who meet a stipulated professional experience prerequisite. This opportunity enables these students to be successful in management positions in both the private and public sectors. The program is organized to support specific and general needs of professionally diverse groups of students by providing advanced study in business administration to students who have acquired a common body of knowledge through education and professional experience. Minor modifications in curriculum allow the EMBA program to meet specific corporate or other organizational needs in contractual programs. As a result of successfully completing the EMBA program, graduates should improve their ability to apply problem-solving skills to the strategic planning process in organizations and to use written and verbal communication skills effectively to

nering organization) must be on file (except for applicants with a previous master's or higher degree; see #2 above).

7. A letter of recommendation using the online Professional Reference form is required with all applications for the EMBA program. The letter must address the individual's potential for success in the EMBA program as well as his/her written and oral communication skills.

Students not satisfying the minimum graduate admission test score and GPA requirements for unconditional admis-

Healthcare Management Concentration:

EMBA	6603	3	Human Resource Management
EMBA	6625	3	Specialized Study in Business (with a Healthcare Management focus)
HSA	6880	3	Health Care Administration and Policy

Information Systems Concentration:

IS	6672	3	Information Systems and Business Strategy
IS	6674	3	Information Systems Management
IS	6676	3	E-Commerce For Global Business

There are no cross-listings with other Troy graduate degree programs for this program. All transfer credits must go through normal academic approval procedures. All authorizations for a Troy EMBA student to be a transient student at another institution must be approved before the course is attempted. Professional military education courses are not accepted for credit in the EMBA program.

All graduates from the MSHRM program must successfully complete a nine course core including Business Research, Legal Environment of HRM, Staffing, Advanced Concepts and Topics in Management, Training and Development, Strategic Human Resource Management, Organizational Behavior, Human Resource Management, and Compensation and Benefits Management, and three additional courses suitable to the individual student’s academic and employment background and specific career objectives. If the student makes a "D" or "F" in a core course, the course must be retaken. If the student makes a "D" or "F" in an elective course, the course may be retaken or another elective taken in its place. The program will thus provide students the opportunity to gain an understanding of the subject matter that will enhance their career opportunities. (Total credit hour and course requirements: 36 semester hours / 12 courses).

The MSHRM degree program is a non-research-oriented professional master’s degree program that requires an understanding of the accepted professional practices in the field of human resource management.

Students graduating with the HRM degree will have completed the following 36-semester-hour curriculum:

BUS	6610	3	Business Research (A grade of “B” or better is required.)
HRM	6601	3	Legal Environment of Employment Decisions
HRM	6603	3	Human Resource Management
HRM	6622	3	Human Resource Staffing
HRM	6623	3	Training and Human Resource Development
HRM	6632	3	Compensation and Benefits
HRM	6698	3	Strategic Human Resource Management (capstone course)
MGT	6601	3	Advanced Concepts and Topics in Management (May be waived if the student has an undergraduate major in business. An elective course will be substituted.)
MGT	6671	3	Organizational Behavior
ECO	6654	3	Labor Economics
HRM	6604	3	Labor Law
HRM	6619	3	Seminar in Human Resource Administration
HRM	6625, 6, 7	1-5	Independent Study
HRM	6645	3	International Human Resource Management
HRM	6689	3	Internship in HRM
HSA	66XX	3	Any HSA-prefixed course
IS	6679	3	Management Information Systems
MGT	66XX	3	Any MGT-prefixed course

Other business electives: The elective may be selected from any appropriate graduate business administration/management, MSM, Troy-approved PME course, HRM, Specialized Study

completed with a Troy faculty member, or selected pre-approved MPA courses (i.e., PA 6603, 6623, 6630, 6631, 6645, 6647, 6648, 6649, 6650, 6680, 6683, 6687, or 6688). All authorizations for a Troy MSHRM student to be a transient student at another institution must be approved before the course is attempted.

Cross-listing will be permitted as follows:

IS	6679	PA 6679
MGT	6671	PA 6646
MGT	6675	PA 6620

Completion of a capstone course (HRM 6698) with a grade of “B” or higher is required for graduation. In this course students will be extensively examined on the ability to synthesize the content of the core courses through the administration of a comprehensive case analysis final examination.

The purpose of the Master of Science in Management program is to provide a specialized professional program for the student who wants to acquire proficiency in management skills, including decision making, which will enable the graduate to carry out responsibilities in both general and specialized managerial roles. Concentrations in Human Resource Management, Information Systems, Leadership and Organizational Effectiveness, International Management, and Healthcare Management further develop managerial problem solving skills in specific areas of applied management. As a result of successfully completing the MSM program, graduates should improve their ability to apply problem-solving skills to operational and strategic planning processes and to use written and verbal communication skills effectively to communicate the results of their problem-solving analyses and recommendations.

Candidates for admission must have a baccalaureate degree in any subject area from a regionally accredited college or university. The MSM degree program requires no prerequisite courses; however, MGT 6601, Advanced Concepts and Topics in Management, must be taken for graduate credit if the student does not have an undergraduate major in business. If the student has an undergraduate major in business, an elective course will be substituted.

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master’s or higher

official transcript showing completion of a master's or higher degree.

3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least 2.5 GPA on all undergraduate work or at least 3.0 GPA on the last 30 semester hours.
5. Official graduate admission exam results (GMAT, GRE [verbal and quantitative], MAT) must be on file (except for applicants with a previous master's or higher degree; see #2 above).
6. A letter of recommendation is required with all applications for the MSM program. The letter should address the individual's potential for success in the MSM program, professional, managerial or administrative experience, as well as his/her written and oral communication skills.

Students not satisfying the minimum graduate admission test score and GPA requirements for unconditional admission may be conditionally admitted to the program. After the student completes the first four graduate (6000 level) courses with a "B" or better average, the student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student must petition for readmission. A letter of recommendation is required with all applications for the MSM program. The individual's potential for success in the MSM program as well as his/her written and oral communication skills should be addressed.

All courses offer three semester hours credit except MGT 6625 and 6626.

A maximum of four courses (12 semester hours) taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. These courses must be comparable in catalog description to Troy courses and must

40 SORRELL COLLEGE OF BUSINESS

The elective may be selected from any appropriate graduate business administration/management, MSM, Troy-approved PME course, HRM, specialized study completed with a TROY faculty member, or selected pre-approved MPA courses (i.e., PA 6603, 6630, 6631, 6645, 6647, 6648, 6649, 6650, 6687, or 6688).

IS	6672	3	Information Systems and Business Strategy
IS	6674	3	Information Systems Management
IS	6676	3	E-Commerce for Global Business
IS	6679	3	Management Information Systems

HRM	6601	3	Legal Environment of Employment Decisions
HRM	6603	3	Human Resource Management (Required)
HRM	6604	3	Labor Law
HRM	6619	3	Seminar in Human Resource Administration
HRM	6622	3	Human Resource Staffing
HRM	6623	3	Training and Human Resource Development
HRM	6632	3	Compensation Management
HRM	6645	3	International Human Resource Management
IS	6679	3	Management Information Systems
MGT	6674	3	Business Ethics
MGT	6681	3	Organization Development and Change (Required)
MGT	6682	3	Leadership and Motivation
ECO	6657	3	International Trade and Economics
HRM	6645	3	International Human Resource Management
MGT	6670	3	Seminar In International Management (Required)
POL	5552	3	International Law
POL	6631	3	Intercultural Relations
POL	6656	3	International Power and Influence
HSA	6680	3	Health Services Administration and Policy
HSA	6681	3	Legal and Social Issues in Health Administration
HSA	6682	3	Health Care Planning and Management (Required)
HSA	6683	3	Health Care Economics
HSA	6684	3	Managed Healthcare

Degree Program	Troy	Phenix City	Atlantic Region	Florida/Western Region	Pacific Region	Southeast Region	Dothan	Montgomery
Master of Sci. in Conducting	X							

3. Complete a successfully prepared conducting audition before the conducting faculty.
4. Unconditional admission will be granted to candidates meeting requirements 1, 2, and 3 above, as well as meeting the Graduate School general requirements listed under Unconditional Admission in the Admission Classification section.

The Master of Conducting degree program is designed to offer advanced musical studies focused upon development of conducting skills to qualified graduates of undergraduate music and music education programs.

This training will prepare students for professional advancement in leadership of school, community, and church music organizations. The degree program may also serve to prepare individuals for teaching positions in higher education or for further study on the 6th-year or doctoral level.

Upon successful completion of the Master of Science in Conducting program, the student will be able to

1. demonstrate advanced skills in rehearsing and leading a musical ensemble;
2. incorporate current research findings into musical analysis, performance practice, and rehearsal psychology;
3. display comprehensive theoretical and practical knowledge of musical repertoire in an area of specialization (instrumental or vocal);
4. assume professional responsibilities for conducting school, community, and/or church music organizations with high standards of musical achievement;
5. qualify for entry-level positions teaching music in institutions of higher education; and
6. continue musical studies at the Ed.S. or doctoral degree level.

Candidates for admission must have earned a baccalaureate degree in musical studies that includes sufficient coursework appropriate to graduate studies in conducting.

NOTE: These standards are in addition to the Admission Standards for Graduate School.

1. Candidates must meet the following requirements:
Hold a baccalaureate degree in music (B.A., B.S., B.M., or B.M.E.) from a regionally accredited institution.
2. Successfully complete an entrance examination covering music theory and history.

Conditional admission may be granted to candidates meeting requirements 1, 2, and 3 above, but who may be deficient in GPA or test scores as required by the Graduate School. Students admitted conditionally must clear their status during the first 12 semester hours of work, as prescribed under Conditional Admission in the Admission Classification section.

Courses carry three semester hours credit for lecture courses and one semester hour credit for performance and ensemble courses.

A maximum of four courses (12 semester hours) taken at another regionally accredited institution, each with a grade of "B" or better, can be applied toward the degree. These courses must be comparable in content and catalog description to Troy University courses in the Master of Science in Conducting graduate program and be approved by the appropriate main campus dean/department chair. Students transferring a "core" or "required course" are still subject to a written comprehensive exam based on the material presented at Troy University.

Students will elect to specialize in either instrumental or choral conducting. Any student who completes the 30 semester

hours of course work listed below with a 3.0 GPA or better and successfully completes the conducting recital (MUS 6633) and the comprehensive exam (for MUS 6631, 6632, 6636, 6691, and 6606 or 6609) will be awarded the master's degree.

Conducting Concentration—10 hours

MUS	6631-6632	6	Advanced Conducting I-II
MUS	6633	1	Conducting Recital
MUS	6636	3	Conducting and Score Analysis
MUS	6691	3	Research
MUS	6600 or 6601	2	Instrumental or Choral Performance Seminar
MUS	6614-6647	2	Private Performance Instruction
MUS	6606	3	Repertoire of the Band
	or		
MUS	6609	3	Choral Literature

Selected from appropriate adviser-approved 55XX and 66XX music courses, and preferably including at least one course outside the music area. Studies in history and/or psychology are recommended. Students may also elect to complete MUS 6695 Thesis (three hours) as an option in this program.

	Trad	Alt A	Trad	Alt A	Trad	Alt A	Trad	Alt A
	X	X						
	X	X	X		X	X	X	X
	X						X	
Biology	X	X					X	X
History	X	X					X	X
	X	X					X	X
General Science	X	X					X	X
Mathematics	X	X					X	X
Social Science	X	X					X	X
Art								
Reading Specialist							X	X
							X	
Educational Administration	X				X			
School Counseling	X		X		X		X	
School Psychometry	X		X					
Early Childhood Education (P-3)	X							
Elementary Education (K-6)	X				X			
Educational Administration	X				X			
School Counseling	X		X		X			
School Psychology	X							

grams that lead to certification
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*The Phenix City and Troy campuses offer the Alternative Experience Route Program in Elementary Education. See special admission requirements for eligibility.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/university without the appropriate specialized accreditation may be considered for application toward program completion. See the Transfer Credit section for additional information.

Candidates completing an approved teacher certification program are eligible to apply for the Alabama Class A professional certificate, provided they meet the following:

- a grade point average of 3.0 on all graduate coursework attempted.
- a grade of “C” or better in all coursework which applies to certification.
- a grade of “B” or better in the research requirements for the program.
- Any “D” earned in a teaching field course must be successfully repeated with a grade of “C” or better.
- Successful completion of the Praxis II examination in

advanced certification in the same discipline/level in which they hold baccalaureate level professional educator certification.

For candidates seeking initial certification at the graduate level, or those who are seeking certification in an area or at levels other than those in which they hold baccalaureate level certification, the Alternative Fifth-Year (Alternative-A) Master of Science in Education Program is offered. See specific programs for any additional admissions and/or certification requirements.

