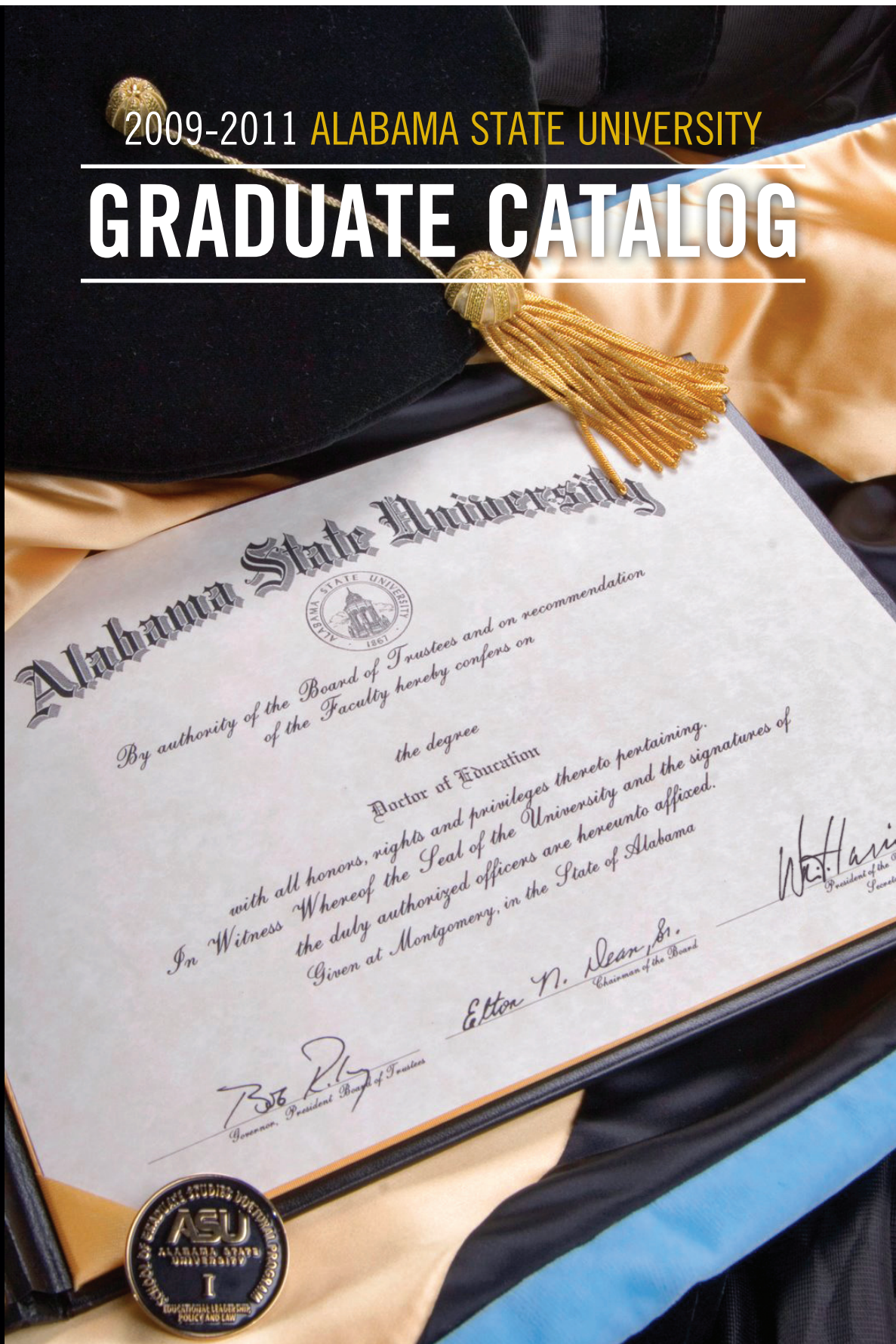


**School of Graduate Studies**  
Alabama State University  
P.O. Box 271  
Montgomery, Alabama 36101-0271

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2009 - 2011 ALABAMA STATE UNIVERSITY GRADUATE CATALOG

2009-2011 ALABAMA STATE UNIVERSITY  
**GRADUATE CATALOG**



ALABAMA STATE UNIVERSITY  
OFFICIAL PUBLICATION  
09-12  
OFFICE OF UNIVERSITY RELATIONS



## POLICY STATEMENT

Alabama State University (ASU) is an equal opportunity employer and as such does not discriminate on the basis of race, ethnicity, national origin, age, sex, creed or color in any of its programs, including, but not limited to, admission of students or employment. The university complies with Titles VI and VII of the Civil Rights ACT of 1964 and Title IX of the Education Amendments of 1972 as amended. Information regarding Titles VI, VII and IX may be obtained from the director of personnel services at (334) 229-4267 and from the vice president for student affairs at (334) 229-4241.

Alabama State University maintains, collects and compiles a system of information on its students in order to enhance university efficiency. However, the university fully complies with the Buckley Amendment of the Family Educational Rights and Privacy Act of 1974. Each student may, at any time, exercise his or her rights to inspect and review any and all records, files and data directly related to him or her by initiating a request in writing with the custodian of the records desired. Disclosure of a student's social security number is voluntary and not mandatory except in cases of employment dictated under Alabama Code [CAD147][CAD147]509 (116)509(128C). When provided, social security numbers will be used to facilitate identification, particularly in cases where marriages and same surnames are involved. Detailed information on university policy explaining access to and release of student records is included in the student handbook. An inventory of those records is maintained by ASU offices in Montgomery; their location and cognizant officer are available in the Office of Students Affairs, 108 McGehee Hall.

Alabama State University is firmly committed to the principle of providing equal educational and employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Our policies, programs and activities are designed to ensure that all facilities are made available to students and employees with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent disabled students and employees from enjoying any rights and privileges, advantages or opportunities enjoyed by nonhandicapped persons. Questions that may arise regarding university compliance and/or requests for reasonable accommodations should be directed to the Personnel Office, Alabama State University, Montgomery, AL 36101-0271.

# Board of Trustees

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Doris P. Screws ..... Interim Dean, School of Graduate Studies

John Gooden. .... Interim Dean/College of Education

Thelma Ivery ..... Dean/College of Arts and Sciences

Percy Vaughn ..... Dean/College of Business

Alfred Smith ..... Interim Dean/Visual Arts

Karen Prestage ..... Director of Records and Registration

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Accounting	M.Acc	
Administration and Supervision (Principalship)		Ed.S.
Biology & Biology Education	M.Ed.,	ALTA, M.S., AA, Ed.S.
Early Childhood Education	M.Ed.,	ALTA, AA, Ed.S.
Educational Leadership, Policy and Law		Ed. D.
Elementary Education	M.Ed.,	ALTA, AA, Ed.S.
English/Language Arts	M.Ed.,	ALTA
General Counseling	M.S.,	Ed.S.
Health Education	M.Ed.,	ALTA
History	M.A.,	M.Ed., ALTA, Ed.S.
Instructional Leadership Program	M.Ed.	
Library Education Media	M.Ed., Cert.	AA, Ed.S.
Mathematics	M.Ed.,	ALTA, M.S., Ed.S.
Microbiology		Ph.D.
Music	M.Ed.,	ALTA
Occupational Therapy	M.S.	
Physical Education	M.Ed.,	ALTA
Physical Therapy	DPT	
Reading Specialist	M.Ed.,	AA, Ed.S.
Rehabilitation Counseling	MRC	
School Counseling	M.Ed., Cert.	AA, Ed.S.
Social Sciences	M.Ed.,	ALTA, AA, Ed.S.
Special Education	M.Ed.,	ALTA

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## **G**ommunication With The University

P.O. Box 271 • 915 South Jackson Street • Montgomery, AL 36101-0271

Area Code	334	
Academic Affairs (229-4231)	.....	Karyn Scissum-Gunn
Councill Hall 118		Provost/Vice President for Academic Affairs
Graduate Studies (Dean) (229-4275)	.....	Doris P. Screws
Councill Hall 101		Interim Dean/Graduate Studies
Fees and Expenses (229-4223)	.....	Freddie Gallot Jr.
Councill Hall 124		Vice President for Fiscal Affairs
Financial Aid (229-4323)	.....	Dorenda Adams
G.W. Trenholm Hall		Director
Housing (229-4357)	.....	Gloria Julius
McGehee Hall 108-C		Director of Housing and Residential Life
Records and Registration (229-4243)	.....	Karen Prestage
Councill Hall 125		Director
Teacher Certification (229-4271)	.....	Vacant
Councill Hall 235		
Assistant Teacher Certification Officer (229-7699)	.....	Amy Miller
Councill Hall 235		
Veterans Services Officer (229-4292)	.....	Betty Zackery
Councill Hall 125		
Testing Center (229-4385)	.....	Peggy Jones
McGehee Hall 105		Director

## **G**raduate Program Coordinators

<b>Alternative A</b>	.....	Vacant	.....	229-4485
<b>Biology</b>	.....	Dr. B. K. Robertson	.....	229-4423
<b>Counseling-General and School</b>	.....	Dr. Necoal Driver	.....	229-4571
<b>Early Childhood Education</b>	.....	Dr. Kathleen Tyler	.....	229-4268
<b>Education Leadership, Policy and Law</b>	.....	Dr. John Gooden	.....	229-8812
<b>Elementary Education</b>	.....	Dr. Daniel Lucas	.....	229-4327
<b>Health Education</b>	.....	Dr. Charlie Gibbons	.....	229-4504
<b>Instructional Leadership</b>	.....	Dr. Hyacinth Findlay	.....	229-4417
<b>History</b>	.....	Dr. Dorothy Autrey	.....	229-4367
<b>Library Media</b>	.....	Dr. Agnes Bellel	.....	229-8801
<b>Mathematics</b>	.....	Dr. Wallace Maryland	.....	229-4465
<b>Microbiology</b>	.....	Dr. Shree Singh	.....	229-4168
<b>Music</b>	.....	Dr. Caterina Bristol	.....	229-4341
<b>Occupational Therapy</b>	.....	Dr. Angela Davis	.....	229-5612
<b>Physical Education</b>	.....	Dr. Charlie Gibbons	.....	229-4504
<b>Physical Therapy</b>	.....	Dr. Steven Chesbro	.....	229-4707
<b>Reading</b>	.....	Dr. Danjuma Saulawa	.....	229-6919
<b>Rehabilitation Counseling</b>	.....	Dr. Dothel W. Edwards	.....	229-8876
<b>School Administration</b>	.....	Dr. Hyacinth Findlay	.....	229-4417
<b>Secondary Education</b>	.....	Dr. Calvin McTier	.....	229-4765
<b>Special Education</b>	.....	Dr. Joyce Johnson	.....	229-6983

## GENERAL GRADUATE SCHOOL POLICIES

Students are admitted to graduate study for the specific purpose stated by the Graduate School at the time they are notified of their acceptance. A student who fulfills that purpose is required to submit an application and a \$25 fee, and be accepted in order to pursue further study. For example, a student who has completed a master's degree program must reapply for admission to (1) take additional courses without a degree objective; (2) pursue a second master's degree; or (3) work toward a more advanced degree.

Admission to the Graduate School is valid for one year. If a graduate student fails to complete any graduate course, his/her acceptance lapses, thus resulting in the need to reapply. Students in this situation also become subject to any new admission or program requirements that may have been adopted since initial application was made.

Graduate students are governed by catalog provisions in effect at the time of their initial enrollment. Students who have to withdraw from the university and/or are absent for more than a year will have to reapply for admission. Upon readmission, such students become subject to the current regulations of the Graduate School and of the program to which they are admitted.

All graduate students are subject to the academic regulations of both the Graduate School and the college and department in which they are enrolled.

The Graduate School reserves the right to decline admission or to require the withdrawal of a student when such action is deemed to be in the interest of the university. Students not in good standing, academically or financially, will not be approved to attend another college or university for transfer credit.

Admission to Graduate School does not constitute acceptance as a degree candidate. Since degrees are awarded through academic departments and colleges and not through the Graduate School, students must be approved for continued study toward a degree by a department and college. (See Admission to Candidacy)

Doctoral programs at Alabama State University have specific and additional policies which may vary from policies presented throughout this catalog. Students should contact the Graduate School or the appropriate program coordinator for information relating to these policies.

### The Graduate School Mission

The fundamental mission of the School of Graduate Studies is to (1) provides leadership for the University's doctorate, education specialist, master's and certificate level post-baccalaureate degree programs; (2) serves as the campus-wide advocate for the advancement of graduate education; and (3) provide oversight for standards of excellence, fairness, and equity in all graduate programs.

### Purpose of the Catalog

The Alabama State University Graduate Catalog is the primary general information publication for the School for Graduate Studies.

It is intended to provide information for both prospective and continuing students in the pursuance of a graduate degree; additionally, it is a source of information for other individuals interested in graduate education at ASU.

## STUDENT RESPONSIBILITY

While Alabama State University endeavors to provide timely, helpful and accurate advisement, it is ultimately the responsibility of the student to know and satisfy all degree and certification requirements. At the same time, it is incumbent upon all graduate students to be knowledgeable of all university and Graduate School policies and procedures. By enrolling at ASU, students indicate their willingness to subscribe to and be governed by established rules and regulations. They also acknowledge the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate for failure (1) to meet all obligations (both academic and financial), (2) to abide by current rules and regulations, or (3) to engage in conduct adjudged unsatisfactory or detrimental to the university.

In addition to the graduate catalog, all graduate students should read the official student handbook, *The Pilot*, which contains current university policies and regulations. Any student who needs a copy of the student handbook should contact the Office of Student Affairs, Room 108, McGehee Hall. Graduate catalogs are available upon request in the School of Graduate Studies.

## Code Of Student Academic Responsibility

The first law of academic life is intellectual honesty. The following regulations are consistent with the high standards expected of students at Alabama State University. Violation of any of the following standards subjects the student to disciplinary action.

### A. Bribery

The offering, giving, receiving, or soliciting of anything of value in order to obtain a grade or consideration a student would not expect to achieve from his or her own academic performance.

### B. Cheating

1. Any conduct during a program, course, quiz, or examination that involves the unauthorized use of written or oral information, or information obtained by any other means of communication.
2. The buying, selling, or theft of any examination or quiz prior to its administration.
3. The unauthorized use of any electronic or mechanical device during any program, course, quiz, or examination, or in connection with laboratory reports, or other materials related to academic performance.
4. The unauthorized use of laboratory reports, term reports, theses, or written materials in whole or in part.
5. The unauthorized collaboration on any test, assignment or project.
6. Participating in, or permitting, any of the above activities as defined in B, 1-5.

### C. Lying

Lying is the deliberate misrepresentation by words, actions, or deeds of any situation or fact, in part or whole, for the purpose of avoiding or postponing the completion of any assignment, duties, test, or examination in a course, internship, or program.

### D. Plagiarism

Plagiarism is the act of taking an idea, writing, or work of another and presenting it as the product of one's own activity, whether in whole or in part. It is the dishonest use of the work of another person. A person has committed plagiarism when he or she:

1. Submits the words, sentences, ideas, conclusion and/or examples from a source — a book, an article, another student's paper, etc. — without acknowledging the source.
2. Submits another person's work in lieu of his or her own work.
3. Allows another student, or students, to take all or part of his or her course and/or examination.
4. Knowingly aids another student in plagiarizing an assignment as defined in D, 1-3.

## THE GRADUATE COUNCIL

Dr. Karyn Scissum-Gunn	Provost/Vice President for Academic Affairs (ex-officio)
Dr. Doris P. Screws	Interim Dean, School of Graduate Studies (ex-officio) (Chair)
Dr. Allen Stewart	Director/Special Projects
Dr. Pat Floyd	Health, Physical Education and Recreation
Dr. Robert Beach	Coordinator/Doctoral Program, Educational Leadership, Policy and Law
Dr. Danjuma Saulawa	Curriculum and Instruction
Dr. Ralph Bryson	Interim Chair, Languages and Literatures
Dr. Dorothy Autrey	Chair, History and Political Science
Dr. Denise Chapman	Dean/Health Sciences
Dr. Jean Crawford	Chair, Accounting and Finance
Dr. Wallace Maryland	Chair, Professor of Mathematics
Dr. Gladys Lyles	Professor of Sociology
Dr. Eddie Moore	Associate Professor of Biology
Dr. Gow-Chen Huang	Professor of Finance
Dr. Shree Singh	Microbiology
Vacant	Visual and Performing Arts

**The Graduate Council** reports to the Vice President for Academic Affairs.

The responsibility for formulating policies for the program of graduate studies is delegated to the Graduate Council, subject to approval of the Vice President for Academic Affairs and where appropriate, the President of the University. The Council acts as a curriculum committee for graduate courses and reviews proposals for new programs prior to action by the Vice President for Academic Affairs. The council establishes university-wide entrance and degree requirements for graduate programs and sits as a deliberative body on petitions to consider waivers of any graduate program requirement or in any case of jurisdictional dispute. The Council is responsible for maintaining the excellence of all graduate programs. All actions of the Council are submitted to the Vice President for Academic Affairs and, where appropriate, to the President for review and approval.

The Council consists of 18 members; 14 members from the graduate faculty as a whole; two ex-officio members, (the Vice President for Academic Affairs and the Dean of the School of Graduate Studies); and two graduate students in good academic standing, one elected by the Graduate Student Association and a second one appointed by the Dean of the School of Graduate Studies. Faculty members on the Council are appointed by the Vice President for Academic Affairs from nominations that are made by academic deans to the Graduate Dean.



## THE GRADUATE FACULTY

The graduate faculty exists not only to provide postbaccalaureate instruction, but also to set standards for graduate work in general. Only members of the graduate faculty may teach 500 or above level courses; and only members of the graduate faculty may be chairpersons of thesis and advisory committees. The dean of each school or college that offers graduate course work has the responsibility of nominating annually members to the graduate faculty who meet the eligibility requirements set forth below. All nominees must be approved by the Graduate Council and the vice president for academic affairs.

Graduate faculty members may be nominated to one of three tiers. These three tiers consist of Full Graduate Faculty members, Associate Graduate Faculty members and Provisional Graduate Faculty members. (1) Full Graduate Faculty members are those who hold the Ph.D. or terminal degree, have the rank of Assistant Professor or higher, have at least three years of post doctoral research appropriate to his/her field of instruction, and/or three years of research and teaching. (2) Associate Graduate Faculty members are those who hold the rank of Assistant professor or higher, hold the Ph.D. or terminal degree, and who demonstrate ability and interest in the graduate program as well as in research and creative activity. Associate Graduate Faculty members may be recommended by the Graduate Council to full membership status. (3) Provisional Graduate Faculty members are those persons recommended by the dean or the school or college, who have at least a master's degree in the appropriate field of study, and who demonstrate outstanding ability as determined by their experience or research and creative activity. (The adjunct graduate instructor can be included in this tier). Provisional Graduate Faculty members will be reviewed for approval at the beginning of each semester.

The following roster lists each graduate faculty member, the first year of appointment at ASU, the primary academic appointment, and degree-granting institutions.

Dorothy A. Autrey (1990)	Associate Professor of History and Acting Chair, Department of History and Political Science A.B., Talladega College; M.A., Ph.D., University of Notre Dame
Dev. R. Bajaj (1973)	Professor of Education B.S., Ralputana University; M.S., Ph.D., Oklahoma State University
Saad Bakir (1993)	Professor of Economics B.S., M.S., American University of Beirut; Ph.D., Virginia Polytechnic Institute and State University
Robert Beach (2001)	Professor of Educational Administration B.A., Syracuse University; M.S., State University of New York at Albany, Ph.D., Florida State University
Agnes Bellel	Associate Professor and Coordinator of Library Media and Technology B.S., M.S., Ed.S., Ph.D., Wayne University
Gerald G. Bennett (1982)	Associate Professor of Sociology B.A., Albany State University; M.A., Ph.D., Bowling Green State University
Caterina Bristol (1999)	Associate Professor of Music B.M. The Ohio State University; M.M., D.A., University of Northern Colorado
Doug Bristol (1996)	Professor of Music Theory/Technology B.M., University of Tennessee; M.M., Georgia State University; D.A., University of Northern Colorado
Sidney Brown (2001)	Associate Professor of Administration B.S., Tuskegee University; M.Ed., Alabama A&M; Ph.D., Iowa State University of Science and Technology
Ralph Bryson (1953)	Acting Chair, Languages and Literature B.S., University of Cincinnati; MS, University of Cincinnati; Ph.D., The Ohio State University
Moon K. Chang (1991)	Professor of Special Education M.S., Ph.D., University of Tennessee-Knoxville

- Wen D. Chang (1995) ..... Professor Of Mathematics  
M.A., Science and Technology University of China; M.S., Suny at Buffalo; Ph.D., Suny at Buffalo
- Denise M. Chapman (1998) ..... Dean, College of Health Sciences  
Professor of Physical Therapy  
B.A., Marquette University; Certificate/Physical Therapy, M.A., Ph.D., University of Iowa-Iowa City, Iowa
- Steven Chesbro (2008) ..... Associate Professor and Chair of Physical Therapy  
BS, Langston University; BA/MS, Northeastern State University; MHS, University of Indianapolis;  
ED.D., Oklahoma State University, DPT, MGH Institute of Health Professions
- Sun-Gi Chun (1991) ..... Associate Professor of Computer Information Systems  
B.A., Sung Kyun Kwan University, Korea; M.B.A., M.S., Claremont Graduate School;  
D.B.A., Mississippi State University
- Jean G. Crawford (1988) ..... Professor of Accounting and  
Chairperson for Accounting and Finance Department  
B.S., M.B.A., University of South Alabama; Ph.D., University of Alabama
- Senobia D. Crawford (2003) ..... Associate Professor of Physical Therapy  
BS, Howard University; M.Ed., Howard University, PhD, University of California-Los Angeles
- Iraj Danesh (1988) ..... Associate Professor of Computer Science and Physics  
B.S., M.S., Tehran University; M.S., Ph.D., Georgia Technological
- Angela Thomas Davis ..... Assistant Professor of Occupational Therapy  
BSOT, Tuskegee University; MPA, Auburn University-Montgomery, EdD, Alabama State University
- Carol Dawson (1976) ..... Assistant Professor of Secondary Education  
B.A., M.Ed., Alabama State University; Ph.D., University of Alabama
- Susan P. Denham (1998) ..... Assistant Professor of Occupational Therapy  
BSOT, University of Alabama-Birmingham; MS, Troy State University-Montgomery; EdD, Alabama State University
- Vida A Dennis (2009) ..... Associate Professor in Microbiology  
Ph.D. University of Georgia
- Vivian W. DeShields (1976) ..... Associate Professor and Coordinator PLE  
B.S., Alabama State University; M.S., Indiana University; Ph.D., The University of Alabama
- Jewell Dickson ..... Instructor  
BSOT Tuskegee University; MPH University of Alabama at Birmingham
- Necoal Holiday Driver (2003) ..... Associate Professor of Counseling Education  
B.S. Troy State University; M.Ed. Auburn University of Montgomery; Ph.D. Auburn University
- Mary Beth Downs (2005) ..... Associate Professor of Occupational/Physical Therapy  
BA, Wake Forest University; PhD, George Washington University
- Hyacinth Elaine Findlay (2000) ..... Professor of Educational Administration  
Ed.D Auburn University; Ed.S. Tuskegee University; M.Ed. Tuskegee University;  
B.A. University of the West Indies
- Patricia Floyd (1993) ..... Associate Professor HPER  
B.S., Florida State University; M.S., University of Montevallo; Ph.D., Florida State University
- Michelle J. Foster (2007) ..... Assistant Professor/Mathematics  
BS, Alabama State University; MS, Ph.D., Auburn University
- Joseph Freedman (2000) ..... Associate Professor of Instructional Technology  
M.I.L.S. University of Michigan; Ph.D. University of Wisconsin-Madison;  
B.A. University of Wisconsin-Madison
- Dothel Edwards, Jr. (2008) ..... Associate Professor and Project Coordinator  
Rehabilitation Services Long Term Training Grant  
BS, Chafin University, MA, South Carolina State University, Rh.D, Southern Illinois University-Carbondale
- John Garland (2009) ..... Assistant Professor of Rehabilitation Counseling  
A.A. Eastern Oklahoma State Comm. College; BS, MS, Northeastern State University; ABD, University of Maryland College Park
- John Stanford Gooden (2002) ..... Professor, Educational Law  
B.A., Delaware State University; M.A., City College of New York; Ed.D., University of Massachusetts
- William T. Harper (1972) ..... Associate Professor of History  
B.A., M.A., Ph.D., University of Georgia
- Sonja Y. Harrington (2003) ..... Associate Professor, Educational Research  
B.S., Ph.D. University of Alabama