In addition to the programs for teachers, fifth-year certification programs are offered in the following instructional support areas: Educational Administration, School Counseling, and School Psychometry.

Unconditional admission to the Graduate School does not constitute unconditional admission to any professional education program. In addition to the admission requirements for the Graduate School, candidates seeking admission to a traditional fifth year certification program for teachers must hold professional baccalaureate-level certification in the teaching field in which the Class A certification is sought except in Collaborative Teacher K-6, Gifted Education, and Reading Specialist. Temporary, provisional, and other nonrenewable certifications are not acceptable. See specific program descriptions for any additional admission requirements.

Candidates are restricted to nine semester hours of graduate course work prior to admission to the Graduate Teacher Education Program (GTEP). Prior to GTEP admission, traditional masters candidates are restricted to enrollment in

- EDU 6629: The Master Teacher
- PSY 6631: Psychological Foundations of Education
- EDU 6653: Educational Evaluation (or approved evaluation course in the teaching field)

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

EDU	6629	3	The Master Teacher
PSY	6631	3	Psychological FONTAL

tional admission. Additional admission requirements include:

1. Baccalaureate-level professional certification in any area of education. (If certification is in areas other than Early Childhood Education, Elementary Education, or Collaborative Teacher, the candidate must complete as prerequisites two reading courses including an introduction to reading course.)
2. Two years of successful classroom teaching experience.
3. Successful completion of a formal interview conducted by the College of Education reading faculty.
4. Successful completion of a Professional Portfolio. Students must meet with their reading adviser for portfolio requirements.
5. Students must be admitted to the Teacher Education Program and successfully complete the interview and portfolio requirements prior to admission to the Reading Specialist Master's Program.

Required Core Courses:

EDU	6629	3	The Master Teacher
PSY	6631	3	Psychological Foundations of Education
EDU	6691	3	Research Methodology
EDU	6611	3	Educational Technology in the Curriculum
RED	6660	3	Assessment for Teaching and Learning
RED	6680	3	Organization of School Literacy Programs

* In addition to the required core, a survey course in special education is required unless previously completed.

Teaching Field Courses:

RED	6683	2	Internship: Literacy Intervention
RED	6686	3	Research-Based Literacy Assessment and Instruction
RED	6671	2	Internship: Applying Research-Based Literacy Assessment and Instruction
RED	6682	2	Internship: Developing Literacy Programs and Coaching Teachers
RED	6674	3	Literacy in the Content Areas
RED	6675	3	Literacy Instruction for Diverse Populations
RED	6643	3	Trends in Children's and Young Adult Literature

in the same discipline, including subject matter knowledge, student development, diversity, instructional strategies, classroom management and learning environment, communication, planning, assessment, professionalism, and collaboration.

The College of Education adopted the model standards for beginning teacher licensure developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) in 2000. These standards are applied throughout the Alternative-Fifth-Year Program.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/ university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

In addition to the admission requirements for graduate school and the College of Education, applicants must meet the

The purpose of the Alternative Fifth-Year Program is to provide initial teacher certification programs for individuals holding a baccalaureate level degree in a field other than education or those desiring initial certification in a new teaching field. Candidates shall have acquired knowledge and skill above the level required for the completion of the baccalaureate program

6. Completion of a minimum of 12 clock hours of classroom observation/participation.
7. Successful completion of an impromptu essay.

Candidates may take only nine semester hours of graduate coursework prior to admission to TEP.

All candidates completing the Alternative Fifth-Year initial certification program for teachers must complete a six-semester hour internship in the grade level(s) and academic subject(s) of the certification sought. Instructions regarding qualifications and applications for internship should be obtained from the Office of Teacher Education. Prerequisites include the following:

1. Admission to the Teacher Education Program
2. A grade point average (GPA) of 3.0 overall on all graduate work attempted
3. Recommendations from faculty
4. Completion of all coursework except for Internship Seminar, which is taken in conjunction with internship
5. Completion and verification of a minimum of 150 clock hours of clinical experiences
6. Current First Aid and CPR certifications
7. Successful completion of all three sections of the Alabama Prospective Teacher Test (APTT): Applied Mathematics, Reading for Information, and Writing
8. Successful completion of comprehensive exam in the teaching field(s)
9. Successful completion of the Praxis II examination in all areas of initial certification.

Alternative Fifth-Year certification programs are offered in the following elementary/secondary (grades P-12) areas: Art, Instrumental Music Choral Music, and Physical Education.

Required Core Courses:	30
Teaching Field:	15

Select 15 semester hours of adviser-approved courses specific to the discipline. A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least eight semester hours of teaching field courses must be at the 6000 level. Candidates should consult their academic adviser regarding any specific course requirements in the teaching field.

In addition to the admission requirements for Graduate School, candidates for the Alternative Fifth-Year Experience Route degree in Elementary Education must

- hold a baccalaureate degree from a regionally accredited college or university;
- have earned a minimum of 12 semester hours of credit in each of four disciplines: English language arts (including reading and writing), mathematics, science, and social studies as part of the general studies prerequisite courses;
- show evidence of having earned the required number of undergraduate hours in coursework appropriate to the subject to be taught;
- hold valid teacher certification; and
- meet one of the following specific admission criteria categories:
 1. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid elementary baccalaureate level certificate from any state will be admitted to the regular K-6 Elementary Master's Degree Program at Troy University, Troy or Phenix City campuses, contingent upon all other admission requirements being met. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.
 2. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid P-5 or 4-8 Georgia Teacher Certificate and who completed an internship in Grades K-6 within the seven years prior to

program admission or who have had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission, will be admitted to the regular K-6 Elementary Master's Degree Program at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.

3. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid P-5 or 4-8 Georgia Teacher Certificate and who did not complete either an internship in Grades K-6 within the seven years prior to program admission or who have not had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission, will be admitted to the Alternative Fifth-Year Experience Route Program in K-6 Elementary Education at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. All students admitted to the Alternative Fifth-Year Experience Route Program will be required to complete a three-hour internship. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.
4. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid P-3 (K-3), 6-12 (7-12) or P-12 (N-12) Alabama Teacher Certificate and who have had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission, will be admitted to the Alternative Fifth-Year Experience Route Program in K-6 Elementary Education at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. All students admitted to the Alternative Fifth-Year Experience Route Program will be required to complete a three-hour internship. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.
5. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid teacher certificate other than in Elementary Education from a state other than Alabama or Georgia and who have had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission will be admitted to the Alternative Fifth-Year Experience Route Program in K-6 Elementary Education at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. All students admitted to the Alternative Fifth-Year Experience Route Program will be required to complete a three-hour internship. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.

4. Pass an interview conducted by the Program Admission committee.

Required Professional Core:

EAL 6615 3 Social and Philosophic Foundations of
Educational Leadership

* The Clinical Mental Health, Community Counseling, and School Counseling Programs offered at the Phenix City campus, and the Community Counseling and School Counseling programs at the Troy campus are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**The Rehabilitation Counseling

For conditionally admitted students, a Plan for Proving Graduate Status (PPGS) shall be developed during the student's first semester/term of enrollment. The PPGS may include

- specific undergraduate or graduate courses as prerequisites,
- retaking entrance exams, and
- proficiency examinations and/or work samples, papers, projects or other measures of performance.

The required level of performance for the PPGS shall be communicated to the student in writing with a designated completion deadline. Students who are conditionally admitted may take for graduate credit only courses that are approved in the PPGS. Conditionally admitted students must complete all requirements specified in the PPGS and maintain a grade of "B" or better on each course attempted within the first nine hours of graduate work.

Those students who do not meet the requirements described in item four above (evidence of academic skills) but who meet all other requirements for unconditional or conditional admission shall also develop a PPGS. These students may be admitted conditionally subject to the requirements and time period specified in the PPGS. Such students must also complete all requirements specified in the PPGS and maintain a 3.0 (4.0) scale grade point average within the first nine hours of graduate work.

Students must complete all admission requirements prior to registering for any graduate courses. However, those students who are required to develop a PPGS due to deficiencies in academic skills may have additional time as specified in the PPGS to remediate those deficiencies. If the student fails to meet all admission requirements within the time specified in the PPGS, the student will be withdrawn from classes with no credit.

1. _____
Specialized program accreditation guidelines require that students enrolled in Troy University's Counseling and Psychology programs must complete a minimum number of required hours at the site where the internship and practicum are completed. Students should see their academic adviser for specific requirements.
2. _____
Students are required to complete supervised internship and practicum courses at the same campus.
3. _____
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PSY	6648	3	Theories of Personality
PSY	6668	3	Human Lifespan and Development
PSY	6669	3	Behavior Pathology
PSY	6670	3	Diagnosis and Treatment Planning

Select one:

*CP 6634 3 Drug Education, Prevention, and
or Intervention (Required in Florida only)

Adviser-approved elective

The Community Counseling Program is designed to train competent community and agency counselors. This 48-semester-hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of

CP	6680	3	Seminar: Counseling Approaches to Working with Hearing Impairment
CP	6681	3	Seminar: Counseling Approaches to Working with Visual Impairment
Adviser-Approved Elective in Rehabilitation Counseling			

NOTE: Students entering the rehabilitation counseling specialty graduate degree program with an undergraduate degree in rehabilitation may have the option to take two electives in lieu of two required rehabilitation courses. The electives must be approved by the academic adviser and department chair.

Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6649	3	Theories of Counseling
CP	6642	3	Group Dynamics and Counseling
PSY	6669	3	Behavior Pathology
PSY	6645	3	Evaluation and Assessment of the Individual

6100736681g ssonal Research Methods in Social Work (T)J (376 62ing)16 70) 688860

The Substance Abuse Counseling Program is designed to train substance abuse counselors. This 48-semester-hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse counseling, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

1. To develop knowledge of the foundations of the counseling profession to include history, current trends/ issues, roles, functions, and professional identity. The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.
2. To develop knowledge of commonly abused drugs, the physiological and psychological implications related to substance abuse, drug abuse prevention and intervention.
3. To develop knowledge and skills in technology as it is applied to psycho- educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling.
4. To develop sensitivity and skill in providing counseling services to diverse cultural populations.
5. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation.
6. To develop sound clinical and ethical judgment and skills.
7. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals.
8. To promote counselor accountability and professional credibility.
9. To demonstrate psychological health and the ability to use high levels of self awareness.

3. To develop knowledge and skills in technology as it is applied to psycho-educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling.
4. To develop sensitivity and skill in providing counseling services to diverse cultural populations.
5. To develop knowledge and skill in research to include the capacity for being a consumer of research data,

COLLEGE OF EDUCATION · 60

PSY 6645 3 Evaluation and Assessment of the Individual
PSY 6650 3 Practicum: Psychometry
PSY 6662 3 Internship: Psychometry
PSY 6668 3 Human Lifespan and Development
CP 6691 3 Research Methodology

Select one from the following:

CP 6600 3 Professional Orientation and Ethics

Comprehensive Examination Required

Required Core Courses:

PSE	6691	3	Research Methodology
PSE	6670	3	Psychological Foundations of the Adult Learner
PSE	6660	3	Trends and Issues in Adult Education

Select one:

PSE	6680	3	Curriculum Development for Adult Education
PSE	6608	3	Curriculum Integration of Technology

Select an approved concentration: 18

Students must select either Option I or Option II, complete the required core courses (either 18 or 12 semester hours), and successfully complete one of the approved concentrations listed below. Students interested in additional areas of graduate study must go through the College of Education for pre-approval. Academic advisement for the program and the required core is provided by the faculty in the College of Education. Advisement for the concentration areas is provided by the departmental faculty in the specific discipline.

ADE	5560	3	Instructional Systems Development
ADE	6600	3	Foundations of Adult Education
ADE	6606	3	Current and Emerging Instructional Technologies
ADE	6630	3	Programs for Adult Education
ADE	6653	3	Educational Evaluation
ADE	6696	3	Practicum in Adult Education

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in the field of biology. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in biology must be developed by the student and the biology adviser and pre-approved by the dean of the College of Education or the dean's designee.

CJ	6610	3	Principles of Administration
CJ	6620	3	Current Trends in Criminal Law
CJ	6622	3	Seminar in the Administration of Justice
CJ	6624	3	Court Administration
CJ	6630	3	Juvenile Justice
CJ	6625	3	Specialized Study

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in English. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in English must be developed by the student and the English adviser and pre-approved by the dean of the College of Education or the dean's designee. The English adviser will determine if any prerequisite coursework is necessary.