- Kamal K. Hingorani (1995)..... Associate Professor of Computer Information Systems and  
Chairperson, Computer Information Systems  
Ph.D., Auburn University B.Tech.; I.I.T. Kharagpur, India
- Evelyn Hodge (1997) ..... Dean, University College  
B.A., Albany State College; M.Ed., Bowling Green State University; Ed.S., Troy State University;  
Ph.D., Florida State University
- Veronica D. Jackson (2006) ..... Assistant Professor of Physical Therapy  
Academic Coordinator of Clinical Education  
AA, University of Alabama-Birmingham; BS, Faulkner University; MSPT/DPT, Alabama State University
- Gow-Cheng Huang (1989) ..... Professor of Finance  
B.S., Fu-Jen Catholic University, Taiwan, R.O.C.; M.A. (Management Science);  
Ph.D., (Finance) University of Alabama
- Enid Beverly Jones (2007) ..... Professor Educational Leadership and Policy  
Ed.D. University of Florida, MBA New York University; B.S. (Econ). University of the West Indies
- Thelma Ivery (1964-1969) ..... Associate Professor of Chemistry and Acting Chair,  
Department of Physical Sciences  
B.S., Alabama State University; M.S., Atlanta University, Clark College; Ph.D., Auburn University
- Joyce Johnson (1995) ..... Assistant Professor of Special Education  
B.S., Tuskegee University; M.Ed., Alabama State University; Ph.D., University of Alabama
- Carly J. Johnson (2006) ..... Assistant Professor of Music  
BS, Youngstown State University; MS, University of Florida; DMA, Ohio State University
- Gwendolyn King (2003) ..... Assistant Professor of Educational Administration  
B.M.Ed., M.S., Ph.D Florida State University
- Cindy A. LaPorte (2009)..... Assistant Professor of Physical Therapy  
BS, Judson College; MA, Ed.S. The University of Alabama; MS, University of Alabama-Birmingham, Ph.D. Auburn University
- Jeanee Lee (2001) ..... Associate Professor of Counseling Education  
B.S., B.Ed., Middle Tennessee State University; MA., University of Alabama; Ph.D., University of Alabama
- Jerry Lee (1999) ..... Assistant Professor of Physical Therapy  
B.A., City College of New York; BSPT., State University of New York; M.A.,  
New York University; D.C., Cleveland Chiropractic College
- Barney F. Le Veau (1999) ..... Professor of Physical Therapy  
B.S., M.S., University of Colorado; Certificate/Physical Therapy, Mayo Clinic; Ph.D., Pennsylvania State University
- Phillip D. Lewis (2007) Associate Professor/Projector Coordinator Rehabilitation Counseling  
BS, Rust College; MS, Southern Illinois University-Carbondale; Ph.D., The University of Iowa
- Ronald A. Lindahl (2002) ..... Professor of Educational Leadership  
B. ME., M.S.; Ph.D., Florida State University
- Huey-Ling Lin (1999)..... Assistant Professor of Early Childhood Education  
B.S., Chung Shan Medical and Dental College; M.S., University of Wisconsin; Ph.D., Auburn University
- Gladys Lyles-Gray (1998) ..... Professor of Sociology  
B.S. Tuskegee Institute; M.A. Illinois State University; Ph.D., Emory University
- Daniel J. Lucas (1988)..... Associate Professor of Elementary Education  
B.S., M.Ed., Indiana University; Ed.D., Montana State University
- Peter Macchia, Jr. (1994) ..... Associate Professor of Instructional Technology  
B.A., M.Ed., University of Florida; Ph.D., Florida State University
- Wallace Maryland Jr. (1963) ..... Professor of Mathematics; Chair, Department of  
Mathematics and Computer Science  
B.S., Alabama State University; M.S., Atlanta University; Ph.D., University of Alabama
- Sandra E. Mimms (1989) Assistant Professor of Health, Physical Education and Recreation  
B.S., M.P.H., The University of Tennessee
- Valda H. Montgomery (2002)..... Associate Professor of Physical Therapy  
BS, Fisk University; M.Ed. Alabama State University, M.S.S United States  
Sports Academy, Ph.D., Auburn University
- Audrey Napier (2001) ..... Associate Professor of Biology  
B.S., Alabama State University, Ph.D., Ohio State University

- Said Ngobi (2001) ..... Assistant Professor of Mathematics  
B.S., Makerere University, Kampala, Uganda; M.S., Louisiana State University; Ph.D., Louisiana State University
- Manorma Pandit (1979) ..... Associate Professor of English Literature  
B.S., Poona University; M.A., Pacific University; Ph.D., University of Oregon
- Dorothy Payne (1999) ..... Assistant Professor/Biology  
BS, University of Alabama, M.Ed., Auburn University, MS., Alabama State University; Ph.D., University of Alabama/Birmingham
- Greshundria M. Raines (2004) ... Associate Professor and Academic Fieldwork Coordinator  
B.S., Tuskegee University; M.P.A. Auburn University-Montgomery; OTD, Rocky Mountain University
- Shreekumar Pillai (2003) ..... Associate Professor/Biology  
B.V.Sc., M.V.Sc. Bombay Veterinary College; Ph.D. Auburn University
- Carl S. Pettis (2006) ..... Assistant Professor/Mathematics  
BS, MS; Alabama State University; Ph.D., Auburn University
- Raynetta Prevo ..... Assistant Professor in Mathematics  
BS, MS, Alabama State University, MA, Ph.D., University of Alabama
- Boakai K. Robertson (2002) ..... Associate Professor of Biology  
B.S., University of Liberia; M.S., Ph.D., Cornell University
- Fred W. Roush (1976) ..... Professor of Mathematics  
A.B., University of North Carolina; Ph.D., Princeton University
- Danjuma Saulawa (1996) ..... Assistant Professor of Elementary Education  
A.A., Arizona Western College; B.A., M.Ed., Ph.D., University of Arizona
- Robin M. Self (1991) ..... Professor of Management; Chair, Business  
Administration Department  
B.A., M.A., University of Georgia; Ph.D., Georgia State University
- Karyn Scissum Gunn ..... Professor of Biology  
B.S.; M.S., Tuskegee University; Ph.D., Auburn University
- Pauline M. Scott (1995) ..... Assistant Professor of English  
B.A., University of Wisconsin-Green Bay; M.A., University of Wisconsin-Madison;  
Ph.D., University of Wisconsin-Madison
- Doris Screws.....Associate Professor, Chair, Health, Physical Education and Recreation  
B.S./M.Ed., Alabama State University; P.E.D. Indiana University
- Shree R. Singh (1994) ..... Associate Professor in Microbiology  
BS MS, Alabama State University, Ph.D., Auburn University
- Alfred S. Smith (1976) ..... Professor of Biology  
B.S., Bethune-Cookman College; M.S., Ph.D., Howard University; University of Michigan
- Lula Smith (2001) ..... Associate Professor of Biology  
B.S., Alabama A&M; M.S., Alabama State University; Ph.D., Rutgers University  
and the University of Medicine and Dentistry
- Allen Stewart (1990) ..... Professor of Educational Administration  
B.A., San Francisco State University; M.S., Jackson State University; Ph.D., University of Mississippi
- Sontachai Suwanakul (1989) ..... Associate Professor of Economics  
B.A., Chenghai University; M.A., Middle Tennessee State University; Ph.D., University of Arkansas
- Ana Maria Tameru ..... Assistant Professor  
BS, Universidad Catolica de Valparaso; MSC, Tulane University; Ph.D., Auburn University
- Tracy Thomas (2008) ..... Assistant Professor of Physical Therapy  
BS, Ph.D., Florida A & M University
- Kathleen Tyler (1973) ..... Associate Professor of Early Childhood Education  
B.S., Florida State University; M.Ed., Ed.D., Auburn University
- Robert Villafane (2008) ..... Professor Microbiology  
BA, New York University; MA, U.C. Berkeley; Ph.D., New York University
- Percy J. Vaughn Jr. (1975) ..... Professor of Marketing; Dean, College  
Of Business Administration  
B.S., Morris Brown College; M.B.A. Atlanta University; D.B.A., Texas Tech University; Harvard University
- Tina Vazin (1997) ..... Interim Chair/Assistant Professor, Foundations and Psychology  
B.S., M.S., Ph.D., Auburn University
- Kathy Wade-Campbell (1990) ..... Associate Professor of Health, Physical  
Education and Recreation  
B.S., Jackson State University; M.S., Re.D., Indiana University

- Jiin Wang (1990)..... Associate Professor of Computer Information Systems  
B.S., M.S., University of West Florida; Ph.D., University of Alabama
- Kara E. Washington (2007)..... Assistant Professor of Music Education  
BME, Delta State University; MME, Jackson State university; Ph.D. University of Southern Mississippi
- Robin D. Washington (2005) ..... Associate Professor of Physical Therapy  
BSPT, University of Vermont; M.Ed., University of Central Oklahoma; PhD, Southern Illinois University-Carbondale
- Kennedy Wekesa (2000)..... Professor of Biology  
B.S., Guilford College; M.A., University of North Carolina, Greensboro;  
Ph.D., North Carolina State University
- Walter Kirk Wood (1986) ..... Associate Professor of History  
B.A., Frederick College; M.A., Virginia Polytechnic Institute; Ph.D., University of South Carolina
- Hongzhan Wu (2004) ..... Assistant Professor/Biology  
DVM, MS Yangzhou University; Ph.D. South China Agricultural University
- Chiou-nan Yeh (1976)..... Professor of Economics  
B.A., National Taiwan University; M.A., Mankato State University; Ph.D., University of Massachusetts



# I. GENERAL INFORMATION

## My ASU

As a student at ASU, you become part of a select group invited to make this university home for a lifetime—wherever you go and whatever you become, your touchstone can be ASU. You will have opportunities to transform these special years of university experience into steppingstones to the future. You are invited to dream, to see the future’s open door, and to begin the journey. You can take pride in your ASU and you can add to its legacy. Define your vision and start your journey today.

## The ASU Legacy—Perseverance, Progress and Promise

ASU’s 140-year history is a legacy of perseverance, progress and promise. The ASU movement began with the impetus to establish a school for black Alabamians. The Civil War resulted not only in the end of slavery but also in the opportunity for blacks to have the right to education. With the Northern victory, black Southerners with the assistance of Northern white missionaries and the leaders of African-American churches set out to establish educational institutions for the freedmen. ASU was born in that movement.

Blacks in the Black Belt of Alabama, the heart of the Confederacy, founded Lincoln Normal School at Marion in 1867. As a descendent of that school, ASU is one of the oldest institutions of higher education founded for black Americans. The men who comprised the Board of Trustees were Joey Pinch, Thomas Speed, Nickolas Dale, James Childs, Thomas Lee, John Freeman, Nathan Levert, David Harris, and Alexander H. Curtis. Under the leadership of this group, the blacks of Marion raised \$500 and purchased a suitable building site on which a school building was constructed.

Until the new school was built, the American Missionary Association leased a building and operated and financed the school. In 1869, the AMA, with the support of \$2,800 from the Freedmen’s Bureau of the federal government and support from the “colored people of Alabama,” raised \$4,200 to construct a new building. In 1870, while the AMA provided the teachers, the Legislature appropriated \$486 for the school’s use. The state’s support rose to \$1,250 the next year.

In 1871, Peyton Finley petitioned the Legislature to establish a “university for colored people,” but his request was denied. He persisted and in 1873 the Alabama Legislature established a “State Normal School and University for the Education of Colored Teachers and Students.” That act included the provision that Lincoln School’s assets would become part of the new school. The trustees agreed, and in 1874 the first president George N. Card led the effort in re-organizing Lincoln Normal School in Marion as America’s first state-supported liberal arts educational institution for blacks.

Black leaders continued to press for a more prominently supported school for black youths. In 1887 the State of Alabama authorized the establishment of the Alabama Colored People’s University. The land and building allocations were put with

pledges of \$5,000 from black citizens who wanted the university in Montgomery. Thus, the university offered its first class in Montgomery in 1887.

Although university president William Paterson and others had overcome initial opposition to locating the school in Montgomery, opponents of state support of education for blacks remained hostile to the new university. Such opponents filed suit in state court and won a ruling 1887 from the Alabama Supreme Court that declared unconstitutional certain sections of the legislation that established the university for African-Americans. Thus, the school operated for two years solely on tuition fees, voluntary service and donations until, by act of the Legislature in 1889, the state resumed its support. The new law changed the name of the school from university to Normal School for Colored Students, thus skirting the Supreme Court's finding and re-established the \$7,500 state appropriation.

Despite having to face tremendous obstacles, the ASU family continued to make significant contributions to the history of the state and nation, especially with the involvement of students and employees in the Civil Rights Movement. The Montgomery Bus Boycott, the first direct action campaign of the modern Civil Rights Movement, awakened a new consciousness within the university and the community responded to the call for participants. Even though officials, in a state committed to segregation, retaliated against the school with a decrease in funding, ASU continued to persevere and flourish so that today it is a model of diversity and equal opportunity for all. At the same time, ASU is a beacon in the legacy of black leadership and the preservation and celebration of African-American culture.

### 140 Years of Leadership

ASU is a direct descendent of Lincoln Normal School at Marion established in Perry County, Alabama, in 1867.

Although many people worked to establish Lincoln Normal School, Peyton Finley—the first elected black member of the State Board of Education—contributed most in the early years to make the institution permanent. Through his efforts and with the assistance of the institution's first president George N. Card, the school became a state-supported educational institution in 1874.

In 1887 the Legislature authorized the establishment of a university, allocated \$10,000 for a land purchase and building construction, and set aside \$7,500 annually for operating expenses. Montgomery citizens pledged \$5,000 in cash and land and donated the use of some temporary buildings. Under the leadership of President William Paterson, the university opened in Montgomery at Beulah Baptist Church with a faculty of nine members. Eight months after the enabling legislation, the university taught its first class on October 3, 1887.

1889 was a pivotal year in the university's development when \$3,000 pledged to the state was given to authorities along with land for development of a permanent campus at the university's current location between Decatur and Hall streets. The university erected Tullibody Hall the next year as its first permanent building. That building burned in 1904 and was rebuilt in 1906 as the university's first brick structure, which also was named Tullibody Hall.

Paterson, who had guided the university through the early years, and who is generally considered the founder because of his 37 years of service, died in 1915. During the following decade, presidents John William Beverly and George Washington Trenholm organized the institution as a four-year teacher training high school and added a junior college department. In the early 1920s the university began operating on the four-quarter system and added the departments of home economics and commerce. This decade of growth and change also saw the purchase of additional land, including an 80-acre farm which constitutes the bulk of the university's current holdings. The state also appropriated \$50,000 for the construction of dormitories and dining facilities.

In 1925 G. W. Trenholm died and was succeeded by his 25-year-old son, Harper Councill Trenholm—who served as president for 37 years. He oversaw the change from a junior college to a full four-year institution, a process completed in 1928 which enabled the college to confer its first baccalaureate degree in teacher education in 1931. In 1940 Trenholm initiated a graduate degree program, and State Teachers College awarded its first master's degree in 1943. The school also established branch campuses in Mobile and Birmingham.

Trenholm was eager for the institution to develop and gain recognition. Thus, he worked to improve the physical facilities in concert with advances in the quality of academic programs. During the economic expansion that followed the end of the Great Depression, the university constructed eight permanent brick buildings, a swimming pool, and a stadium. To reflect changes in its programs, the Legislature authorized the institution to change its name to State Teachers College in 1929, Alabama State College for Negroes in 1948, and Alabama State College in 1954. In 1935 the Southern Association of Colleges and Schools accredited the college's programs.

In 1962, after Trenholm's illness an interim president, Levi Watkins, became president. In 1969, the State Board of Education, then the governing board of the college, approved a name change and the institution became Alabama State University. During these years, the university began a path of steady growth and development in its current role as a comprehensive university. In 1975, the Legislature established an independent board of trustees for the university.

In 1981, Robert Lee Randolph was appointed president, a position he held until 1983. During his tenure, Title III received its largest federal government funding. WVAS-FM was planned, construction began on the Tullibody Fine Arts Center, and the University Apartments were constructed.

After serving 10 months as interim president, Leon Howard was appointed president in 1984, a position he held until 1991. During his presidency, ASU saw dramatic increases in student enrollment, an aggressive student retention program was started, and the social work program received national accreditation. The largest capital campaign, the Endowment for Excellence, raised \$1.5 million. Two new dormitories were completed.

C.C. Baker, a 1954 alumnus, served as president from 1991 to 1994. During his tenure, the enrollment reached an all-time high of 5,600 students; programs were reaccredited; athletic programs flourished; the Olean Black Underwood Tennis Center and C. Johnson Dunn Tower were opened in January 1994; and the Acadome was dedicated in 1992.

When William H. Harris became president in 1984, his commitment was to transform ASU into a comprehensive regional university through excellence and diversity. Significant investments were made in technology, the student body became more diverse, and community outreach was emphasized through partnerships with K-12, civic and community organizations. The National Center for the Study of Civil Rights and African-American Culture, Business and Technology Center, and Center for Leadership and Public Policy were established. Degree programs in health information management and occupational therapy and graduate programs in accountancy and physical therapy were created. Improvements in the living and learning environment were made, including renovation to Paterson Hall and the \$4.2 million restoration of historic George Lockhart Hall.

Dr. Joe A. Lee became president in 2001 and served until 2008. His vision focused on a students-first philosophy, which emphasized development of a comprehensive student retention program, renovation/construction of a student union building, and completion of the John L. Buskey Health Sciences Center. Accreditation for the university and for academic programs was reaffirmed; and educational leadership, policy and law became the first doctoral degree program offered at ASU. A transitional doctorate in physical therapy was introduced, the university experienced a record enrollment, and the women's basketball team earned national recognition.

In 2008 Dr. William Harris returned to ASU as president. His vision focuses on transforming Alabama State University through excellence in teaching, research, service and a diverse population.

## **The Alabama State University Mission**

Alabama State University is a student-centered, nurturing, comprehensive and diverse public historically black University committed to achieving excellence in teaching, research and public service. The University fulfills its mission through fostering critical thought, artistic creativity, professional competence and responsible citizenship in its students; by adding to the body of knowledge to enhance the quality of life through research and discovery; and by helping to advance the state and nation through thoughtful public service. Offering baccalaureate through doctorate degrees, the University maintains a scholarly and creative faculty, state-of-the-art facilities, and a living atmosphere in which all members of the campus community can work and learn in pleasant and rewarding surroundings. Consistent with its assurance that race, gender nor economic status inhibits intelligence, creativity or achievement, ASU offers a bridge to success for those who commit to pursuing the building blocks of development, focus, persistence and reward.

## **National Alumni Association**

The National Alumni Association of Alabama State University is the organization that includes among its members graduates and former students who have attended the university for at least two full semesters or three quarters. To become active members of the National Alumni Association, eligible alumni join a local alumni chapter by payment of local and national dues as established by the governing bodies and make annual contributions to the university. Associate memberships are granted to spouses of graduates and to a limited degree, persons who have strong affection for the university and make significant tangible gestures of support.

University relations activities are coordinated by the director for alumni relations, annual and planned giving, who serves on the association's executive board and works closely with the affiliated alumni chapters. These activities include maintaining a computer file of alumni names and addresses, publication of the alumni directory, fund raising, student recruitment, organizing class reunions, promoting major athletic events among alumni and assisting in the preparation of alumni news for university publications.

Faculty members are encouraged to strengthen the alumni and students' allegiance to the university through promotion of the alumni association. Faculty who are alumni of the university can add credibility to alumni activities and best show their support by becoming active members of the alumni association. A strong alumni association, as an advocate, can do much to strengthen the university and the welfare of its faculty and students.

## **University Development Fund**

The Alabama State University Development Fund is organized to encourage, receive, and administer gifts for the exclusive benefit of the university and its students, faculty and staff. Gifts may be in cash, securities, leases, royalties, literary and artistic collections, and real or personal property.

Activities of the fund include loans and grants for individuals on study leave engaged in research or special projects, students having special needs, and assistance to the university for any worthy project for which state funds are not available or may not be lawfully used. The fund was approved by the university's board of trustees on Nov. 2, 1978. Contributions to the fund are exempt from federal income tax. Each member of the faculty and staff is encouraged to join other friends of the university in contributing to the fund. Contributions may be handled as payroll deductions if desired.

Information concerning activities of the fund and contributions to the fund may be obtained from the Office of Planning and Development located in Councill Hall. Directors of the fund are the chief elected officer of the Faculty Senate, president of the Student Government Association, vice president for fiscal affairs, director for alumni relations and president of the university.

## **University Foundation**

The Alabama State University Foundation was chartered under the laws of the state of Alabama on Dec. 27, 1967, as a nonprofit organization incorporated to receive and to hold gifts, grants, bequests, money, property, and other things of value for the benefit of the university, its faculty, and its students, and to give the university such resources for educational and research purposes.

Activities of the foundation include loans, grants and matching funds for students; grants and loans for study leaves; salary supplements for "master teachers"; financial assistance for research for eligible faculty; and assistance for university development.

Contributions to the foundation are exempt from federal income tax, are free from state control and do not displace tax funds.

The president of the university is liaison officer for the foundation and the only university employee who serves on its board of directors. An administrative officer or member of the faculty may serve on each standing committee of the foundation.



## Accreditation And Standing Of The University

In redefining its mission to include a broadened and larger constituency, Alabama State University has set high standards for itself. As a result, the university today is accredited by several organizations. Alabama State 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 404-679-4500) to award masters, education specialist degrees, and education doctoral degree. Alabama State University has additional accreditations from the National Council for Accreditation of Teacher Education, and National Association of Schools of Music.

ASU is approved by the Alabama State Department of Education, and its programs and credits are accepted for teacher certification. ASU is fully approved by the Veterans Administration to provide educational programs authorized by Congress under several federal acts and those authorized by the state of Alabama under the Alabama G.I. and Dependents Benefit Act.

The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) through 2018. Current and prospective students may file a complaint with CAPTE in writing: 1111 N. Fairfax St. Alexandria, VA 22314, by phone: 1-800-999-2782, or by email: [accreditation@apta.org](mailto:accreditation@apta.org).

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Contact them at ACOTE c/o Accreditation Department American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, 301-652-AOTA, [www.acoteonline.org](http://www.acoteonline.org) Also, the College of Business Administration is fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and an association member of the American Assembly of Collegiate Schools of Business (AACSB).

ASU also holds membership in several organizations, including the following: American Association of State Colleges and Universities, American Council on Education, National Association for Equal Opportunity in Higher Education, College Language Association, Alabama Association of College Administrators, American Association for Colleges of Teacher Education, American Association of University Women, National Collegiate Athletic Association, National Association of Intercollegiate Athletics, National Association of Student Personnel Administrators and American College Public Relations Association.

## Facilities

Growth in size and facilities is part of the story of any dynamic institution, and Alabama State University is no exception. Less than 15 years ago, the enrollment was 1,600 and the university's 52-acre campus encompassed only 12 permanent buildings. Today the enrollment has increased to more than 6,000. The campus covers 105 acres and more than 30 permanent buildings. The buildings are set in a landscape design that rivals the most beautiful urban campuses in the South.

The ASU campus is located only a short walk from the state capitol, the state government complex and downtown Montgomery. This location makes the downtown business district, the municipal civic center, art galleries, theaters, medical centers, the state archives and historical sites readily accessible to students. Across the street from the campus is beautiful municipal Oak Park, with one of the few space transit planetariums in the nation. The campus adjoins Interstate Highway 85 and is about two miles from the Montgomery interchange of Interstate Highways 65 and 85. Air University, Maxwell Air Force Base and Gunter Air Force Station are only a few minutes' commuting distance.

## **Off-Campus Sites**

Since the 1920s, Alabama State University has offered instruction for the people of Alabama at sites other than Montgomery. Currently, graduate classes are offered at sites in Birmingham, Mobile and Brewton. Courses offered at these sites are listed in the regular schedule book, and students may register on-line (Internet) or at the Montgomery campus during the regular registration period. Students taking these courses must meet the same academic requirements and deadlines as students attending classes in Montgomery. Degree-seeking students can take no more than 50 percent of required courses of any program at off-campus sites.

## II. EXPENSES AND FINANCIAL AID

The following schedule outlines the fees for graduate students at Alabama State University effective at the time this catalog was printed. Included are also other special fees for academic services available to students. All fees are due and payable at the time of registration. Registration is not complete until all fees are paid. The university will accept cash, checks, money orders, MasterCard, VISA, Discover, American Express and approved forms of student financial aid awards. A service charge of \$30 will be assessed on all returned checks. Under certain conditions, a student may be permitted to register and subsequently pay a portion of the fees in installments (refer to Procedure for Issuance of Promissory Notes).

The following fees apply to all day, evening and weekend students as of spring 2002. The university reserves the right to change fees and charges without prior notice.

### Graduate Students Basic Fees

	Alabama Resident	Non-Alabama Resident
Per Credit Hour	\$278	\$556
Application Fee (nonrefundable)	25	25
Audit Course (without credit, per course)	50	50
Late Registration: First Week, beginning with the first day of classes	\$15.00	
*Deferred Payment - on authorized installment plan .....	10.00	
Change in Schedule, per course change .....	5.00	
Graduation Fees (include cap and gown rental) .....	50.00	
In Absentia, per degree, additional charge .....	4.00	
Achievement Certificate (noncredit programs) .....	5.00	
Transcript of record, per copy after first copy .....	2.00	
Replacement I.D./meal card .....	25.00	
Thesis Binding (per copy and exclusive of mailing cost) .....	30.00	
(The Graduate School requires a minimum of two bound copies of a thesis. The nonrefundable charge for binding is subject to change consistent with increased binding and postal costs.)		
Miller Analogies Test (MAT) .....	\$70.00	
Campus Parking Fee:		
Vehicle Registration (per year) .....	\$70.00	
Traffic Fines are assessed.		
Property Damage Deposit .....	\$150.00	
Building and Technology Fee		
1-5 semester hrs .....	\$213	
6 or more hrs .....	\$426	

*\*A student who is granted deferment of fee payments must agree at the time of the deferment to waive his or her legal right to privacy should the university find it necessary to enforce collection of the indebtedness. \*\*Fees are subject to change at the discretion of the University.*

### Registration

To receive the proper credit for a course, the student must be officially registered for the course in the Office of Records and Registration, and the student's name must be listed on the official class roster. A student who attends a class without official registration will not be permitted to remain in class and will not receive a grade for the course.

Any student who fails to comply with the official registration rules and regulations will not be allowed to petition for course credit.

Detailed registration steps are printed in the course schedule book available in the Office of Records and Registration, Council Hall 17. It is the student's responsibility to become familiar with the registration process. A late registration fee of \$15 is added when registering after the first official day of classes.

Registration for graduate students is to be completed on-line. Students may register on-line from any computer labs located on campus or from any off-campus locations. Students are required to attain advisement prior to registration and should contact the School of Graduate Studies prior to registration to ensure that all test requirements, etc. have been met that might prevent registration.

Unregistered students will not be allowed to remain in class if their names do not appear on the official class roster or if they do not have a class schedule at the end of the late registration period.