PSY 6668 3 Human Lifespan and Development
 PSY 6669 3 Behavior Pathology

		Dothan	Montgomery	Phenix City	Troy	Atlantic	Florida/Western	South East
Early Childhood Education	36-39	X						
Elementary Education	36	X		X				

All sixth-year certification programs are approved by the Alabama State Department of Education.

The purpose of the Education Specialist (Ed.S.) certification programs in teaching is to extend the expertise and further develop knowledge, competencies, and skills of professionals holding master’s level certification in the same teaching field in which the Class AA certification is sought. All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above, and no courses applied toward certification at the master’s level may be applied toward certification at the education specialist level. See the specific degree program for additional admission and degree completion requirements.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

Admission to the Graduate School does not automatically constitute admission to the Education Specialist Program. All candidates must complete all requirements for the Alabama Class AA certification. All Ed.S. candidates must successfully complete a written comprehensive examination prior to program completion.

In addition to the Admission Requirements for Graduate School, candidates seeking the education specialist degree in a teacher education program must

1. hold a masters degree from a regionally accredited college or university;
2. hold valid master’s level certification in the same teaching field in which the Class AA certificate is sought;
3. complete a special education course as a prerequisite if not previously completed; and
4. be unconditionally admitted and complete all additional admission requirements identified in the specific program.

Candidates completing an approved Education Specialist certification program are eligible to apply for the Alabama Class AA professional certificate, provided they meet the following:

- a grade point average of 3.25 on all education specialist coursework attempted
- a grade of “C” or better in all coursework which applies to certification
- a grade of “B” or better in the research requirements for the program

Any candidate who applies for a professional certificate is subject to all regulations set forth by the Alabama State Department of Education. These regulations may include a comprehensive background check, verification of appropriate experience, and prior certification specific to the certification sought. Additional requirements (e.g., standardized examinations to demonstrate content mastery) may be added as the Alabama State Board of Education and other accrediting agencies modify regulations. Candidates should consult their education adviser for details.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

Other states may grant professional certification to candidates completing the Troy University Education Specialist program. Some states may have additional requirements. Candidates seeking certification in other states should contact the appropriate State Department of Education.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

Required Professional Core:

PSY	6693	3	Psychological and Educational Statistics
ECE	7790	3	Qualitative Research Methodology
ECE	7793	3	Problem Analysis in ECE
EDU	7709	3	Seminar in Decision-Making for Teachers and Educational Administrators
EDU	7730	3	The Teacher Leader
EDU	7795	3-6	Thesis

*EDU 6611 Educational Technology in the Curriculum is required if not previously taken.

*In addition to the required core, a survey course in special education is required unless previously completed.

Teaching Field Courses:

Select four courses (12 semester hours) from the following:

ECE	6631	3	Historical Perspectives in ECE
ECE	6618	3	Designing Prosocial Learning Environments
ECE	6622	3	Parents as Partners in Education
ECE	6628	3	Inquiries into Literacy Acquisition
ECE	6630	3	Inquiries into Representation
ECE	6632	3	Authentic Assessment in the ECE Classroom
ECE	6633	3	Integrated Thematic Curriculum
ECE	6634	3	Inquiries into Logico-Mathematical Knowledge

Select two Adviser-Approved Teaching Field Courses: 6

Select six additional hours of adviser-approved ECE courses or other adviser-approved courses related to the profession (e.g., EDU, ELE, SPE, RED). A candidate may not enroll in a 6000-level course if it duplicates the same course listed on the master's transcript.

Required Professional Core:

PSY	6693	3	Psychological and Educational Statistics
ELE	7790	3	Qualitative Research Methodology
ELE	7793	3	Problem Analysis in Elementary Education
EDU3	Parents as	.6.6(enroll)	(i)09()-286oes as .631 Tw[in Elndidate)2.6(may)o

All Sixth-year certification programs are approved by the Alabama State Department of Education.

The purpose of the Education Specialist (Ed.S.) certification programs in instructional support areas is to extend the expertise and further develop knowledge, competencies, and skills of professionals holding master's level certification in school psychometry, school counseling, or educational administration. All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above, and no courses applied toward certification at the master's level may be applied toward certification at the education specialist level. See the specific degree program for additional admission and degree completion requirements.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

In addition to the Admission Requirements for Graduate School, candidates seeking the education specialist degree in educational administration must hold the master's professional educator certificate in educational administration.

In an effort to maintain the rigorous nature of the Educational Administration program, to stay in step with changes in the field of administration and to ensure that our candidates maximize the benefit from the program, Troy University strongly recommends that each candidate have completed at least one year of administrative experience in a public K-12 school prior to admission to the Ed. S. program.

The school psychology program provides broader experiences in psychometrics and interventions and, in addition, focuses on consultation, preventative strategies, training, program development, and program administration. The knowledge base expands the student's exposure in learning measurement, behavior pathology, community psychology, multicultural influences, and organizational behavior. Models of service delivery are explored.

The objectives of the Ed. S. School Psychology Program are to strengthen and extend the master's-level students' knowledge and skills so that the students will

1. become informed decision makers, consultants, and facilitators for the education of children and the operation of schools;
2. select, administer, score and interpret tests, and communicate data in a wide variety of ways and to diverse populations;
3. intervene directly through counseling, cognitive-behavioral, and psychoeducational techniques, as well as early intervention and preventive programs;
4. intervene directly through consultation, training, and program development in schools and communities; and develop and to administer programs regarding the above.

The Master of Science in Nursing Program is designed to provide graduates of baccalaureate programs in nursing the opportunity to develop the advanced knowledge and clinical skills required for leadership positions in nursing. The program pre-

Research Courses (7 hrs)

NSG	6691	3	Research Methodology
NSG	6692	2	Data Analysis Techniques in Research
NSG	6696	1	Scholarly Inquiry Practicum I
NSG	6697	1	Scholarly Inquiry Practicum II

Optional

NSG	6695	1-4	Thesis
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Nursing Specialty Courses (27 hrs)*

NSG	5512	3	Advanced Health Assessment
NSG	5513	3	Advanced Health Assessment Preceptorship
NSG	6645	3	Family and Cultural Theories in Advanced Nursing Practice
NSG	6649	3	Advanced Pharmacology
NSG	6665	3	Primary Care I
NSG	6666	3	Primary Care I Preceptorship
NSG	6667	3	Primary Care II

derlying performance of managing to ensure quality of services and effectiveness of the program; and

3. function in a variety of roles including direct managing provider, consultant, case manager, educator, administrator, researcher and advocate in a variety of sport and fitness management delivery models and systems where sport and fitness management is traditionally practiced and in emerging areas of local community, state, regional, national and international arenas.

Upon successful completion of the SFM program, the student will be able to

1. plan, develop, implement and evaluate programs of service designed to meet local community, state, regional, national and international needs;
2. administer and manage a sport and fitness management service;
3. articulate and apply sport and fitness management principles, intervention approaches, rationales, and expected outcomes of service;
4. be innovators and leaders in the profession, applying sport and fitness management knowledge to the solution of complex sport and fitness managerial issues and health problems; and
5. demonstrate an attitude of inquiry and nurture the capacity for creative thinking, critical analysis and problem solving; to interpret research studies and to apply research results to sport and fitness management practice; and to contribute to the advancement and dissemination of research and knowledge in the behavioral science.

Candidates for admission must hold a baccalaureate degree in sport and fitness management or related field.

Unconditional Admission

- 1.

Fitness, Sport and Club Ma

A study of sources and classifications of accounting data, classification and behavior of revenues and costs, use of accounting data for profit planning and cost control, and use of accounting data for special analysis.
Prerequisite: MBA 5502 or equivalent

A consideration of problems relating to pension plans, long-term leasing arrangements, refunding of bonds payable, stock options, allocation of income taxes, changing price levels, cash flow statements, and other financial accounting topics with emphasis on relevant pronouncements by professional organizations and governmental agencies.

An advanced study of selected topics in the Internal Revenue Code and Regulations with the emphasis on tax research. The course covers individual, partnership, corporations as well as estate and gift taxes.

An individual study of specific accounting topics and written and oral communication of the results of the study.

An advanced study of accounting information systems concepts and applications. Case studies will provide the students an opportunity to relate systems concepts to the actual problems encountered in the analysis, design, implementation, and utilization of computer-based information systems.

An examination of the AICPA's professional standards and techniques of reviewing and appraising the various functions of an organization with the objective of reporting on the opportunities for improvement and the deficiencies disclosed. Emphasis on the effectiveness of internal control structure and operating procedures.

A study of the recent growth of accounting theory, as influenced by regulatory agencies, economic conditions, and professional accounting organizations.

This course emphasizes systematically developed course design. Special attention is given to learning and instructional systems theory.

An overview of adult education to give an understanding of characteristics of adults as learners as well as the history, philosophy, and nature of adult education. Includes exposure to fundamental adult education concepts such as lifelong learning, self-directed learning, and contract learning.

This graduate level advanced survey course

required. *Corequisite: BIO 5505.*

A study of the classical and current concepts of animal behavior including individual and social behavioral patterns. *Prerequisite: genetics. Corequisite: BIO L510.*

Experimental and observational techniques in behavior. *Corequisite: BIO 5510.*

A study of the physical, chemical, geological, and biological aspects of freshwater ecosystems as influenced by activities in surrounding watersheds. *Prerequisites: general biology, general ecology, general chemistry. Corequisite: BIO L513.*

Field and laboratory exercises in lake and stream science, including instrumentation, measurement, sampling, and analysis. *Corequisite: BIO 5513.*

A study of food spoilage, food preservation, food-borne pathogens, microbial metabolism, and molecular techniques. *Prerequisite: BIO 5513. Corequisite: BIO 5513.*

This course covers the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of fishes. *Prerequisites:* general biology, general ecology. *Corequisite:* BIO L545.

A study of the structural features, identification, and classification of freshwater and marine fishes. *Corequisite:* BIO 5545.

A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of amphibians and reptiles. *Prerequisites:* general biology, general ecology. *Corequisite:* BIO L546.

A study of the structural features, identification, and classification of amphibians and reptiles. *Corequisite:* BIO 5546.

A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of birds. *Prerequisites:* general biology, general ecology. *Corequisite:* BIO L547.

A study of the structural features, identification, and classification of birds. *Corequisite:* BIO 5547.

A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of mammals. *Prerequisites:* general biology, general ecology. *Corequisite:* BIO L548.

A study of the structural features, identification, and classification of mammals. *Corequisite:* BIO 554.

A study of the principles related to the adverse effects of chemicals on living organisms. *Prerequisite:* organic chemistry. *Corequisite:* BIO L551.

An assessment of terrestrial and aquatic toxicity of chemical agents following standard protocols. *Corequisite:* BIO 5551.

This course covers the taxonomy, structure, life histories, distribution, pathogenesis, and control of parasitic protozoa, helminths, and arthropods, with the emphasis on those of medical importance. *Prerequisites:* Any 3000-level BIO lecture and lab. *Corequisite:*

BIO L571.

A laboratory study of parasitic protozoa, helminths, and arthropods, with the emphasis on those of medical importance. *Corequisite:* BIO 5571.

Specialized topics not generally included in course offerings. *Prerequisite:* Permission of instructor.

A study of cell structure and function with the emphasis on biochemical and molecular mechanisms. Topics include cell division, movement, differentiation, and recognition. *Prerequisites:* genetics, microbiology, organic chemistry. *Corequisite:* BIO L578.

Experimental approaches for studying cells at the biochemical and molecular levels. *Corequisite:* BIO 5578.

A study of the microscopic anatomy and function of cell types and tissues of mammalian organs. *Prerequisite:* general biology. *Corequisite:* BIO L580.

A study of the microscopic anatomy of cell types and tissues of mammalian organs. *Corequisite:* BIO 5580.

The study of the fundamental principles of chromosomal organization and gene expression, with emphasis on the structure and function of nucleic acids and proteins. *Prerequisites:* genetics, microbiology, organic chemistry. *Corequisite:* BIO L582.

Experimental approaches in molecular analyses of nucleic acids and proteins, with the emphasis placed on common techniques utilized in clinical and research settings. *Corequisite:* BIO 5582.

Additional information is indexed under "Guided Independent Research and Study."

Additional information is indexed under "Guided Independent Research and Study."