Any exception to this policy must be approved by the vice president for academic affairs.

## **Withdrawal From A Course**

A student may withdraw without penalty from a course prior to midterm. The deadline date for withdrawing from a course (usually the Tuesday after midterm week) is stipulated in the academic calendar.

When a student, as a result of emergency circumstances, is forced to withdraw from a course after the established withdrawal date for the term, the student may petition, in writing, the dean of the school in which the course is offered for approval to withdraw from a course. A student may not withdraw from a course after the deadline if he or she is failing. The dean will contact the student's instructor to determine the student's scholastic standing at the time of the request to withdraw.

If the student registers and decides not to attend class(es), or stops attending the class(es), the course must be officially dropped through the Registrar's Office, or a grade of "F" may be recorded by the instructor.

If the student improperly adds a course and does not process a drop/add form through Registrar's Office, no credit will be allowed; and he or she will not receive a grade for the course. The drop/add process may be completed either in-person or on-line.

## **Policy on Withdrawal from the University**

A student who wishes to withdraw from the university must file an official notice with the Office of Records and Registration. One of the following methods may be used:

- (1) Completion of the official withdrawal from the university form in the office of records and registration
- (2) Submission of a letter to the Office of Records and Registration indicating the request to be withdrawn, via mail or fax.

Requests for withdrawal from the university must be received in the Office of Records and Registration by the last day of classes of the semester the student wishes to be withdrawn. Students who officially withdraw will receive "W" grade designations for the term of withdrawal.

## **Refunds of Tuition for withdrawal and cancellation from the University during Fall and Spring Semesters**

For those students who withdraw from school or who are withdrawn by the University, charges and refunds of tuition are governed by the following policy:

1. In the event of death, involuntary call to active military duty or a situation in which the university is in error, no charges will be assessed

and refund of full tuition will be granted.

2. In all cases of withdrawal or enrollment cancellation from the University, students will be charged or have tuition refunded according to the following schedule:

- a. Cancellation/withdrawal before classes begin: no tuition will be charged/full refund.
- b. Cancellation/withdrawal during the second week of classes: 20 percent will be charged/80 percent refund.
- c. Cancellation/withdrawal during the third week of classes: 40 percent will be charged/60 percent refund;
- d. Cancellation/withdrawal during the fourth or fifth week of classes; 60 percent will be charged/40 percent refund;
- e. Cancellation/withdrawal during or after sixth week of classes; 100 percent will be charged/no refund.

**Refunds will be mailed as soon as possible.** Refund checks are subject to deduction for any amount owed to Alabama State University by the student.

No refunds are made for special fees except for the excess load fee, audit fee and off-campus credit fee.

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

## **Withdrawal Charges and Refunds during Summer Session**

The following refund policies apply for students attending a summer term:

- a. Cancellation/withdrawal before classes begin; no tuition will be charged/full refund;
- b. Cancellation/withdrawal during the first week of classes; 20 percent will be charged/80 percent refund;
- c. Cancellation/withdrawal during the second week of classes; 40 percent will be charged/60 percent refund;
- d. Cancellation/withdrawal during the third or fourth week of classes; 60 percent will be charged/40 percent refund;
- e. Cancellation/withdrawal during or after the fifth week of classes; 100 percent will be charged/no refund.

Students who fail to redeem (pay) their promissory note by the third week of classes will be administratively withdrawn (disenrolled) from the university during the fourth week. Reinstatement is prohibited unless disenrollment occurred as the result of an administrative error.

Students are not permitted to and faculty members must ensure that students do not remain in class(es) or continue credit-generating work after their registration has been cancelled.

## **Housing**

All students requesting on-campus housing must pay a \$200 deposit to reserve accommodations. This deposit is nonrefundable except in a case where the university **cannot provide accommodations**. The housing contract is binding for the semester or summer term for which the contract is issued. The full fee charged for the term is due and payable, even though the student voluntarily withdraws or is involuntarily withdrawn from the university. Students who desire campus housing should apply directly to the Director of Housing, Alabama State University, Montgomery, AL 36101-0271. On-campus housing for graduate students is limited.



Housing (optional)	\$1,215- \$1,515 (per semester)
Board (required if living in campus housing, available to off-campus students)	\$985 (per semester)

## Non-Alabama Resident Students

Students who are not legal residents of the state of Alabama may be admitted only as nonresident students, and payment of a surcharge on the comprehensive registration fee is required. The following rules apply.

1. Students residing outside the state of Alabama will be required to pay the out-of-state fee.
2. Students of legal age whose parents or legal guardians reside outside the state of Alabama will be required to pay the out-of-state fee.
3. Any adult or emancipated minor student who actually resides within the state of Alabama and has not moved to the state for the sole purpose of attending the university shall be considered a resident of the state of Alabama as of their arrival in the state.
4. Any student may at any time be required to submit proof of residence in Alabama. In addition to such public records as may tend to establish proof of residence, an affidavit of the parent or guardian in the case of minor students, and from the student who has reached his/her legal age, may be required.
5. By definition, all international students, whether holding diplomatic, student, visitor, or other nonimmigrant visas, must pay the non-Alabama resident fee. Those misrepresenting themselves in this respect in order to avoid paying the non-Alabama resident fee will be subject to disciplinary action by the university. In all cases of doubt, the burden of proof of residence status will be upon the student.

## Change of Residency Policy/Procedure

### Residency Requirements

A resident student is a U.S. citizen who meets one of the following criteria:

1. Is a full-time permanent employee of the university or is the dependent of such an employee
2. Can verify full-time permanent employment within the state of Alabama or is the dependent of such an employee and will commence said employment within 90 days of registration with the institution
3. Is a member or the dependent or a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending school
4. Is employed as a graduate assistant or fellow by the university
5. Is an accredited member of or the dependent of a staff assigned to duties in Alabama (U.S. citizenship not required)
6. Residence in the state by parents, spouse or others who provide more than 50 percent of the student's financial support.

To be eligible to change residency status, a student must be a citizen of the United States, prove full-time employment within the state of Alabama, provide evidence of having filed an Alabama tax return as resident of the state of Alabama, and prove continuous residence in the state for a purpose other than attending school. Continuous residence in the state may be substantiated by meeting a combination of three of the following:

1. Ownership of residential property and other real property in the state of Alabama

2. Previous periods of residence in the state continuing for one year or more other than a full-time students
3. Voter registration and voting in the state, more significantly, continuing voter registration in the state that initially occurred at least one year prior to the initial registration of the student in Alabama at a public institution of higher education
4. Possession of a state or local license to do business or practice a profession in the state of Alabama
5. In-state address shown on selective service registration, driver's license, automobile title registration, hunting and fishing licenses, insurance policies, stock and bond registrations, last will and testament, annuities, or retirement plans

Burden of proof for changing residency status rests with the student. If you do not understand the form or want assistance in completing it, do not hesitate to contact the Office of Graduate Studies.

## **Veterans' Expenses**

Disabled veterans who are eligible for admission to the university may register for courses without payment of fees if they are certified by the Veterans Administration.

Full payment of fees is required if the veteran does not have his or her Disabled Certification of Eligibility at the time of registration. The cash payment will be refunded when the veteran presents his or her Disabled Certificate of Eligibility.

Nondisabled veterans must pay their fees at the time they register. They will receive specified allowance under Public Law 89-358.

Veterans and dependents eligible for reimbursement of educational expenses under the Alabama G.I. and Dependents' Benefit Act, as amended by Act 1275 on Sept. 19, 1973, may have their expenses billed by and paid directly to the university.

Sons and daughters of deceased veterans covered under Public Law 634 must pay their fees at the time of registration. They will receive specified allowances under Public Law 634.

## **Delinquent Accounts**

A student who has a delinquent account at the university, for example, the comprehensive registration fee, library charge, parking fine or other chargeable fees or fines, may not register for a new term or may forfeit the privilege of attending class until his or her account has been satisfied. The university will withhold report of grades, transcripts of records and diplomas until the indebtedness is paid.

## **Financial Aid**

Administration of financial assistance at Alabama State University is centered in the Student Financial Aid Office, 229-4324.

The university makes every effort to provide adequate financial assistance for capable and promising students who would otherwise be unable to attend. Financial assistance may be obtained in the form of grants-in-aid, loans, scholarships, student employment or a combination thereof. Though most student employment is on campus, the university is requested to assign selected students to jobs in Montgomery. A booklet describing the various financial aid programs and how to make application may be obtained by writing the Director of Financial Aid, Alabama State University, Montgomery, Alabama 36101-0271.

All student loans administered by the financial aid office are for current costs of attendance – tuition, fees, room and board, transportation, books, etc. – and are granted to students whose parents, guardians or spouses are unable to provide sufficient funds to enable them to finance their education. Prospective students are eligible to apply. A brief description of the available loan funds follows:

**Perkins Loan** is a federal program which provides loans to students who can demonstrate financial need. The maximum aggregate loan for a graduate student, is \$18,000, including undergraduate loans. The amount of the loan is based on financial need.

Repayment of the loan begins nine months after the student leaves school. The minimum repayment is \$25 per month plus 5 percent interest and may be extended to a maximum of 10 years. Interest is not charged during periods of enrollment.

**Federal Stafford Loan** is a program whereby a student may borrow up to \$8,500 for graduate study from a bank or other lending institution for educational expenses. The federal government will guarantee the loan and subsidize the interest expense for applicants while they are in school. Repayment begins six months after the student leaves school and must be completed within 10 years.

Not all lending institutions participate in the Stafford Loan program. The student is responsible for finding an agency that will make the requested loan.

**Federal Plus Loan For Students** (not to exceed 12 percent interest rate) makes long-term loans to parents of dependent students to pay for the cost of study at postsecondary schools. Parents of dependent undergraduate students may borrow up to the cost of dependent child's education minus other aid awarded.

Plus loans are meant to provide additional funds for educational expenses. Like the Stafford Loan, they are made by a lender such as a bank, credit union, or savings and loan association. Credit check is required.

## Graduate Assistantships

A limited number of graduate assistantships are available to qualified full-time students whose overall undergraduate or graduate grade point average is 3.0 or better and who have been admitted to a graduate degree program at Alabama State University. Assistantships are normally awarded for the academic year. Graduate assistants must maintain a 3.0 GPA and agree to work for a minimum of 20 hours per week. Although awards and assignments are made by the graduate dean, they are done so with departmental/college approval. Applications are available in the graduate office, Council Hall 101.

The **Doctoral Program in Educational Leadership, Policy, and Law** provides both student assistantships and fellowships. These involve both a tuition waiver and stipend. Each requires work within the program. Contact the Doctoral program coordinator for further information.

The **Master of Accountancy Scholarship** at Alabama State University provides funds to cover tuition and books for students who have been admitted to the master's degree program and meet specified criteria. Applications for the scholarship may be obtained by writing to Dr. Jean G. Crawford, Interim Director Master of Accountancy Program.

The **Teacher Education Scholarship** at Alabama State University provides funds to cover tuition and books for students who have been admitted to a nontraditional teacher education program.

The **Dewitt Wallace Reader's Digest Scholarships** are limited to teacher aides or substitute teachers in Montgomery County.

The **Technology Scholarships for Alabama Teachers** are available to *certified* teachers who *are* or *will* enroll in a graduate teacher education program and complete three specific graduate courses in technology. The scholarship pays tuition and fees. Contact the Alabama Commission on Higher Education for details.

## Financial Aid Application Procedures

Each applicant interested in financial aid must follow these specific steps:

- 1) Secure a financial aid application packet from the Office of Financial Aid.
- 2) Complete the Free Application for Federal Student Aid.
- 3) Mail all copies of the Student Aid Report (SAR) to the Office of Financial Aid at Alabama State University.
- 4) If a student has previously attended another college, he or she must submit a Financial Aid Transcript from the previous school.
- 5) Complete additional data necessary to clarify or verify the financial information submitted by you or your parents. Requests for additional data will be sent to you by the university.

These application procedures apply to both in-state and out-of-state students.

The priority date for *financial aid* applications is *March 1*. The priority date for *scholarships* and *assistantships* is *May 1*.

## III. ADMISSIONS AND ACADEMIC REGULATIONS

From its inception, the School of Graduate Studies has been recommended for students whose aptitudes and interests carry them beyond routine classroom experiences. Students are provided a variety of experiences through teaching, research, practicums, and laboratory instruction designed to develop their powers of logical and independent thought and to enable them to become familiar with research techniques.

The Graduate School welcomes inquiries from prospective students who are interested in expanding their educational horizons or earning an advanced degree.

### Admission Requirements (Master's Programs)

Prospective students with a bachelor's degree or its equivalent from a regionally accredited college or university and a grade point average (GPA) of 2.5 or higher (on a 4.0 scale) are eligible for regular admission. A 2.5 GPA is also required of all applicants to an Alternative Fifth Year M.Ed. Program (ALTA). Students that do not have undergraduate education degrees or teaching certification that wish to pursue master's degrees in education must enter the Alternative Fifth Year Program (ALTA). The Alternative Program consists of a combination of graduate and undergraduate courses that will lead to a master's degree in the selected teaching field with accompanying teaching certification. AA certification programs in education require a 3.25 graduate GPA, appropriate Class A certification, and approval of the major department. Ed.S. programs require an overall 3.25 graduate GPA. A cumulative GPA of 2.75 (undergraduate) and 3.0 (graduate) or higher (on a 4.0 scale) is required of all applicants to the M.Acc. program. For Occupational Therapy, a cumulative GPA of 2.70 (on a 4 point scale) and for Rehabilitation Counseling a 2.5 (on a 4 point scale) GPA are required for all applicants. Nondegree seeking students, those who wish to take advantage of graduate course offerings without earning an advanced degree (e.g., individuals seeking personal enrichment, certification in a new subject field, or recertification to validate an expired teaching certificate,) need only submit a completed application and an official transcript to be considered for admission.

All degree-seeking students must submit items 1-5 before they can be admitted to the Graduate School.

1. A completed application with \$25.00 nonrefundable fee.
2. Test scores from the Graduate Record Examination (GRE) general and subject Test for Biology and Mathematics; GRE general test for Physical Therapy; GRE general test or Miller Analogies Test (MAT) for Counseling (school and general), History, ALTA programs, and Music; GRE general test or MAT for traditional educational programs. Graduate Management Admission Test (GMAT) is required for master of accountancy. Acceptable test scores are determined by the appropriate College/Department; however, applicants are encouraged to review well for the test in order to make a representative score.
3. Official transcripts from all colleges and universities attended with degrees posted as applicable.
4. Three professional letters of recommendation from persons who are qualified to evaluate an applicant's ability to do graduate-level work.
5. A copy of a current Teaching Certificate for traditional student (Class B or A).

\*\* See section on Occupational Therapy for additional admission requirements.

6. Submit a passing score on the Alabama State University Graduate Writing Competency Test by the end of the first semester of study. The exam is scheduled twice each semester in the Testing Center. Should an applicant fail to pass the GWCT by the end of the first semester of study, registration for additional classes will be cancelled. Proof of remediation must be obtained from the Writing Lab before the student can take subsequent exams.

Students whose scores are 450 or above on the verbal portion or the GRE, 33 or above on the MAT or 450 or above on the GMAT are exempt from the GWCT.

All of the above items should be submitted at the time of application. An applicant who meets the requirements for admission to a degree program but who lacks the Graduate Writing Competency Test (GWCT) will be allowed to enroll for ONE SEMESTER ONLY. If a degree-seeking student's file is not completed by the end of the initial term of enrollment, registration for the next term will not be permitted. Application packets are available in the Graduate School (Councill Hall 101) and at the Birmingham and Mobile sites, and may be requested in person, by telephone (229-4275), ASU website or letter of inquiry addressed to the School of Graduate Studies, Alabama State University, P.O. Box 271, Montgomery, Alabama 36101-0271.

### **Admission Requirements (Doctoral Program in Educational Leadership, Policy and Law, Ed.D.)**

To apply for admission to the doctoral program, prospective students must submit a completed program application, supporting documents and a \$25.00 non-refundable application fee before the deadline of March 1st.

Students admitted to the doctoral program must be accepted to the Graduate School, possess a master's degree or higher from an accredited university, have an acceptable undergraduate GPA and a graduate GPA of 3.5, and at least acceptable scores on the Graduate Record Examination (GRE) or Millers Analogies Test (MAT). Applicants must also submit the following with their application.

- A professional resume or vita outlining their experiences, personal achievements and the professional objectives that will be supported through doctoral study.
- Two letters of reference from individuals who have worked with them in a supervisory capacity.

Once applications are initially evaluated by program faculty, acceptable candidates will be invited for an interview with the faculty and asked to complete a writing sample.

Final admissions to the doctoral program will be based on the following criteria that include, but are not limited to (1) scores on the GRE or MAT tests, (2) undergraduate and graduate GPA, (3) a writing sample, (4) professional background and experiences, (5) at least two letters of recommendation and (6) a faculty interview.

### **Admission Requirements (Doctor of Physical Therapy, DPT)**

Applicants to the DPT program must possess a bachelor's degree from an accredited college or university, have an undergraduate GPA of at least 2.7 on a 4.0 scale, and be accepted to the ASU Graduate School.

To apply for admission, students must submit a completed Graduate School Application, a \$25 non-refundable application fee, and a completed Physical Therapy Application Package. To be admitted to the Physical Therapy Program, an applicant must submit by the application deadline of December 1st the following items:

1. A Physical Therapy Application
2. Proof of a minimum of 80 hours of volunteer or paid service in physical therapy under the supervision of a licensed physical therapist at a hospital, nursing



- home, rehabilitation center, outpatient clinic, or community center. Work should be in two or more different areas of physical therapy.
3. Two letters of recommendation: one from a physical therapist documenting the applicant's exposure to a physical therapy clinical setting; the other from an instructor, academic advisor, or recent employer who can evaluate the applicant's academic abilities and character.
  4. A written personal statement demonstrating the student's ability to communicate clearly his/her interest in pursuing the clinical doctorate in physical therapy.
  5. Transcripts from all colleges and universities attended.

Please note that applicants must be accepted to the Graduate School and the Physical Therapy Department. Prerequisite course requirements are listed under the Physical Therapy heading.

\*Application may be accepted after the deadline if the class has not been filled.

## **Admission Requirements (Doctor of Philosophy in Microbiology, Ph.D.)**

All students applying for admission to the Ph.D. program must meet the minimum admission requirements of the graduate program. Candidates must hold a bachelor's or master's degree from an accredited institution in a discipline relevant to microbiology or biology. Applicants should complete and submit a graduate application with \$25.00 non-refundable fee along with following documents before March 15:

- All official transcripts
- GRE Test scores
- Three letters of recommendation
- Current curriculum vita
- A personal statement and research philosophy

An appropriate minimum TOEFL score is required for all international students. The TSE spoken English test may also be required. The Ph.D. in Microbiology graduate admissions committee (consisting of at least five biology/microbiology faculty members) reviews and discusses all applications based upon a structured set of criteria for assessment of potential for successful program completion. In addition to the prescribed minimum criteria for admission (GRE/TOEFL scores, curriculum requirements, grade point average), the graduate admissions committee holistically assesses each applicant based on criteria such as previous research experience, applicant's personal statements, letters of recommendation, and other indicators of potential for successful program completion. All completed applications are reviewed by the graduate admissions committee. Each candidate is discussed during review sessions, interviewed and a rank order assigned to the candidates. Based on this recommendation, the graduate program coordinator submits a final list to the Department Chair who approves and forwards it to the Dean of the School of Graduate Studies.

## **International Students**

The university cooperates with agencies that support international student study and welcomes inquiries or applications from individual students.

In addition to meeting the regular admission requirements, international students must submit the following:

1. Satisfactory scores on the Test of English as a Foreign Language (TOEFL).
2. An official original copy of the student's college transcript (in English).
3. An acceptable score on the GRE or MAT.

4. An affidavit of financial support documenting that the student, parents or sponsoring agencies will provide funds for all expenses.

Students whose native language is not English must enroll in and satisfactorily complete English 131 during the first term of enrollment.

## Categories of Admission

1. Special (nondegree): This classification is assigned to students who would like to take advantage of graduate course offerings for purposes of personal enrichment or professional development (certification or recertification, for example), or those awaiting departmental evaluation. Candidates may take up to 12 semester hours, but no more than nine semester hours of approved course work taken in this category may be later applied to a degree program.

Special nondegree students must satisfy all admission requirements before they can be reclassified to degree-seeking status. Nondegree students other than those pursuing certification or recertification will be advised by the dean of the School of Graduate Studies.

2. Regular: A regular student is one who has satisfied all Graduate School admission requirements but who has not been accepted as a degree candidate. Admission to Candidacy forms are available in the Graduate School.

Admission to the Graduate School in any of the above categories is not a substitute for admission as a degree candidate in a specific college or school.

## Admissions Decisions

Decisions to admit students to the Graduate School are made by the department, college and graduate school. Admission decisions will be reported in writing to each applicant by the dean of the School of Graduate Studies. Students have one year in which to enroll after which time their files will be discarded if matriculation does not occur.

After completion of 12 semester hours and successful completion of all required tests, students apply for candidacy (except Alternative A. Refer to page 34). Decisions to admit students to candidacy are made at the departmental/college level.

## Alabama Prospective Teacher Testing Program

The State Department of Education (SDE) requires all students to take the Alabama Prospective Teacher Testing Program (APTTP) who are applying for an initial professional educator certificate. These students must be in an Alabama State approved Alternative Fifth-Year teacher education program. Information on the APTTP should be obtained from the College of Education.

## The Sixth-Year Programs

The curricula patterns of the AA certificate programs and the Ed.S. degree both provide for a greater depth of specialization than is possible at the master's level. Both programs require a minimum of 36 semester hours beyond the master's degree. Students seeking admission to a sixth-year program follow the same procedures that apply for admission to other graduate programs. To be considered for admission to an AA certificate program, an applicant must have a 3.25 GPA in all graduate work attempted and hold Alabama Class B and A certification in the proposed area of study.

The Alabama State Department of Education grants a Class AA Professional Certificate to students who complete the approved graduate program of 33-36 semester hours beyond the master's degree and pass a comprehensive examination. No courses used to satisfy Class A master's certificate can be used for AA credit.

Students seeking admission to the Education Specialist Degree program must have

a grade point average of 3.25 (on a 4.0 scale) on their master's degree program and a satisfactory admission test score. No applicant will be admitted, however, without the approval of the major adviser. The faculties of the specific areas may use other selective criteria appropriate to the field of specialization. If the student's previous work has not provided a proper base of general and specialized preparation for the sixth year of study, additional work must be taken to establish this base.

All Ed.S. programs require that an approved thesis be submitted to the Graduate School in partial fulfillment of the requirements for this degree. Additionally, a minimum grade point average of 3.25 on their master's degree program is required. A maximum of nine hours of graduate credit earned in other approved graduate schools may be transferred; however, all such work must be approved by the student's advisory committee and must carry a grade of B or better. Credit earned more than eight years prior to completion of degree work may not be used to fulfill degree requirements. No credit earned through correspondence or workshops or used in obtaining another degree may be used to satisfy degree requirements. All courses must be taken at the 500 or 600 level, and at least two-thirds of the program must include 600-level courses.

The Ed.S. degree is offered in the areas of administration and supervision, early childhood education, elementary education, library education media, reading, school and general counseling, and secondary education (subject areas in which the master's degree was earned).

## **Program**

A minimum of 36 semester hours of work beyond the master's degree is required. Each program includes courses in foundation fields, the area of specialization, internship or practicum, when applicable, as well as the thesis. Six semester hours of credit are the maximum allowed for the Ed.S. thesis. The thesis should reflect the student's ability to conduct systematic research.

A minimum grade point average of 3.25 for all work in the program is required for completion in the program. A maximum of nine hours of graduate credit earned in other approved graduate schools may be transferred. All such work must be approved by the student's advisory committee and must carry a grade of B or better. Courses started more than eight years prior to completion of degree work may not be used to fulfill degree requirements. No credit earned through correspondence or used in obtaining another degree may be used. All courses must be taken at the 500 or 600 levels; at least one-third of the program must include 600-level courses.

## **Advisory Committee**

Upon the recommendation of the chairperson of the appropriate department, an advisory committee of three members will be appointed by the dean of the School of Graduate Studies to advise and assist the student in planning his or her program. This committee also has the responsibility of supervising all phases of the thesis as well as preparing and evaluating the written comprehensive examination. Please consult Ph.D. in Microbiology handbook for requirements of Ph.D. in Microbiology degree.

## Certification

All persons who complete approved Teacher Education Programs at the master's and sixth-year levels are eligible for certification (A, AA respectively), provided that they meet all State Department of Education requirements.

Individuals seeking to add new subject endorsements at the A or AA levels must already be A or AA certified, those who have completed an approved master's or AA program. (Except for programs in Collaborative Education, Instructional Leadership, Library Media, and Reading Specialist. These individuals must only hold initial certification in a subject area.) The approved program being added must be met in full; however, courses completed in satisfying the requirements of another program at the same level do not have to be repeated. Individuals should consult an adviser in the College of Education before registering for classes. A written comprehensive examination is required.

Graduate-level courses used to obtain Class B certification cannot be used again toward A certification. Courses used to obtain Class A certification may not be used to add on Class AA certification.

## Recertification

An expired teaching certificate can be renewed by enrolling in approved undergraduate or graduate courses, usually 9 semester hours. Since renewal requirements vary widely according to the type of certificate held, number of years of teaching experience, and area of endorsement, individuals are urged to contact the State Department of Education before enrolling in courses.

Individuals completing degree programs in education at ASU or adding new subject endorsements must apply for and be recommended for certification. Contact the certification officer in the College of Education.

## Senior Privilege Option

Qualified **non-education** undergraduate students may enroll for graduate credit in courses numbered 500 and above in special cases. Work taken by undergraduates may be applied toward a graduate degree only if:

1. Approval is obtained from the chair of the student's current department and chair of the major department concerned and the dean of the Graduate School;
2. the student is eligible for admission as a prospective graduate student (has GPA of 2.75 or better);
3. the student has demonstrated in undergraduate course the capability of performing graduate level work in the area identified
4. this privilege is exercised only during the senior year for a maximum of 6 hrs.