A study of the morphology, physiology, taxonomy, life histories, and ecology of aquatic insects. *Prerequisites: general biology, general ecology. Corequisite: BIO L600.*

Classification and identification of immature and adult aquatic insects. A collection is required. *Corequisite: BIO 6600.*

This course covers the structural and functional changes in tissues and organs of the human body which cause or are caused by disease. *Prerequisites: human anatomy & physiology and histology, or permission of instructor. Corequisite: BIO L602.*

A study of the microscopic anatomy of normal and diseased tissues and organs. *Corequisite: BIO 6602.*

This course covers plants of importance in natural ecosystems and human affairs, with the emphasis on food plants, trees, and medicinal plants. *Prerequisites: Any upper-level botany course. Corequisite: BIO L606.*

A study of the basic plant anatomy and taxonomy of plants of significance. *Corequisite: BIO 6606.*

An advanced study of protists from freshwater and marine habitats including collection techniques, taxonomy, specimen preparation and protistan ecology.

The student has the opportunity to engage in intensive study of a particular subject or learn a pertinent skill, which fits his/her academic and/or professional needs but is not available in the regular curriculum. This study may include educational activities or training outside of the University. The stu-

Corequisite: CHM 5545

A study of the theory and applications of thermodynamics, reaction kinetics, and transport properties with an emphasis on the description of ideal/non ideal gasses and solutions. *Prerequisite: CHM 3343; PHY 2253 and L253 or PHY 2263 and L263; MTH 1126. Corequisite: CHM L552.*

COURSE DESCRIPTIONS - 80

for institutionalization or imprisonment. Collectively, these programs constitute what is termed "Community-Based Corrections."

An in-depth overview of major criminological perspectives as well as their nature and extent, especially those found in the United States, and an analysis of the etiology of criminal behavior, criminal law, and the societal reaction to criminals.

This course is concerned with prisoners' rights as they are guaranteed by the United States judicial system. Because of the ongo-

The theory of information organization, information requirements analysis, and statistical methods is examined. A survey of sorting methods, search techniques, pattern matching and information retrieval systems is also discussed. *Prerequisite: CS 3323.*

The analysis and logical design of computer and information processing systems' industrial techniques is examined to state and analyze information systems' requirements. Additional topics include feasibility and cost analysis studies, hardware/software selection and evaluation. *Prerequisite: CS 4447.*

This course presents an introduction to assembler design, macroprocessing facilities, and loader schemes. Operating system topics include I/O programming, memory, processor, device, and information management. *Prerequisite: CS 4448.*

This course involves the study of a problem or problems using research techniques. Selection of a problem is to be approved by the student's adviser, instructor, college dean, and graduate dean. The study should contribute to a student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in the specialized study courses may not exceed four (4) semester hours. With prior approval, there may be a substitution for one (1) required course in the student's program.

An overview of the need for centralized control of data resources and tools is explored. The course includes a survey of current data models and systems, and a review of tools commercially available including data dictionary/directory systems and data conversion software.

A survey and analysis of individual and societal attitudes, interactions, and decision-making is provided concerning the design and application of computers in information storage, retrieval and processing.

The formal properties of grammars, lexical and syntactic analysis, macro generators, and code selection are presented. Additional topics include hardware compilers, extensi-

bility of languages, and implementation of simple compilers. *Prerequisite: CS 3343.*

This course reviews formal definitions and practical applications using string operations, linked lists, dynamic storage allocation, array operations, block structure, recursion and disk access. It involves the application of appropriate languages to the execution of programming projects. *Prerequisite: CS 5546.*

A study of conceptual and practical foundations of information processing systems' support for management and decision-making functions are examined. Computer system project management, economic and legal considerations of management information systems, systems implementation and evaluation are additional topic areas covered in this course. *Prerequisite: CS 5547.*

The theory and design of modeling problems, and simulation models for queuing are reviewed. Discrete event and continuous simulation models are analyzed. Simulation languages and the implementation of models on computers using general purpose and simulation languages is presented in this course. *Prerequisite: CS 5547.*

A systems approach is explored as it relates to using various algorithms to solve different classes of managerial problems with a computer. *Prerequisite: CS 3325 and CS 5547.*

A series of advanced topics in areas of computer and information science is offered. The course details a structured discussion of varied subjects to include technological updates, a more intense study of topics covered in other course offerings, and an introduction to advanced concepts such as artificial intelligence, the theory of computability, and formal languages. *Prerequisites: 12 semester hours of graduate credit.*

Guided research in Computer and Information Science results in the preparation of a scholarly thesis. The thesis includes a discussion of the research design and methodology available to plan and conduct a systematic, thorough, critical, interpretive and analytical research in an area appropriate to the interest of the individual student and consistent with the degree program. The course requires students to prepare a thesis

COURSE DESCRIPTIONS · 82

within guidelines provided by the faculty member and to defend it before a thesis committee. Prerequisites: Unconditional admission to the Master of Science in Computer Science program and completion of twenty-four (24) semester hours of course work

A study of typical char

identification, program development, and program evaluation. Alternative models of service delivery and alternative sources of funding and program regulation are explored.

This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*

This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*

This course provides supervised experience in a rehabilitation setting. The experience will be accompanied by scheduled on-campus supervision with the university supervisor. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*

This course provides supervised experience in a rehabilitation setting. The experience will be accompanied by scheduled on-campus supervision with the university supervisor. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: CP 6670.*

This course is taken in conjunction with the practicum/internship in rehabilitation counseling, offers students an opportunity to apply medical, psychological and sociological research/techniques to counseling with individuals who are hearing impaired. *Prerequisite: Permission of instructor.*

This course is taken in conjunction with the practicum/internship in rehabilitation counseling, offers students an opportunity to apply medical, psychological and sociological research/techniques to counseling with individuals who are visually impaired. *Prerequisite: Permission of instructor.*

The purpose of this course is to develop an appreciation for the organization, administration, and coordination of services for the hearing impaired. Strategies for consulting with various agencies, educating the general public, counseling with hearing impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6650, CP 6652, CP 6653. Taken in conjunction with internship.*

The purpose of this course is to develop an appreciation for the organization, administration and coordination of services for the visually impaired. Strategies for consulting with various agencies, educating the general public, counseling with the visually impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6650, CP 6652, CP 6653. Taken in conjunction with internship.*

A study of the case management process, including case findings, service coordination, referral and utilization of other disciplines, and client advocacy.

results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required.

Supervised training in group leadership, including experiential and didactic activities, focusing on group facilitation. *Prerequisites: CP 6642 and CP 6650 or equivalents and permission of the instructor. Enrollment restricted to Ed.S. students.*

Individual readings and conferences, group discussions and reports focusing on the advanced student's special interest in Counseling and Human Development. Emphasizes research findings.

An in-depth study of current viable theories of counseling utilizing techniques appropriate for each framework. Some areas to be covered include the cogni

and discusses alternative ways of fundraising. Particular attention will be given to grant writing protocols and procedures, as well the dynamics involved in responding to a Request for Proposal, and understanding the school system's bureaucratic structures.

Prerequisite: Restricted to students who are admitted to an NCATE approved EAL Certification program.

This course provides an introduction to the legal basis for public education and patterns of education control. Some attention is given to the necessity of providing a variety of school services and programs. Additional attention is given to the instructional program requirements to meet legal standards. Restricted to students who are admitted to an NCATE approved EAL Certification program and must be taught by an individual who has successfully completed the Law requirement under Alabama Code (Act 2001-706, Section 16-1-38).

This course provides an overview of the societal structure and problems affecting education as well as the philosophical schools of thought in educational leadership.

Restricted to students who are admitted to an NCATE approved EAL Certification program.

A seminar concerned with an in-depth examination of one topic that is acutely important to educational leadership. Students are expected to use primary resources, journals, Internet to research and discuss the topic. The primary format of the class will be discussion, although group exercises, individual presentations and written responses will also be used. *Restricted to students who are admitted to an NCATE approved EAL Certification program.*

An independent study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be conducted, and the Department Chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral presentation.

An independent study of a problem or problems using research techniques. Selection of problem must be approved by the professor

under whom the study is to be conducted, and the department chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral presentation.

This course deals with the development of knowledge and skills needed for the responsibilities and major functions of educational leaders. The concept of leadership is discussed from both a theoretical and practical standpoint. Distinctions between management skills and leadership skills are emphasized. Key leadership challenges such as vision, motivation, staff development, inclusive decision-making and strategic planning are stressed. Historical and contemporary accounts of successful leaders are utilized. The ethical and moral aspects of leadership are examined. *Restricted to students who are admitted to an NCATE approved EAL Certification program.*

admitted to an NCATE approved EAL Certification program and have permission of the Department.) There must be a minimum of six months from the beginning of this course to the completion of EAL 6664.

The purpose of this course is to provide students with school-based administrative experience in elementary, middle and secondary grades, as well as central office support functions. Full-time university educational

quired.

An independent study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be conducted, and the department chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral presentation. Class A Certification in Educational Administration is required.

An independent study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be conducted, and the department chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral presentation. Class A Certification in Educational Administration is required.

This course is designed to present to the student procedures and issues related to the design, development, and operation of educational plant facilities. Class A Certification in Educational Administration is required.

This course will explore the rich tradition and history of the field of Educational Leadership. The history of the theory and practices associated with this field will be examined and reviewed. Class A Certification in Educational Administration is required.

This course deals with personnel processes and personnel management from the perspective of the central office. Topics include: human resource planning, forecasting, selection, staff development, training and

minates in the creation of the research proposal, which is a compilation of the theory, and methods learned in the course. All studies that deal with human subjects must be approved by their campus research review board. Class A Certification in Educational Administration is required.

The purpose of this course is for students to implement the project or field study proposed in EAL 7794. Data will be collected, analyzed and summarized in writing. A summary of the project and recommendations for further study should also be submitted. The faculty adviser may require the student to defend the study before a faculty committee. The course is designed to prepare educational leaders with research knowledge that supports informed reflective decisions in diverse educational settings. Class A Certification in Educational Administration is required.

The physical, chemical, geological, and biological aspects of freshwater ecosystems as influenced by activities in surrounding watersheds. *Prerequisites: general biology, general ecology, general chemistry.* *Corequisite: EAM L513.*

Field and laboratory exercises in lake and stream science, including instrumentation, measurement, sampling, and analysis. *Corequisite: EAM 5513.*

The study of the taxonomy, diversity, and industry.4.2m9yeaewa9ityhemist8(s6.4(m)6.4(it-)TJ0 -1.1467 TD055016 Tc0.r)7.8nleader

around the workplace. *Prerequisite: organic chemistry. Corequisite: EAM L552.*

Methods and procedures for sampling, analyzing, and evaluating chemical, biological, and physical agents in the workplace. *Corequisite: EAM 5552.*

The principles of waste management in modern societies and the protection of human health and the environment. Understanding of regulations to enable students to prepare and review permits for landfills and understand the various technologies associated with waste management. Summary of applicable local, state, and federal regulations. *Prerequisites: pre-calculus algebra and genetics or general physics.*

Urban watershed processes, urban watershed restoration, urban watershed evaluation techniques, stormwater regulatory requirements, human aspects of stormwater management and stormwater management case studies. *Prerequisite: permission of instructor.*

A study of the processes of erosion and sedimentation and ecological effects. Selection and application of nonstructural and structural measures for erosion and sediment control. Summary of local, state, and federal regulations. *Prerequisites: permission of instructor.*

Specialized topics not generally included in course offerings. *Prerequisite: Permission of instructor.*

This course covers cell structure and function with the emphasis on biochemical and molecular mechanisms. Topics include cell division, movement, differentiation, and recognition. *Prerequisites: genetics, microbiology, organic chemistry. Corequisite: EAM L578.*

Experimental approaches for studying cells at the biochemical and molecular levels. *Corequisite: EAM 5578.*

A study of the fundamental principles of chromosomal organization and gene expres-

Case studies on the overexploitation and degradation of aquatic ecosystems and their resources, with a primary focus on freshwater systems. *Prerequisite: an undergraduate ecology course is highly recommended.*

Examination of the principles, practices, and philosophy of measuring, maintaining, and enhancing biological diversity. The course focuses on the applications of ecology, population biology, and genetics of the conservation of keystone and rare species and ecosystems. *Prerequisite: an undergraduate ecology course is highly recommended.*

This course will familiarize students with the principles of ecological invasions and factors affecting the spread and impacts of invasive species. Students will also become familiar with major sources of exotic species introductions, and methods available for prevention and control.

This class presents an introduction to ecological approaches toward reconstruction of degraded or destroyed ecosystems; ecological basis of creating self-sustained ecosystems; planning, implementing and assessing restoration programs, economic and social context of restoration. *Prerequisites: an undergraduate ecology course and one year of general chemistry.*

This course will include classroom lectures, discussions, seminars, and classroom participation on sustainable development and related issues.

Specialized topics not generally included in course offerings. A maximum total of four semester hours is allowed for program credit.

This course will include hands-on statistical experience emphasizing hypothesis testing using a statistical software system. It will combine several elements of research methodology including developing a grant pro-

The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to strengthen the school-parent relationship while developing mutual supporters for the total development of the young child. Pertinent topics include: stress and children, parents and families in crisis, and helping children cope with the future.

A study of a problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course

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astel-51(es),the seeg0 -lcesand fevelop i-1.4(ngd)8]TJ0 -1.1533 TD0.0004 Tc0.3496 Tw[(fev)eopment l ly ap -lprite s ating o -1

A study of the problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preo a90.00015w[Eff. SevtoSmade,Teac erC

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that system can work for them.

This course is an inter-disciplinary seminar course designed for classroom teachers who desire to investigate in depth the techniques, procedures and strategies related to improving learning through improved teaching.

This course provides a description and analysis of the quantitative and qualitative aspects of intelligence. It includes classic and contemporary theories of learning and their relationship to the understanding of individual differences.

This course is designed to instruct teachers about the complexities of citizenship in a world community, current issues, and concerns in this field, and methods of globalizing the existing elementary curriculum.

A study of the basic statistical processes and measures used in education. Analysis of a variety of standardized tests and measurements procedures including construction, use and interpretation. Construction of teacher made tests and measuring devices.

This course prepares the teacher to provide a broad-based arts education program that includes history, interpretation, production, and appreciation. Emphasis is placed on utilizing the arts to enrich students learning in all curricular areas.

This course prepares teachers to make classroom and instructional accommodations to meet the needs of the bilingual child. It also addresses facilitating home-school partnerships with families of bilingual children.

Understanding of culturally different studies, the psychological and sociological factors that influence the counseling, teaching or training, and the employment of the culturally different. Special emphasis is placed on current practices utilized in overcoming the deficiencies in school, home, and work settings.

This field experience is designed only for students who are admitted to the Alternative Fifth-Year Experience Route Program in

Elementary Education. The internship will consist of a minimum of 100 clock hours of instructional experiences in elementary classroom (K-6) settings.

This field experience is designed for teacher education candidates who hold current graduate-level professional educator certification and desire additional certification in another field and/or level. Experiences in-

COURSE DESCRIPTIONS · 98

own teaching. *Prerequisite: EDU 6698 or EDU 6653.*

the instructional environment.

This course is designed primarily for students planning to prepare a thesis. Particular attention is given to the research techniques related to the types of thesis study the student desires to undertake. (May carry the prefix appropriate to the program of study i.e. SPE, SED, IED). *Prerequisite: This course is restricted to Ed.S. candidates only.*

Research for and preparation of a scholarly paper related to a school administration, supervision, and/or curriculum problem. The project will be under the direction of the student's advisory committee.

Project WET (Water Education for Teachers) is an interdisciplinary, supplementary environmental and conservation education program. The goal of Project WET is to facilitate and promote awareness, appreciation, knowledge, and stewardship of water resources.

COURSE DESCRIPTIONS · 100

mathematics instruction, kindergarten through grade 6.

This course will examine relevant research and a variety of instructional strategies appropriate in the field of natural science. Emphasis is placed on appropriate instruction and materials including technology for teaching science to students in grades K-6.

This course is a seminar for elementary educators desiring to design and implement developmental programs of language arts instruction in view of recent research. An examination of the research in the language arts and current practices in teaching techniques will be pursued.

This course will examine relevant research and a variety of instructional strategies appropriate in the field of social science. Emphasis is placed on appropriate instruction and materials including technology for teaching social science to students in grades K-6.

The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to strengthen the school-parent relationship while developing mutual supporters for the total development of the young child. Pertinent topics include: stress and children, parents and families in crisis, and helping children cope with the future.

A study of a problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.

The purpose of this course is to assist graduate students as they construct an operational knowledge of integrated thematic curriculum. The course will focus on theory, planning, implementation, and evaluation of an integrated thematic curriculum. Additionally, issues surrounding the implementation of innovative teaching methodology in traditional settings will be examined.

This course is designed for the education student to examine evaluation in early childhood and elementary education programs. Techniques and procedures concerning the design and implementation of evaluation in the total school program will be investigated.

The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to incorporate quality children's literature across the curriculum. Pertinent topics include: award winning authors and titles found in children's literature among a variety of genre, along with developmentally appropriate techniques for focusing curriculum delivery through quality children's literature.

The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester.

A study of the problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.

This course is designed for the advanced sixth year education student to examine the faculty leadership roles of mentor/supervisor in ELE settings. Techniques and procedures will be investigated.

This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will

A blending of topics in business statistics and quantitative modeling applied to business problems. The course is designed to develop students' ability to apply inferential statistical methods and modeling skills to decision making in business. Topics will include, but not be limited to, probability concepts, hypothesis testing, forecasting, simple and multiple regression, linear programming models, project management, and simulation.

A study of the decision-making process of business firms in the resource allocation process. Both the functioning of markets and the decisions of firms in a variety of market structures are considered. Various theories of the firm are used to study the optimal decision-making rules for business firms under conditions of uncertainty.

An application of marketing concepts, principles and procedures for planning, development, implementation and control of marketing programs in profit and non-profit organizations. Emphasis is on the matching of organization resources and strengths with global marketing opportunities, and strategies to overcome environmental threats.

A study of contemporary concepts and theories of organization and the behavior of individuals and groups applied to organizations in the global business environment.

An analysis of the conditions under which production and management of goods and services take place in business organizations with attention to the delineation of roles played by management and labor in carrying out production and application of selected quantitative techniques used in production.

A study of Chaucer's major poetry.

A study of non-Chaucerian British literature from the Middle Ages, including *Beowulf*, *Piers Plowman*, *Sir Gawain and the Green*

Knight, mystery plays, *Le Morte d'Arthur*, and other works.

This course covers English prose and poetry

of the 16th and early 17th centuries with emphasis on Sidney, Spenser, Donne, and Jonson.

A study of Milton's poetry and major prose.

A study of the development of English from the Anglo-Saxon period through the present, with reference to the Indo-European background of English.

An examination of 20th- and 21st-century short stories.

A detailed study of selected British and/or American plays written between 1900 and present. Review of production history, subject matter, staging, and dramatic techniques. Several oral and written reports. List of plays may vary with each offering.

A study of representative American novels of the 19th century.

A study of 20th- and 21st- century poetry.

An examination of representative American literature from the postmodern period (1960-present), with special emphasis on the diversity of themes, styles, and cultural contexts influencing the literary marketplace. Course readings may vary with each offering.

A study of the works of Samuel Johnson and his most important contemporaries, from about 1745 to 1798.

A study of major and minor tragedies, with some attention to non-dramatic poetry. List of plays may vary with each offering.

A study of comedies and romances. List of plays may vary with each offering.

A study of history plays, especially those concerning Wars of the Roses. List of plays may vary with each offering.

A study of the major literary critics and their works from classical times to the present.

COURSE DESCRIPTIONS - 106

factors in the development of North America from early European settlement to the present.

This course focuses on a topic of a timely nature and/or special interest. Course may be taken twice for a maximum of six hours toward degree requirements.

This course focuses on the identification and analysis of the social, economic, demographic, environmental, and political characteristics of the developing realm.

A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours.

A specialized study may be substituted for a

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education with emphasis on issues of major concern to individual students.

An analysis of private, state, and federal revenue sources; student aid, program budgets, financial methods and practices through the combination of theory with problems and issues facing the financing of higher education.

The Practicum is a supervised application of the concepts, principles, and skills acquired by the students in previous course work. Students will explore and identify alternative solutions to the problems through group interaction.

A study of the absolutist-aristocratic France challenged by democratic-egalitarian ideals and revolution. The role of Napoleon as conqueror of Europe and as propagator and destroyer of the French Revolution is also studied.

A study of Europe from the Congress of Vienna to 1900, including political, social, and economic developments in various countries, the rise of nationalism and unification movements, and imperialism.

Traces European developments in the 20th century, including domestic developments, World War I, Great Depression, rise of totalitarianism, World War II, European integration, the Cold War, and the post-Cold War era.

Developments which have produced critical issues including social reform movements, internal and international crises, centralization of power, search for security, and social change. Montgomery only.

An examination of the cultural, political, religious, and economic trends that shaped the colonial and antebellum south and the Civil War which ended that era.

An examination of the political, social, racial and religious trends and policies that defined the New South. Topics include reconstruction, redemption, agrarian unrest, Jim Crow, industrialization, Progressive

Movement, World War I, the Great Depression, World War II, and the Civil Rights Movement.

A survey of English history from the Anglo-Saxons to the Glorious Revolution, emphasizing the interaction of geographical, political, economic, and cultural forces which shaped England as a monarchy.

The final evolution of the English political system from the reign of William and Mary to the contemporary era, including social and economic transformations, the British Empire, the two world wars, the welfare state, and current issues.

Study of the colonial period from European discovery to the end of the French and Indian War, with emphasis on the political, economic, and social developments that set the stage for the American Revolution.

Ideas and institutions which led to American independence, the creation of the American union, and the development of a distinctive American culture in the early national period.

Nationalism, Jacksonian democracy, territorial expansion, slavery and sectional strife, and the resulting Civil War and Reconstruction are included.

Agricultural decline and crisis, industrialization and urbanization, Progressive reform era, World War I, and America as a world power are discussed.

nial period, escalating involvement of the Kennedy and Johnson administrations, and Vietnamization and withdrawal under President Nixon. Note: May be used for political science credit.

A study of the factors, forces, and functions in the making of American foreign policy from the 1760's to 1920. Note: May be used for political science credit.

Study of the origins of the Civil Rights Movement in the late nineteenth and twentieth centuries, beginnings of change in the 1930s and the World War II era, and the movement itself as defined by legal, political, and social conflict and change from the latter 1940s to the present.

A study of the history of the Eastern Slavic people from the prehistoric period, through the Kievan, Appanage, Muscovite, and Imperial periods from Peter the Great to the emancipation of the serfs in 1861.

The development of the revolutionary movements and tsarist reform attempts, World War I, revolutions of 1917 and Bolshevik victory, establishment of the Stalinist state, World War II, Cold War, Soviet domestic problems, and the disintegration of the USSR.

Study of important civil rights personages and their writings from Fredrick Douglass and other pre-Civil War activists and thinkers to the present.

An analysis of the physical and cultural factors in the development of North America from early European settlement to the present. Note: May be used as geography credit.

appropriate for teaching in the content areas for grades 6-12. Topics addressed will include teacher evaluation in the public schools, collaboration with special education teachers, and lesson planning formats. In addition, for three hours of credit, teaching methods, selection, organization, and use of history and social science materials for grades 6-12 will be covered in detail. A professional laboratory experience is included in this course. May be taken as SS 4481.

Colonial systems of Spain and Portugal in the Americas from the 16th to 19th centuries, with emphasis on revolt and the establish-

COURSE DESCRIPTIONS - 110

political growth. On demand.

supervision and their application in improving the teacher-pupil learning situations will be examined.

The course is designed for teachers and coaches of athletic teams. Emphasis will be placed on the importance of a knowledge of biomechanics to the teacher/coach and to those basic biomechanical concepts which are of greatest importance in analyzing sports techniques.

A study of the problem or problems using research technique. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate Director of Graduate Studies. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program.

The course is designed for prospective classroom teachers and health and physical educators who assume the responsibility of providing meaningful learning experiences for children in the area of health and physical education.

Selection and adaptation of health and physical education activities for children of various age levels. Particular attention is devoted to a study of the capacities, attitudes, and needs of pupils as they are related to health and physical education. The principles, problems and procedures in the development of a health and physical education curriculum are thoroughly examined.

Recognition, discussion, and systematic analysis of controversial issues and problems encountered in the conduct of professional activities in health and physical education. Particular attention is given to proposed solutions of the problem which are pertinent to class members.

The purpose of this course is to teach sports managers how to create their own marketing

plan. The emphasis is on following a ten-step procedure designed primarily for the non-profit sector and learning the theoretical base required to complete the process accurately and proficiently.

The course will examine the special dietary requirements of athletes, the importance of pre- and post-event nutrition, potential nutritional problems encountered by athletes and possible ergogenic0.goge a51pelan. The ee P108cr

Of particular importance is acquiring an awareness and understanding of basic concepts and problems in starting a business as well as the major ethical concerns that come from such endeavors. The information presented will enable the student to develop an understanding of the function and economic value to society of entrepreneurship.

The course is designed as a first course in statistics for health and physical education teachers. The content includes relevant exercises and examples that specifically pertain to one or more of the fields.