The student may qualify for this privilege by securing the required signatures on the Senior Privilege Form, available from the Graduate School, and returning it with a properly signed and approved Schedule Request Form to the Graduate School for the dean to initial and copy prior to registering.

## **Transient Students/Courtesy Enrollment**

Students who are regularly enrolled at another institution but who wish to take advantage of courses available at Alabama State University may enroll as transient students. Such students are requested to secure approval from their college deans indicating course(s) in which they wish to enroll. Although transient students do not have to submit official transcripts or test scores, they must complete the application, pay the application fee and submit a letter of good standing from their graduate dean.

If a transient student wishes to enroll as a regular student, all admission requirements must be satisfied.

Students who are regularly enrolled at ASU in the College of Education must have prior approval from the dean and the certification officer to enroll in transient courses at another university.

## **Residence Requirement**

Residency is defined as the completion of at least 50 percent of graduate courses on the Montgomery campus. For the Ph.D. degree in Microbiology, at least four consecutive semesters for full-time work, excluding summers, must be spent in resident study. Undergraduate courses and doctoral research will not be counted toward residency fulfillment.

## **Scholastic Requirement**

All graduate students are required to maintain a cumulative average of 3.0 (B) in all graduate work attempted. Grades less than C are not acceptable for graduate credit. A graduate student whose cumulative average in graduate courses falls below 3.0 for two semesters (or terms) is subject to academic dismissal.

## **Appeals**

All academic complaints should be appealed first to the faculty member involved and the department chairperson. Further appeals should be made to the dean of the respective college and the graduate dean.

Academic dismissals may be appealed to the Graduate Council. Any such appeal must be made in writing to the dean of the School of Graduate Studies at least 60 days prior to the official registration date for the term in which the student is seeking readmission.

## **Transfer Credit**

Not more than a total of nine semester hours of graduate credit in which grades of B or better are earned at an accredited graduate degree-granting institution will be accepted as transfer credit. Credit earned in correspondence work will not be accepted.

Any graduate work to be transferred has to meet the following requirements: (1) courses must be taken within time limitation as stated in this catalog; (2) the course was restricted to graduate students only; (3) the content of the course must correspond to that of a course at this institution; and (4) courses must be approved by the student's adviser and the dean of the School of Graduate Studies. Students desiring to have graduate credits transferred must complete a Transfer of Credit form (available in the Graduate School) and have an official transcript sent from the registrar of the college/university previously attended. Students transferring courses for teacher education programs must have taken them at an institution with state-approved programs.

## Revalidation of Course Work

Course work that is beyond the eight-year time limit may be revalidated. To validate a course, a student must submit a petition in writing to the dean of the School of Graduate Studies to take a special written examination, which must be passed with a grade of B or better. The department chair and the student's major adviser will be consulted for recommendations on the petition. No more than nine semester hours of credit may be revalidated in a program, and no course older than 10 years may be revalidated. Appeals of the decision by the graduate dean may be made to the Graduate Council.

## Time Limitation

All degree requirements must be completed within the eight-year time period.

## Admission to Candidacy

### Traditional Program

All degree-seeking students must be formally accepted as degree candidates by their major department and college. As soon as a student has successfully completed 12 semester hours of graduate course work (do not include transferred hours), an Admission to Candidacy application must be submitted to the Graduate School for formal approval to continue work toward a degree. A person who has not passed the BWCT, GWCT, APTT or received required GRE or MAT scores will be admitted to candidacy. Additional requirements may be required by academic colleges.

### Non-traditional (Alternative A) Program

All candidates must first be accepted to the School of Graduate Studies. Candidates will be evaluated to determine if minimum program requirements have been met. If requirements have not been met, the candidates must first complete these requirements prior to applying for admission to the Teacher Education/Candidacy Program.

Graduate Students in the Doctor of Philosophy in Microbiology program are admitted to candidacy after completing their course requirements and passing written and oral comprehensive exams.

## Practicum

Only those students who have completed at least three-fourths of their degree program are eligible to enroll in a practicum. Also, no student can register for a practicum who has not completed the required application form and been cleared in advance by the coordinator of laboratory experiences. Forms are available in the College of Education, Council Hall 235.

## English Proficiency for Graduate Students

Applicants seeking admission to a degree program in the Graduate of School are to submit passing scores on the ASU Graduate Writing Competency Test (GWCT) by the end of the first semester of enrollment. This test requires students to write an essay on a general topic distributed that day.

A schedule of test dates is available in the Testing Center and the School of Graduate Studies. Students must register at least one week prior to the test in the School of Graduate Studies in Council Hall 201. Students who fail the test must show proof of remediation to improve their skills before attempting the test a second time.

**Registration for a second term will not be permitted without having passed the GWCT.**



## Language Requirement

Students enrolled in master's programs in biology, history, and mathematics must demonstrate a reading knowledge of a foreign language (French, Spanish or German). This requirement may be satisfied in any of the following ways: (1) by providing evidence of the prior completion of six semester hours of approved foreign language course work with grade of B or better; (2) by achieving a passing score on an approved standardized foreign language competency exam; or (3) by successfully translating into English a foreign language journal article related to the student's major field of study. The department of foreign languages, through its chairman, will be responsible for administering the translation exam as well as approving the acceptability of course work and determining the appropriateness of any standardized foreign language competency examination. The department of foreign languages, through its chairman, will also be responsible for reporting translation exam scores to the student's department/college concerned. The department/college will ultimately decide whether a student has passed or not. In no case will a grade of less than 70 or C be considered a passing score.

## Computer Language Option

Master of Science students in biology and mathematics may elect to substitute a computer language course for the foreign language requirement. Acceptable computer science courses will be determined by the chair of the mathematics and biology departments. Students who are already proficient in computer science should elect the foreign language option.

## Registration

Registration procedures are detailed in the course schedule book published each semester. The schedules are available in the Office of Records and Registration, the Graduate School, and at site offices in Birmingham, Brewton and Mobile. Fees must be assessed for the current semester and paid before a student can receive a validated class schedule.

## Administrative Hold

Students who have not submitted all required admission documents to the Graduate School (including all required tests) may be delayed in completing registration for a second term of classes or denied registration for additional classes until such documents have been received in the graduate dean's office.

## Course Cancellation

The university will normally cancel any course in which fewer than seven students are enrolled or not offer one for which an instructor is not available.

Students registered for classes that are canceled are automatically dropped and do not have to complete a Schedule Change form. Tuition charges in these cases are adjusted by the business office. If there is any doubt, student should contact the registrar's office.

## Course Substitution

Graduate course substitutions require recommendation by the student's adviser and the approval of the dean of the college in which the program is listed.

## The Grading System

Final examinations are given each semester. The following are used to label and identify the quality of work completed in graduate courses.

- A 4 grade points per semester hour
- B 3 grade points per semester hour
- C 2 grade points per semester hour
- D 1 grade point per semester hour (course must be repeated)
- F No grade points (unacceptable and must be repeated)

“I,” incomplete grade, must be cleared by the end of the next semester of enrollment, not to exceed two calendar years. Otherwise, the “I” will be final and the student will be required to re-enroll in the course in order to earn credit. “Aud” indicates that the class was not taken for credit, and “P”, course in progress, is reserved for thesis, internships, and field study.

## **Auditing of Courses**

A student who wishes to audit a course must enroll as an auditor at the time of registration. No credit is earned and no examination for credit may be subsequently applied for when a course is audited. Not more than one course may be audited by a student during a given term. When final grades are submitted by instructors to the Office of Records and Registration, the letters “Aud” will be recorded for the auditor.

## **Change of Grade**

Grades reported by instructors to the Office of Records and Registration may not be changed except in case of error in reporting the grade or for the removal of an “I” or “P” grade. A grade, once reported, may be changed only with the concurrence of the instructor, the dean and the vice president for academic affairs. Each change must be initiated on the proper form and supported by written justification.

To receive credit for a course for which an “I” grade has been assigned, the “I” must be changed by the end of the following period of enrollment in which the “I” was received, not to exceed two calendar years. Otherwise, the “I” will be final and the student will be required to re-enroll in the course in order to earn credit.

## **Course Load**

Eight to nine hours are considered a normal full load; 12 hours is the maximum load for full-time graduate students. Graduate assistants and full-time teachers may be required to take a reduced load, depending on regulations of the local school system or supervisors in the area in which the graduate assistant is assigned. Special permission to take hours beyond the maximum requires the approval of the academic vice president and the dean of the appropriate college.

## **Attendance and Absences**

Graduate Students are expected to attend all scheduled class meetings and to generally show responsible judgment in this regard. Individual Course Instructors will define their attendance policy at the beginning of the semester.

## **The Second Master’s Degree**

Nine semester hours of eligible credits earned on one master’s degree at Alabama State University may be applied to the requirements for a second master’s degree. Credits that will be eight years of age or older of graduation cannot be used toward the second master’s degree.

## **The Comprehensive Examination**

Degree candidates must successfully complete a written comprehensive examination as an exit requirement **except Physical Therapy and Accountancy**. Students must complete two-thirds of their program (21 semester hours) in their major area and have been

admitted to candidacy before they are permitted to sit for their examinations. Students may take the examination a maximum of three times. Students who fail the exam should consult with their advisors prior to retaking the comprehensive examination. Students failing the third time may petition the Graduate Council for further consideration. The examination is scheduled each term.

Registration is required for the examination at least one week in advance, and dates are published in the academic calendar. Forms are available in the Graduate dean's office.

## Thesis

When a student is required to write a thesis or elects to write a thesis in partial fulfillment of requirements for a degree, the adviser will indicate this decision on the student's program during the advisement session. A special supervisory committee to assist the student in planning his or her course of study and research proposal will be appointed by the department chair. The advisory committee named for education specialist students will serve as the thesis committee.

Students must complete the Thesis Topic Approval Form (obtained from the Graduate School) prior to proceeding with their thesis. Included in the Thesis Topic Approval Form is a statement requesting approval from the Institutional Review Board. Each student conducting research on human subjects is required to attain the handbook "Guidelines for Investigators/The Review Process for Research on Human Subjects," either from the Graduate School or 110 Paterson Hall.

Students should submit their Protocol for Research Involving Human Subjects to the chair of the Institutional Review Board, currently located in 110 Paterson Hall. After the Institutional Review Board reviews the Protocol, the student shall be notified of his/her status. After appropriate clearance, the student may proceed with his/her research.

After the research and thesis are completed, the student is to arrange a defense before his/her committee. After corrections are made, the thesis is to be reviewed by a technical screening committee. Once the draft submitted meets the approval of this committee, a final copy is to be presented to the Thesis committee for final proofing and then to the Graduate School for final assessment and binding. A charge is assessed for the binding of the thesis.

The topic chosen for the thesis must be in the student's major area of study. Specific instructions for the preparation of theses and additional requirements are available in the Graduate School.

## Dissertation

As the capstone experience of the Doctoral Program in Educational Leadership, Policy and Law, each student is required to complete a dissertation. The dissertation process is designed so that the student may demonstrate that he/she can complete an independent, original research project that contributes to the improvement of educational practice. The student will conceive, design, execute, interpret, and disseminate the dissertation under the direction of the dissertation committee. The project may be designed using a variety of research designs (experimental, causal-comparative, etc.) as well as approaches (qualitative or quantitative). Further information on the dissertation process can be found in the program's Dissertation handbook.

For the Doctor of Philosophy in Microbiology, graduate students can follow one of the two formats to write their dissertations. Format 1 should include abstract, introduction, materials and methods, results and discussion, and conclusion. The second format will apply to graduate students who have already published three or more manuscripts. The dissertation will contain the same order as form 1 but consist of chapters. Each chapter should include contents of one manuscript.

## Advisement and Counseling

All degree-seeking students as well as sixth-year students are assigned an adviser who serves as the principal contact person. Although each program offered in the School of Graduate Studies is presented in this bulletin, it is the responsibility of the student to meet with his/her adviser to ensure that the proper courses are selected and that requirements of the program are properly met.

Students should arrange a meeting with their advisers as soon as possible after they are notified of admission. At this initial meeting, the student will receive a program of study and approval to take classes for the first period of enrollment. Students who apply for admission late—less than three weeks prior to the beginning of a semester—may be delayed in registering for classes resulting in the payment of late fees. Students should consult with the assigned adviser each semester to ensure that the proper classes have been selected and to keep abreast of current Graduate School and State Department of Education policies and procedures.

Students are responsible to check with the Graduate School regularly to ensure all test dates, registration dates, etc.

## Transcripts

Transcripts are released only upon written request of the student. The requests are made to the Office of Records and Registration. The first transcript is free; additional transcripts are two and four dollars. The University shall withhold transcripts due to delinquent accounts.

## Applying for Graduation and Certification

Students who plan to complete degree (master's or specialist) requirements during the fall or spring semester must file an official Application for Graduation through the Office of the Dean of Graduate Studies, Council Hall 101. The deadline for filing applications is published in the academic calendar and on the ASU website.