This course is designed to help the student understand the law as it applies to the management of human resources. It addresses such topics as the judicial system, methods for resolving disputes, the constitution and the Bill of Rights as they apply to people and law involving administrative agencies. Its coverage is aimed at preparing the managers of human resources to recognize legal problems, to know the legal impact of decisions on personnel matters and to be knowledgeable in general of the law as it might impact individuals in organizations.

The study of the management of people at work with emphasis on recruiting, selecting, training and evaluating personnel.

A broad overview of relevant laws, court decisions and administrative agency rulings relating to union/management relations. An introduction to the techniques, strategies and objectives of contract negotiation and collective bargaining in union/management relations.

Analysis and discussion of current problems and issues in HRM.

Study of theory, principles, and legal requirements for effective recruitment, selection, and promotion in organizational settings. The course provides an in-depth analysis of tools, techniques and statistical concepts applied to the fundamental HR function.

A study of concepts and practices critical to identifying human resources training and developmental needs critical to ensuring organizational effectiveness.

Study of a problem or problems using research techniques. The study topic requires approval of the student's adviser, the instructor under whom study is to be made, the college dean and the graduate dean. The course requires preparation of a scholarly paper or project and may involve an oral defense. Total credit for any combination of enrollments in these courses is not to exceed six semester hours. A specialized study, with prior approval, may be substituted for only one required course in a student's program.

Designed to provide the student with both the theoretical and practical knowledge to design, administer, and evaluate compensation and benefits systems.

A survey of theory and practice of human resource management in global firms and issues of cross cultural communication and behavior affecting organizational effectiveness in culturally diverse organizations.

Must be unconditionally admitted to the Master of Science in Human Resources Management program, must have less than one year's work experience in the Human Resources Management field, must not be currently employed in any capacity by a firm or organization sponsoring the internship, must have completed at least four required courses by the start of the semester in which the internship begins (i.e., courses should include HRM 6603 and at least one of the following courses: HRM 6622, HRM 6623, or HRM 6632, as approved by the student's academic adviser). At least one semester prior to registration for the internship, students must submit a written request to the faculty adviser who will supervise the internship. The request should include the student's reasons for wanting to participate in the internship program as well as the goals the student hopes to achieve. The internship request must be approved prior to registration for credit.

This course focuses on an integration of theories and concepts related to the formulation and implementation of human resource strategies to support business strategies. Students analyze case studies, identify problems and their causes, and propose solutions both orally and in writing. The course is also designed to broaden the student's exposure to the classical and contemporary literature of human resource management. This is the HRM capstone course. HRM students must have successfully completed no fewer than five HRM courses, to include HRM 6601, 6603, 6622, 6623, and 6632.

This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken

12 hrs cr. in 1 semester. 6633 (4.0) Prerequisites: 6602, 6603, 6604, 6605, 6606, 6607, 6608, 6609, 6610, 6611, 6612, 6613, 6614, 6615, 6616, 6617, 6618, 6619, 6620, 6621, 6622, 6623, 6624, 6625, 6626, 6627, 6628, 6629, 6630, 6631, 6632, 6633, 6634, 6635, 6636, 6637, 6638, 6639, 6640, 6641, 6642, 6643, 6644, 6645, 6646, 6647, 6648, 6649, 6650, 6651, 6652, 6653, 6654, 6655, 6656, 6657, 6658, 6659, 6660, 6661, 6662, 6663, 6664, 6665, 6666, 6667, 6668, 6669, 6670, 6671, 6672, 6673, 6674, 6675, 6676, 6677, 6678, 6679, 6680, 6681, 6682, 6683, 6684, 6685, 6686, 6687, 6688, 6689, 6690, 6691, 6692, 6693, 6694, 6695, 6696, 6697, 6698, 6699, 6700. Tw [(66rateg)(4.6(62 1 Tf 0

COURSE DESCRIPTIONS · 114

Myanmar, and Thailand. It investigates the historical and cultural factors contributing to their political relationships within the region and internationally.

cussed, including those shared by developing states which have a

by a faculty committee composed of the thesis adviser and a faculty reader. The first course will cover the paper design and supporting research, while the second course will be undertaken to support the actual writing of the thesis. *Prerequisites: IR 6601 and the satisfactory completion of 24 semester hours in the MSIR program.* A grade of "pass" or "fail" will be assigned to both courses.

An examination of the United Kingdom and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.

An examination of Germany and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.

An examination of the Central American region and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of regional states and their relations with other states.

An examination of Japan and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.

An examination of China and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.

An examination of the impact of African tribalism and colonialism in detail. It will involve the student in the political, cultural, and social aspects of these two phenomena. The content of the course will include an investigation of the politics that govern tribalism and colonialism, the sociological influences it has induced, and how the two concepts impact upon the people of Africa today.

An examination of the origins and significance of contemporary political violence with an emphasis on the phenomenon of

terrorism. The course employs an interdisciplinary, case-study approach.

This course investigates the issues surrounding the trafficking of illicit narcotics in the western hemisphere, with special attention to the Andean region and those states which act as conduits to the vast market in the United States. The course examines both the political and security problems arising from the drug trade, as well as the basic debate concerning the formulation and implementation of U.S. drug policy.

A critical analysis of the origins, development, consolidation and limitations of free trade and economic integration in the Western Hemisphere. Special attention will be given to the complex political, economic and social forces that support, hinder and otherwise shape such international economic agreements.

An advanced seminar dealing with the theology and practice of Islam and its impact on international, legal, political, security, and social issues.

This course focuses on the legal implications of business transactions, particularly as they relate to accounting and auditing. It includes, but is not limited to, such topics as contracts, commercial paper, secured transactions, business organizations, and real and personal property. This course is designed to give a review of basic legal principles and to enable a student to recognize and understand their legal significance in business transactions.

bama. The courses are identified by an MB prefix.

A study of the natural history, systematics, and morphology of marine invertebrates from a variety of habitats in the Gulf of Mexico. Participation in extended field trips is part of the course. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, L143*

A study of the biology of marine vertebrates emphasizing systematics, behavior, physiology, and ecology of local forms. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, CHML143.*

A general survey of algae and vascular plants associated with the marine and estuarine environment. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, L143.*

A study of the floral and faunal elements of various marine marsh communities. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, L143.*

An introduction to the hardware of marine science, sampling procedures, processing, station location, and fianr -1.1533n06 TD1.1533Tw[(P)5(r)1uop0 Tw4 introdMexict.

This course is the capstone course in the MBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. Formulation and implementation of strategies are stressed. The course includes an end-of-course comprehensive examination. A grade of "B" or better is required to complete this course successfully. The course may not be transferred into the MBA program. *Prerequisites: Completion of a minimum of 24 semester hours in the MBA program, with a "B" average or better, including the following courses: ACT 6691, MBA 6651, MBA 6631, MBA 6661 and MBA 6642; or approval of the department chair.* Students should be in the last term of their program when completing this course.

Study and analysis of current topics on the leading edge of business. A combination of core material, readings, and research reports on contemporary aspects of business.

Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean or branch director. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program.

A comprehensive and advanced study of financial analysis, planning, and control techniques for a business entity with emphasis on corporations. *Prerequisite: MBA 5502 or equivalent.*

An introductory investments course which identifies and analyzes various forms of investments (such as corporate bonds, common stock, preferred stock) and government securities (such as bonds, notes and bills). The course also includes discussion of the securities market, brokerage functions, and stock exchanges. Particular emphasis is placed on the selection of securities based on the degree of risk and expected rate of return. *Prerequisite: MBA 6631.*

An examination of the foreign exchange market, exchange rate determination, inter-

national financial institutions, and the management of the risks associated with international business. *Prerequisite: MBA 6631.*

A study of options and futures markets, with emphasis on the nature of speculative transactions, pricing, and method of trading. *Prerequisite: MBA 6631.*

A blending of topics in business statistics and quantitative modeling applied to business problems. The course is designed to develop students' ability to apply inferential statistical methods and modeling skills to decision making in business. Topics will include, but not be limited to, probability concepts, hypothesis testing, forecasting, simple and multiple regression, linear programming models, project management, and simulation. *Prerequisite: MBA 5505 or equivalent.*

A study of the decision-making process of business firms in the resource allocation process. Both the functioning of markets and the decisions of firms in a variety of market structures are considered. Various theories of the firm are used to study the optimal decision-making rules for business firms under conditions of uncertainty. *Prerequisite: MBA 5503, 5505 or equivalents.*

An analysis of the causes of business cycles with the applications of macroeconomic theory and economic forecasting techniques available to the business manager. *Prerequisite: MBA 5503, 5505 or equivalents.*

Application of marketing concepts, principles and procedures for planning, development, implementation and control of marketing programs in profit and non-profit organizations. Emphasis is on the matching of organization resources and strengths with global marketing opportunities, and st3 Tlj9 03-1.

played by management and labor in carrying out production and application of selected quantitative techniques used in production. *Prerequisite: MBA 5504, 5505 or equivalents.*

The study, design, implementation and operation of a system within the organization.

Provides an introduction to the fundamental theories, concepts, principles and practices in private, public, and not-for-profit management.

Study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate branch director. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. No more than three semester hours credit of this course may be transferred in from another institution.

A survey of theories and issues related to managing the internationalization of business firms and multinational management.

The evolution of theories of human behavior in organizations with emphasis on modern concepts of organization and behavior of individuals, groups and the organization in the global business environment.

Description and analysis of the conditions under which production of goods and services takes place. Delineation of the roles played by management and labor in affecting production. Quantitative techniques used in production.

Examination of ethical problems and conflicts encountered by managers attempting to fit their organizations to the larger social environment. Addresses ethics, codes of ethics, social responsibility of organizations in domestic and global environments.

The study of general business management from a structural standpoint: planning, organizing, staffing, directing, and controlling.

model constructions, analyze models and do independent model research. Application using paired data will be included.

This course covers topics including rings and fields, polynomial rings and factorization, and Galois theory. *Prerequisites: MTH 4442 or 5542 or permission of instructor.*

A study of the axiomatic nature of mathematics, theory of sets, cardinal and ordinal numbers, continuum hypothesis and axiom of choice.

COURSE DESCRIPTIONS · 122

the early military bands through town, industrial, church, professional, circus, fraternal, school, and college bands.

A study of the techniques of all the brass instruments, the use of extant methods and literature for developing these techniques, and their applicability in individual and group public school teaching situations.

A comprehensive survey of materials and methods for use in sacred choral music programs.

This course covers arranging for football shows, concert work, special vocal and instrumental groups. Study of ranges, voicing, and balance. Short-cuts and techniques in reproducing parts.

A study of the materials and planning techniques for music in grades P-6. Singing, listening, movement, instrument playing, and creative activities will be explored. Multicultural elements, observation, teaching experiences, and practical application of ideas will be included.

This course focuses on organizational and rehearsal procedures, choral tone, diction, and choral literature.

A study of rehearsal techniques, band pagentry, jazz band, instrument repair and music literature for band.

This course covers rehearsal, evaluation and performance of band literature. Two semesters required of all instrumental music majors.

A study of the rehearsal, evaluation and performance of choral literature. Two semesters required of all choral music majors.

An advanced study of the applications of

A study of a problem or problems using research techniques. Selection of problems must be approved by the student's adviser, instructor under whom the study is to be made, and the appropriate Director of the Graduate School. Study should contribute to student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program.

A study and conducting of a sequence of music which provides opportunities for appropriate skill development. Students will be evaluated and assi

[Course credit hours/contact hours (if different) per week are noted in parentheses]

Explores the evolution and importance of knowledge and theory in nursing, mechanisms for developing and critiquing theory, and the analysis and application of theories in nursing practice. F

An introductory course in health economics, designed to provide the student with the elements of economic analysis as applied to the area of health care. F

Provides content and learning experiences that enable students to understand all phases of the curriculum development process. Explores principles of curriculum development and major historical influences on nursing curricula. Includes in-depth analysis of the basic components and determinants of curriculum development as well as the concepts of balance, continuity, and sequence. Su

Focuses on issues and trends in women's health including both consumer and provider issues. Emphasizes the current status of women in the health care system. Su

Analysis of the relationship of power, politics, and policy formulation to nursing and health care. Su

Designed to prepare the nurse student as an expert clinician in health assessment of patients across the lifespan. Advanced content in history and interviewing processes, physical examination, and documentation of assessment findings are included. The clinical diagnostic process is emphasized. *Corequisite: NSG 5513.* F, Sp

Preceptorship course designed for clinical application of skills in advanced health assessment, clinical diagnosis and management, and health promotion, maintenance/disease prevention role of the primary care family nurse practitioner. *Prerequisites: NSG 6671 and 6649. Corequisite: NSG 5512.* Sp

ing in acute care. *Corequisite: NSG 6620, 6660 and 6691.* Sp

The nursing specialist's role in long-term care. Theories concepts, issues, and trends relative to nursing care of the adult with long-term health care needs. *Prerequisites: NSG 6620, 6621. Corequisite: NSG 6623, 6649.* F

COURSE DESCRIPTIONS · 126

of mothers and infants experiencing deviations from normal processes.

Students who plan to progress to doctoral education will be encouraged to pursue the thesis option in preparation for the doctoral dissertation. Students should discuss with their adviser the option prior to filing their degree plan.

within the context of contemporary computing and public administration. Course content emphasizes the role of information flow in the management of public organizations borrowing, risk management, benchmarking, and long term planning.

An introduction to the subject of telecommunications. The focus is on general and government applications and how technology of data communications provides a basic cross-agency government with intranational or international information change.

A practical learning experience in a public or nonprofit organization that includes a written paper analyzing a problem pertinent to the student's concentration. The Internship cannot be used to satisfy an elective or core course requirement. Pass/Fail grade.

COURSE DESCRIPTIONS · 130

Study of the period 1946 to 1975 in Indochina with emphasis on American involvement during and after the French colonial period, escalating involvement of the Kennedy and Johnson administration, and Vietnamization and withdrawal under President Nixon.

Study of factors, forces, and functions in making of American foreign policy. Includes description and analysis of principal developments in U.S. and interactions with other countries from 1760s to 1941.

Analysis of American role in the world since Pearl Harbor, nature and significance of current American foreign policy, rationales and suggested alternatives, and policy-making process.

Comparative analysis of major world power governments with emphasis upon comprehension of differences which lead to international tensions.

Analysis of cont

A study of the historical roots and contemporary principles and theories of human learning and their applications to educational practices. Emphasis of this course is on contemporary perspectives and developments; field and cultural influences on learning; and the relation of individual and group adjustment to school learning.

This course covers the procedures used in obtaining, organizing, integrating, and utilizing educational and occupational information including electronic media. Career development theories, scope of the world of work, decision making strategies and counseling for career development including information on the relationship between career choice and life style. Attention is given to the appraisal of interest, aptitude and personality measurements.

An exploration of the theory, nature, and measurement of human intelligence. Techniques of administering the Wechsler scales are taught include but are not limited to the following: WAIS-III, WISC-III, WPPSI-R, WIAT, and WMS. The student administers, scores, and interprets test batteries and writes satisfactory reports. *Prerequisites: PSY 6645 and adviser approval.*

This course requires the administration, scoring, interpretation and reporting of psycho-educational batteries, including Binet IV, Woodcock Johnson, PIAT, and Kaufman. This course will include measures of intelligence, academic achievement, adaptive behavior, behavior rating, and perceptual-motor skills. The primary focus will be upon those instruments commonly used in schools excluding the Wechsler scales. *Prerequisites: PSY 6645, PSY 6636, and adviser approval.*

An investigation of educational philosophies and human development as they relate to cognitive development and teaching of thinking skills.

A study of the physiological correlates of behavior focusing on the cells of the nervous system, the structure and functions of the nervous system, psychopharmacology, drug abuse, and research techniques.

The study of knowledge, understanding and skills necessary to obtain records, appraise information and write reports regarding individuals. Involves integration and use of data from interviews, standardized tests, scales, inventories, other procedures, including individual and group methods of assessment. *Prerequisites: PSY/EDU 6653 or permission of instructor.*

A critical analysis of major theories and systems of personality.

A course designed to help teachers explore the cultural values, language structures, and belief systems of the major racial, ethnic, and national groups found in today's classrooms. Specifically, methods, materials, and evaluation instruments and techniques which would maximize learning efficiency for these culturally diverse groups will be introduced. Children's literature and instructional activities that would increase self esteem and understanding of cultural diverse groups and their contributions to society will be explored.

This course covers the program, organization, and development of basic and supplementary materials for guiding teachers, faculties, and school systems in the continuous evaluation and improvement of curriculum and teaching practices. An in-depth examination of the varied roles of the reading specialist in literacy programs. *Prerequisite: Formal admission to the Reading Specialist Program.*

Supervised practice in modeling and managing effective literacy instruction and coaching teachers. Evaluating and designing school-wide needs assessments, literacy programs and environments, and professional development. A minimum of 100 clock hours of clinical experiences. *Prerequisite: Formal admission to the Reading Specialist Program. Corequisite: RED 6680.*

Supervised administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading and writing difficulties. A minimum of 100 clock hours of clinical experiences. *Prerequisite: Formal admission to the Reading Specialist Program. Corequisite: RED 6660.*

This course provides a study of theories and practices contributing to the knowledge base needed to improve reading achievement in grades K-12. The course examines how the writing process, writing across the curriculum and the use of media can be instrumental to student learning. This course is restricted to students enrolled in the Master's Degree in Reading Specialist.

An examination of research related to the essential components of the reading and writing processes and literacy assessment. Instructional practices, approaches, methods, and curriculum materials that support reading and writing. Field experiences required.

A course designed to help teachers explore the cultural values, language structure and belief systems of the major racial, ethnic, and national groups found in today's classrooms. Specifically methods, materials and evaluation instruments and techniques which would maximize learning efficiency for these culturally diverse groups will be introduced.

This course consists of two weeks of training at the Alabama Reading Initiative Summer Academy at Troy, Alabama. The Summer Academy provides extensive training in the ARI modules such as the reading/writing connection, formal and informal assessment, phonics and phonemic awareness, comprehension strategies and language development.

ration of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.

This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship.

The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester.

An analysis of the role of racial and cultural minorities in American society. Contributions of anthropology, sociology, and psychology to theories of minority/majority group relations.

An introduction to the area of sociological theory with emphasis on theorists, their works and contributions to modern sociological theory.

A study of the changing social structure, urban and rural problems, self-help and citizen participation, indigenous leadership and urban-rural fringe problems.

A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of the Graduate School. The study should contribute to the student's program. Prepa-

ration of a scholarly paper is required and may involve oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program.

A graduate seminar on practical and methodological aspects of modern gerontology. Special emphasis is placed upon interdisciplinary, agency, and social intervention techniques for administrative and service workers with aged populations. The practical orientation of the seminar is designed to promote the development of professional skills in applied gerontology. *Prerequisite: SOC 3350.*

A graduate seminar which focuses upon the social and cultural factors as they apply to deviance. The work of other disciplines in the study of deviation is reviewed and evaluated. Special emphasis is given to the different sociological approaches in the area of deviance; selected types of social deviation are examined and analyzed through these different sociological perspectives. The course is structured as a service course that has a pragmatic and interdisciplinary appeal to people in education, business, counseling, criminal justice and agency work, as well as to those who wish to further their training in sociology.

The school is one of the chief agencies of socialization and a requisite of social order in complex societies. Special consideration is given to the works of anthropologists.

standing of basic legal responsibilities of sport managers and coaches. The information presented enables the students to develop a working vocabulary of significant legal terms along with legal concepts and issues that have particular reference to physical education, sport and management of sport programs. In addition, activities included during the term will permit the student the opportunity to pursue, in depth, a specific legal topic and to share the information gained by means of written and oral reports.

The study of the basic concepts, theories and organization of administration including financial management as applied to sport, physical education, recreation, and intramurals.

This course is designed to provide the graduate student with information concerning advanced theory in finance, accounting, and licensing applied to managerial control of sport organizations.

An independent exploration of the literature and current research in the fields of Health Education and Physical Education.

The course involves an examination of the effects of physical activity on various fitness and health parameters by reviewing current research studies. Students will be introduced to methods of evaluating one's fitness level and the proper prescription guidelines.

The course is designed for teachers and coaches of athletic teams. Emphasis will be placed on the importance of knowledge of bio-mechanics to the teacher/coach and to those basic bio-mechanical concepts which are of greatest importance in analyzing sports techniques.

sport and physical activity. Of particular importance is acquiring an awareness and understanding of basic concepts and problems in sport ethics as well as major ethical theories.

This course is designed to provide the graduate student information concerning the preparation of starting one's own business. Of particular importance is acquiring an awareness and understanding of basic concepts and problems in starting a business as well as the major ethical concerns that come from such endeavors. The information presented will enable the student to develop an understanding of the function and economic value to society of entrepreneurship.

A supervised application of the concepts, principles, and skills acquired by the students in previous course work. Problems in the area of financial management, personnel supervision, fitness management, sport management, and curriculum development will be identified. Students will explore and identify alternative solutions to problems through group interactions.

A 400-hour supervised experience in planning, staging and evaluating a formal practicum in related field.

The course is designed as a first course in statistics for health and physical education teachers. The content includes relevant exercises and examples that specifically pertain to one or more of the fields.

The thesis must be related to an educational problem or situation within sport and fitness management. Information regarding the thesis program may be obtained from the Dean of the Graduate School.

This course is designed to provide advanced students with an in-depth study of significant research in special education. Specifically, this course focuses on (a) methodological issues that relate to descriptive research, intervention, research, case study, qualitative and longitudinal research, (b) issues in assessment and instrumentation and

(c) ethical issues related to research in special education. The course is premised on the trend of recent changes in the discipline from a service orientation to one that is becoming more scientific.

This course focuses on the characteristics of students with learning disabilities and attention deficit/hyperactivity as well as classroom-tested and research-based instructional strategies. Specifically this course provides strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic-skills and content area instruction. *Prerequisites: SPE 3340 or SPE 6640 (or equivalent).*

A comprehensive study of research, theoretical issues, diagnosis, and educational planning for those students with moderate/severe disabilities. Curriculum adjustment and differentiated instruction will be emphasized. *Prerequisites: SPE 3340 or SPE 6640 (or equivalent).*

This course will emphasize the behavioral, psychological, and social needs of the learner who demonstrates emotional and behavioral disabilities that significantly impact their progress in the general education curriculum and in building and maintaining appropriate social relations with peers and adults. Appropriate intervention strategies used to increase appropriate social behavior and decrease inappropriate social behavior will be studied. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent).*

This course is designed to provide advanced students with an in-depth study of current literature and research on collaboration and consultation as a service delivery model to meet the challenge of educating students with disabilities in the regular classroom. Specifically, this course focuses on collaborative-related issues for teachers who work with students with disabilities. The course is premised on the federal mandate that requires educators to employ the interactive framework established by PL 94-142 (now IDEA) to assure that all students are educated in the least restrictive environment. *Prerequisite: SPE 3340 or SPE 6640.*

This course provides the special educator with relevant back-ground on the legal is-

sues impacting students with disabilities. Advocacy issues and collaborative roles of administrators, parents, teachers, and significant others in implementing federal legislation will be addressed. The text will be supplemented by more recent case law and policy developments in special education. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent).*

A comprehensive study of the assessment process used in the field of Special Education will be examined to include both standardized assessment measures and curriculum based measures. Emphasis will be on the selection, administration, and analysis of standardized assessment instruments along with the development, administration, and analysis of curriculum based instruments in determining eligibility for placement and instructional planning. *Prerequisite: Undergraduate special education assessment course.*

This is an advanced survey course in the classroom-adaptable and assistive technologies that are associated with the personal computer and other technologies that assist the learner with disabilities in accessing the teaching and learning environments. This course includes information on the assessment of assistive technology needs as a means of considering assistive technology and matching adaptations with individual-needs in various settings. The student will explore ways to make instruction more meaningful for learning. Study will also focus on familiarity with keyboarding, disk operating systems, and tool software. Proficiency with word processing, database and spreadsheet use in an integrated program is developed. *Prerequisite: An undergraduate course in the integration of technology into the curriculum.*

The purpose of this course is oriented toward identifying exceptional students and providing appropriate learning experiences in the classroom setting. This course is a survey of the nature and needs of exceptional children and an introduction to their educational programs.

The practicum is designed to provide a supervised experience related to instruction in

the area(s) of specialization (K-6). The application of skills, concepts, and principles acquired in previous coursework as well as current research will be emphasized.

The purpose of this course is to provide graduate students with an opportunity to design, implement, and write about quantitative or qualitative research related to their own teaching. This course will be taken at the end of the graduate program of study. *Prerequisites: EDU 6691 and SPE 6610.*

The practicum is for those candidates that do not currently hold an undergraduate teaching certificate for Collaborative Teacher, K-6. This is a supervised experience in the inclusive K-6 classroom and for students with disabilities in a resource and/or self-contained setting. The prospective Collaborative Teacher will spend 100 clock hours in designing instructional programs that em-

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GERALD O. DIAL
Vice President pro tempore

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GRADUATE FACULTY TROY CAMPUS

Albritton, James., 2001, *Associate Professor*, B. A., 1966, University of California; B.A., 1969, University of Bordeaux; M.S., 1971, University of Bordeaux; Ph.D., 1972, University of Bordeaux.

Allard, Catherine, 1989, *Associate Professor*, B.M., 1977, State University College, N.Y.; M.S., 1978, State University College, N.Y.; D.M.A., 1991, Peabody Conservatory of Johns Hopkins University.

Allen, Geraldine W., 1993, *Director MSN Program, Associate Professor*, B.S.N., 1985, Troy State University; M.S.N., 1987, Troy State

Grice, John S., Sr., 1997, *Graduate Coordinator of Accounting Programs, Associate Professor*, B.S., 1989, Troy State University; M.Acc., 1994, University of Alabama; Ph.D., 1997, University of Alabama.

Hamilton, Bernita K., 2000, *Director, School of Nursing, MSN Program; Associate Professor*, B.S.N., 1976, University of Alabama at Birmingham; M.S.N., 1979, University of Alabama at Birmingham; Ph.D., 1997, Medical College of Georgia.

Hammonds, Frank, 2002, *Assistant Professor*, B.A., 1992, Auburn University; M.S., 1999, Auburn University; Ph.D., 2002, Auburn University.

Hardin, Patricia, 1979, *Associate Professor*, B.A., 1968, University of Alabama; M.A., 1972, University of Alabama; Ed.D., 1979, University of Alabama.

Hatcher, Nolan C., 1974, *Professor Emeritus*, B.A., 1939, Abilene Christian University; M.Ed, 1954, University of Oklahoma; Ed.D., 1970, Auburn University.

Hicks, William E., 1974, *Associate Professor*, B.S., 1960, Carson-Newman; M.A., 1970, University of Georgia.

Holmes, Mac R., 1985, *Research Professor of Business and Economics*, B.S., 1964, Hendrix College; M.S., 1967, Louisiana State University; Ph.D., 1970, Mississippi State University.

Hooten, Mary Ann, 2002, *Assistant Professor*, B.S., 1990, University of Alabama at Birmingham; M.S., 1993, Clemson University; Ph.D., 1999, Clemson University.

Hoyt, James L., 1997, *Associate Professor*, B.A., 1965, Sacramento State; M.B.A., 1973, Northeastern University; Ph.D., 1996, University of Texas at Arlington.

Howard, Candice, 2003, *Assistant Professor*, B.S., 1996, Troy State
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Mullen, Michael, 1985, *Director, Center for Environmental Research and Service*, B.S., 1973, Athens College; M.S., 1976, University of Arkansas Graduate Institute of Technology; A.S., 1982, University of Alabama at Huntsville; M.S., 1984, University of Alabama at Huntsville.

Nelson, Janice I., 1997, *Associate Professor*, B.S.N., 1974, University of Alabama at Birmingham; M.S.N., 1976, University of Alabama at Birmingham; D.S.N., 1996, University of Alabama at Birmingham.

Nokes, Richard Scott, 2003, *Assistant Professor*, B.S., 1992, Butler University; Ph.D., 2002, Wayne State University.

Norman, Billy Ray, 1966, *Professor Emeritus*, B.S., 1957, Troy State University; M.Ed., 1962, University of Georgia; Ed.D., 1965, University of Georgia.

Oliver, Susan Jan, 1999, *Assistant Professor*, B.S., 1987, Troy State University; M.S., 1995, Troy State University; Ed.S., 1997, Troy State University; Ph.D., 2001, Auburn University.

Omasta, Eugene, 1968, *Professor Emeritus*, B.S., 1962, Auburn University; M.S., 1965, Auburn University; Ph.D., 1984, University of Iowa.

Orlofsky, Diane DeNicola, 1986, *Professor*, B.M.E., 1978, Cedarville College; M.M. 1982, Wright State University; Ph.D., 1986, Florida State University.

Ortloff, Victor C., 1995, *Associate Professor*, B.S., 1964, Cornell University; M.S., 1969, University of Southern California; D.P.A., 1995, University of Alabama.

Pappanastos, Edward A., 1997, *Associate Professor*, B.S., 1985, Auburn University Montgomery; M.B.A., 1988, Auburn University Montgomery; M.S., 1993, University of Alabama; Ph.D., 1994, University of Alabama.

Parker, Marian J., 2002, *Associate Professor*, B.A., 1973, Georgia Southwestern; M.Ed., 1978, Auburn University at Montgomery; Ph.D., 2000, Auburn University.

Pearson, Darrell R., 1987, *Associate Professor*, B.S., 1967, Florida State University; M.Ed., 1974, Valdosta; Ed.S., 1977, Georgia Southern; Ph.D., 1985, Georgia State University.

Peifer, Elizabeth L.B., 2000, *Assistant Professor*, B.A., 1989, Davidson College; M.A., 1991, University of North Carolina; Ph.D., 1997, University of North Carolina.

Petry, Forrest Hart, 1982, *Associate Professor*, B.A., 1967, University of Alabama; M.A., 1970, University of Alabama; Ed.D., 1977, University of Alabama.

Porter, Curtis H., 1971, *Professor*, A.B., 1963, Vanderbilt University; A.M., 1966, Washington; Ph.D., 1973, Vanderbilt University.

Porter, Diane Daniel, 1982, *Associate Professor*, B.S., 1981, Troy State University; M.S., 1984, Troy State University; Ed.S., 1990, Troy State University.

Prim, Teri B., 2003, *Assistant Professor*, B.S. 1982, Auburn University; B.S., 1986, Jacksonville State University; M.S., 1990, University of Alabama Birmingham; Ph.D., 2004, Auburn University.

Pullen, Robert L., Jr., 1978, *Dean, College of Arts and Sciences, Professor*, B.A., 1974, Valdosta State University; M.S., 1975, Valdosta State University; Ph.D., 1979, Florida State University.

Ratcliffe, Thomas A., 1986, A.3158 *OT 02, B.tsscounor,cy,3.1(Tf:04TDPh.TcTc045 T6wB)3-9.3(B.5(,5(T# roy*

Strickland, Catherine, 1992, *Assistant Professor*, B.S., 1986, Troy State University; M.Ed., 1988, Troy State University; Ph.D., 1999, University of Alabama.

Tatum, Lance, 1998, *Chair, Department of Kinesiology and Health Promotion, Associate Professor*, B.S., 1988, Troy State University; M.S., 1989, Troy State University; Ph.D., 1993, Florida State University.

Taylor, Steven L., 1998, *Associate Professor*, B.A., 1990, University of California at Irvine; Ph.D., 1996, University of Texas at Austin.

Tobin, Casey T., 2003, *Assistant Professor*, B.S., 1994, Stephen F. Austin State University; M.S., 1995, Stephen F. Austin State University; M.A., 1997, Stephen F. Austin State University; Ph.D., 2001, University of Northern Colorado.

Thompson, William, 2003, *Assistant Professor*, M.A., 1986, University of Virginia; Ph.D., 1994, University of Virginia.

Tighe, Mary Ann, 1984, *Associate Professor*, B.A., 1960, University of Pittsburgh; M.Ed., 1965, University of Pittsburgh; Ph.D., 1979, University of Pittsburgh.

Vaughn, Leila A., 2004, *Associate Professor*, B.A., 1975, University of the West Indies; M.Ed., 1981, Tuskegee University; Ed.D., 1990, Auburn University.

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Tucker, John P., 1988, *Associate Professor Emeritus*, B.S., 1961, Troy State University; M.Ed., 1963, Auburn University; Ed.D., 1972, Auburn University.

Woolbright, Carol, 1998, *Associate Professor*, B.S., 1964, Mary Hardin Baylor College; M.S., 1975, Auburn University; Ed.S., 1984, Georgia State University; Ed.D., 1994, Auburn University.

GRADUATE FACULTY UNIVERSITY COLLEGE

Aldridge, Susan C., 1996, *Vice Chancellor University College*, *Associate Professor*, B.A., 1977, Colorado's Women's College; M.P.A., 1987, University of Colorado at Denv

Nash, Bernard A., 2002, *Assistant Professor*, B.G.S., 1972, University of Nebraska at Omaha; M.S., 1977, Abilene Christian University; Ph.D., 1980, University of North Texas.

Pack, Sidney Ralph, 2002, *Assistant Professor*, B.S. Ed., 1973, Georgia Southern College; M.Ed., 1979, Georgia Southern College; Ed.S., 1983, Augusta College; Ed.D., 1987, University of Georgia.

Pederson, George, 1994, *Associate Professor*, B.S., 1978, University of Maryland; M.S.M., 1982, Troy State University; M.S.I.R., 1983, Troy State University; M.B.A., 1985, Golden Gate University; Ph.D.,

Gusick, Barbara I., 1996, Associate Professor, B.A., 1980, Lewis;

Durham, Charles V., 1994, *Professor*, B.A., 1963, San Jose State University; M.S., 1967, Oklahoma State University; Ph.D., 1978, Ohio State University.

Harris, Sandra M., 1999, *Chair, Department of Psychology, Assistant Professor*, B.A., 1989, California State University; M.S., 1990, California State University; Ph.D., 1999, Auburn University.

Hollon, Walter L., 1989, *Assistant Professor*, 1981, Community College of the Air Force; B.S., 1975, William Carey; M.B.A., 1986, Auburn University at Montgomery.

Jacobson, Rebecca, 2002, *Assistant Professor*, B.S., 1993, Auburn University; M.S., 1995, Auburn University; Ph.D., 1998, Auburn University.

Kamnikar, Edward, 1999, *Associate Professor*, B.S., 1964, Northern Illinois University; M.S.B.A., 1965, Northern Illinois University; Ph.D., 1986, University of Denver.

Kitchens, Helen H., 1989, *Associate Dean, College of Education and Counseling, Professor*, B.A., 1963, Huntingdon College; M.Ed., 1975, Auburn University at Montgomery; Ed.D., 1990, Auburn University.

Knapp, Kenyon, 2002, *Assistant Professor*, B.A., 1992, Taylor University; MS, 1996, Georgia State University; Ph.D., 2001, University of Mississippi.

Lipscomb, Andrew D. (Lan), 1994, *Professor*, B.A., 1979, Auburn University; M.A., 1980, University of Virginia; Ph.D., 1990, University of North Carolina at Chapel Hill.

Mariano, Mathew J., 1993, *Associate Professor*, B.S., 1962, Fairleigh Dickinson; M.S., 1972, Fairleigh Dickinson; Ph.D., 1987, New York University at Binghamton.

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Human Resource Management.....	112
Information Systems.....	113
Interdisciplinary Education.....	113
International Relations.....	113
Law.....	116
Management.....	119
Marine Biology (MB).....	116
Master of Business Administration.....	117
Mathematics.....	120
Music.....	121
Nursing.....	124
Physics.....	129
Political Science.....	130
Post Secondary Education.....	130
Psychology.....	132
Public Administration.....	127
Quantitative Methods.....	135
Reading.....	135
Secondary Education.....	137
Sociology.....	137
Special Education.....	139
Speech.....	140
Sport and Fitness Management.....	137
Distance Learning.....	19
Drop.....	13
Dual Enrollment-Final Semester of Graduating Seniors Only.....	10
Dual Enrollment-Lacking Prerequisites.....	10
Early Childhood Education (ECE).....	47
Education Specialist (Ed.S.).....	64
Educational Administration (Grades P-12).....	52
Elementary Education (ELE).....	47
Elementary/Secondary10.0001 Tw0032 Tc0.0001 Tw[r63.....)34.....	139
.....3733 TD7613 Tc0.002 Tw[Educa)5.1(tiona)5.1(l A)3.5(d)8(m)5.8(i8.28 0 86.9733 0 040.0001 Tw[r)9.0	

Master of Science (M.S.) Post Secondary Education60
Master of Science in Computer Science22
Master of Science in Conduction (M.S.C.).....41
Master of Science in Criminal Justice24
Master of Science in Education (M.S.Ed.)46
Master of Science in Environmental and Biological Sciences.....25
Master of Science in Human Resource Management (MSHRM).....37
Master of Science in International Relations (MSIR).....27
Master of Science in Management (MSM).....38
Master of Science in Nursing (MSN)69
Master of Science in Sport and Fitness Management (MS SFM).....71
Misconduct Defined20
Nursing Informatis 6-

M

University-Wide Regulations20
Withdrawals..... 14