Before any student can be cleared for graduation, all of the following requirements must be satisfied. Students who do not clear academically must reapply for graduation.

1. Each student must be officially accepted as a degree candidate by a college or department and be admitted to candidacy status.
2. All required credentials and test scores must be on file, including evidence of English proficiency.
3. Each student must take and pass the appropriate Graduate Comprehensive Examination.
4. Each student must achieve the required cumulative GPA of 3.0 (3.25 for Ed.S.)
5. Each student must meet the residency requirement.
6. All courses for a degree must be completed within the eight-year time limit.
7. Each student must complete all of the prescribed courses listed on the program of study and fulfill all departmental requirements.
8. No student can graduate who has a grade of "I" outstanding. Students who fail to meet the degree requirements after filing for the degree must refile for the degree when requirements have been completed and pay another graduation fee.
9. All transfer credits must be posted to the ASU transcript.

Dissertations and Theses should be defended, approved and submitted to the Graduate School prior to graduation.

Candidates seeking teacher education certification must additionally apply for proper certification through the University Certification Office, Room 235, Council Hall.

## Doctoral Program

The Doctoral Program in Educational Leadership, Policy, and Law is unique because of its highly select students and cohort structure. Those individuals admitted to the Ed.D. program are required to engage in at least three years of doctoral study and successfully complete a minimum of 69 semester hours of post master's level work, of which at least 63 hours must be doctoral coursework taken at Alabama State University. Degree requirements include courses in the four major core areas of the program: educational leadership, policy, law, and research. To complete the program, students will also successfully engage in structured and supervised field experiences, a comprehensive examination, and a research-based dissertation.

Although policies for this program generally follow those found in this section, additional and specific program policies exist. Students should review the various Doctoral Program handbooks for relevant policies or contact their advisor. Students in the Doctor of Philosophy in Microbiology program should consult Graduate Student Handbook for Microbiology to fulfill degree requirements that include: plan of study, residency requirements, comprehensive exam, oral exam, admission to candidacy, dissertation defense, etc.

## IV. STUDENT ACTIVITIES AND SERVICES

### Departmental, Professional and Honor Organizations

The following organizations have chapters on the Alabama State University campus that may be applicable to graduate students:

Alpha Kappa Delta - an international sociology honor society

Alpha Kappa Mu - a general scholarship society

Beta Kappa Chi - a science and mathematics society

Kappa Delta Pi - an education honor society

Kappa Kappa Psi - a professional fraternity for band members

Phi Delta Kappa - a professional education fraternity

Phi Mu Alpha Sinfonia - a professional music fraternity

Phi Gamma Mu - a professional social science society

Phi Mu Epsilon - an honorary mathematics fraternity

Sigma Rho Sigma - social science recognition society

Sigma Tau Delta - an English honor society

Tau Beta Sigma - a music organization

Graduate Student Association (GSA)

### Graduate Student Association (GSA)

The purpose of this organization is to serve as a vehicle in promoting graduate students interest, needs and concerns both on the main campus and off-site locations.

### Counseling

The ultimate objective of all counseling services is to provide students with opportunities for increasing their life skills and to complement their academic development. The academic world is an environment in which men and women can grow intellectually, socially, and emotionally. To experience academic achievement without growing personally, emotionally, and socially inhibits students from developing to their full potential.

The University Counseling Center offers the following services:

- A. **Individual Counseling** provides an opportunity for students to discuss, in confidence with a trained counselor, any difficulties, thoughts, feelings, or concerns that are causing them to be anxious or depressed.
- B. **Group Counseling** provides opportunities for students to participate with peers, professional counselors, and experienced leaders in exploring feelings, behaviors, and other concerns in a supportive atmosphere; to gain clarification and feedback; and to plan some appropriate action.
- C. **Crisis Counseling Program** is designed to help students face obstacles to life goals or traumatic situations that are for the time insurmountable through the customary method of problem-solving.

### Testing Services

The Testing Center provides a variety of services for the entire university. Among the services offered are national examinations, university required examinations, test administration for institutional programs, test scoring, and test interpretation. Testing dates for the academic period are announced at the beginning of the



year. Students are urged to obtain a schedule from the testing office (McGehee Hall 105) for information concerning testing dates. Equally important, however, is the research assistance provided by the center to university personnel in their effort to understand and to relate more effectively to student development, curricular development, and the university environment.

## **Student With Disabilities**

Alabama State University is firmly committed to the principle of providing equal educational employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Our policies, programs and activities are designed to ensure that all facilities are made available to students and employees with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent disabled students and employees from enjoying any rights and privileges, advantages, or opportunities enjoyed by nondisabled persons. Questions that may arise regarding university compliance and/or requests for reasonable accommodations should be directed to the Vice President for Student Affairs, Alabama State University, P.O. Box 271, Montgomery, Alabama 36101-0271; (334) 229-4241.

Special instructions are provided during the orientation period that takes place at the beginning of each semester. These instructions include an introduction to all of the facilities and services available to the students with disabilities and the process that the student must follow to get keys to key-controlled elevators.

The program will provide reasonable accommodations for individuals qualifying under the Americans With Disabilities Act and other State and Federal laws and regulations. The service is dependent upon verifiable student needs. Examples of services provided or coordinated include note takers, scribes, print enlarger, reading for the visually impaired, provision of keys to elevators, personal counseling, speech therapy referral, proofreading and cooperation with vocational rehabilitation agencies. Students with documented special needs who intend to enroll in Alabama State University should contact the University Counseling Center at (334) 229-4382 or the Americans with Disabilities Act (ADA) coordinator at (334) 229-6995.

In the event a student with a disability finds that an academic program is located in an inaccessible facility, he or she should report it to the office of the dean of his or her college or academic unit. The dean will work with appropriate campus officials to effect reasonable accommodations.

If the deans report students with physical, perceptual and learning disabilities, the Office of Student Affairs will advise such students concerning the availability and location of auxiliary aids to reduce negative effects of physical, cognitive and mental disabilities.

## **Career Planning**

The university maintains a comprehensive career planning library that allows for self-directed usage and contains many vocational publications and information on employers, colleges, graduate schools, job search, resume preparation, and free hand-out material as well as a computerized occupational information terminal. In addition, the center also provides a testing program that helps students evaluate values, interests, aptitudes, and identification of careers and specific occupational information. Career counseling is provided by appointment, and numerous seminars/workshops on interpersonal topics are conducted.

## Placement

The Placement Office assists graduate students in obtaining career employment before and after graduation. Services include on-campus interviewing, part-time work, internships, resume/credentials preparation and referrals, interview techniques, seminars, interaction/interchange seminars, career counseling and a variety of career day programs.

To be eligible for these services, a candidate must be registered with the Placement Office and must annually update this registration to remain active. To obtain a registration form by mail, call (334) 229-4156.

## Minority and International Student Services

Alabama State University strives to provide equal opportunity for all students. Students whose racial heritage is not black/African-American currently constitute a minority group at ASU. These persons are encouraged to exercise the privilege to enroll in the university and to secure for themselves the benefits of its numerous offerings.

Recognizing that minority groups in any setting have special needs and concerns, the university has established a program to meet the needs of these students. This program is responsible for services performed on behalf of international students from their initial inquiries until their return home.

The Office of Minority/International Student Affairs is located in 6 University Center and personnel may be reached at 334-229-4713.

## Health Services

The University Health Center, supervised by the Office of Student Affairs located on the ground floor of Willease Simpson Hall, provides health services for all registered students. Regular hours for the center are 8 a.m. to 5 p.m., Monday and Friday; 8 a.m. to 7 p.m. on Tuesday, Wednesday, and Thursday. During the summer the hours are from 8 a.m. to 5 p.m. Monday-Friday.

The following services are offered by the University Health Center:

1. Counseling to promote wholesome physical health habits
2. Routine medical care
3. Emergency Management Assistance

For the benefit of all students attending the university, the center facilities include a well-equipped, modern infirmary. Daybeds are available for short durations of illness not of a serious nature.

A resident student suffering from an accidental injury or sudden illness during hours when the Health Center is not open should contact the residence hall staff or campus police for appropriate medical arrangements. Nonresident students should contact campus police. An ambulance may be dispatched to campus for transportation to a hospital if indicated.

All students are automatically covered under a limited group sickness and accident insurance policy upon completion of registration to the university. The policy may not cover the total medical cost. Under such conditions, the student is responsible for any excess in charges not covered by the policy. The policy also includes a \$5,000 life insurance benefit.

## Food Service

Several food service options are available to graduate students. Students living in campus housing are included in the board plan. A carry-out style restaurant located in the John G. Hardy University Center. Additionally, students who commute may purchase a meal card from the business office.

## Post Office

Alabama State University operates a postal service staffed by university employees under U. S. Postal Service guidelines. The post office is located in the John G. Hardy University Center and offers window services, including selling postal supplies and accepting letters and parcels for mailing. Individual boxes are available for rent, although deliveries are made to all campus housing units.

## Student Activities

With the view of the unique purpose and mission of Alabama State University, the Division of Student Affairs develops its student life programs together with academic life programs. It is only when there is purposeful integration of intellectual development and co-curricular experiences that the numerous dimensions of the maturing process can and will occur. Through a diversity of planned activities, students participate in social, recreational, and cultural activities that enhance personal development. Opportunities are also provided to promote individual initiative, leadership skills, personal character, and the responsibilities of democratic citizenship.

Musical activities of the university are manifested in a variety of programs of general interest and of cultural value to the university and larger community.

Small campus musical groups composed of students who take responsibility for the training and the performance of their members are encouraged.

The Marching Hornets — a nationally acclaimed high-stepping marching band — the symphonic band, concert and stage bands, and University Choir are open to all students through auditions. Opportunity is provided for students in these musical groups to earn academic credit.

## Motor Vehicle Regulations

While the university does not assume responsibility to provide parking space for the large number of student-operated vehicles, a number of controls and regulations have been established to ensure efficient operations of the university.

Student parking is generally restricted to the perimeter areas of the campus, except students having medically determined physical handicaps are assigned parking spaces for their vehicles near the center of the campus after making the necessary arrangements with the University Health Service and after paying the prescribed parking fee. Legal overnight parking for dormitory students is by special arrangement with the University Department of Police and Security. A vehicle registration fee is paid by students who operate vehicles on the university campus during daytime hours. Registered vehicles are identified by a decal. In assessing fees for parking, the university assumes no liability for damage, theft, or vandalism and expects each registered vehicle to have adequate insurance for such purposes.

Students who plan to operate an automobile on the campus should refer to the Alabama State University Parking and Traffic Regulations.

## Religious Activities

In accordance with the pronouncement of the Supreme Court of the United States on religion in public education, Alabama State University encourages students to attend the churches of their choice. The university recognizes religion as an important part of students' lives. As a part of the total effort to provide a nonsectarian but deeply rewarding religious experience, the university also encourages special religiously oriented organizations and services. Interfaith groups with faculty sponsors assemble voluntarily for discussion or for lectures by leaders in the profession.

## University Bookstore

The University Bookstore, located on the corner of Hall Street and Carter Hill Road, offers for sale all required textbooks and reference books and a wide variety of school and art supplies, office supplies, greeting cards, souvenirs, imprinted clothing, records and toiletries. University jewelry is also sold. Visa and MasterCard are honored for charge sales.

## The University Library and Learning Resources Center

The university provides library facilities and services to its faculty, students, staff and other library clientele through a centrally located library which houses multimedia learning resources and related services. Located in the Levi Watkins Learning Center, the five-story structure faces the academic mall of the campus and includes the main library, the Curriculum Materials Center, the National Center for the Study of Civil Rights and African-American Culture, and the Educational Media Center.

The library, which is designed to allow access to open stacks on all floors, holds more than 425,000 volumes of printed materials including books and bound periodicals, a growing collection of microform and media materials, electronic information sources, and numerous other instructional technologies. The library subscribes to over 21,000 serials that include local, national, and international newspapers and journals in a variety of formats. The library holdings reflect the mission and curriculum of the university, including the university's historical emphasis in education and its more recent addition of academic programs in the health sciences. The Public Services staff conducts tours and lectures on library use and information literacy. Computer workstations for scholarly research are available to customers in the library and the library's Computer Laboratory.

The Curriculum Materials Center is located on the second floor and contains multimedia instructional materials supporting teacher education. This area also maintains media software for all disciplines.

The library houses the National Center for the Study of Civil Rights and African-American Culture which serves as a clearinghouse for the preservation and dissemination of information concerning Montgomery, Alabama's pivotal role in the shaping and development of the modern civil rights movement. The center fosters research, teaching, and learning as an outgrowth of several special collections housed therein. These special collections include the Ollie L. Brown African-American Heritage Collection, a compilation of multimedia materials representing the contributions of blacks to society. Of worthy note are the civil rights collections of E.D. Nixon, known as the father of the Montgomery Bus Boycott, and the Montgomery Improvement Association.

The Educational Media Center, located on the fifth floor of the library, provides faculty and students with instructional materials and equipment. Other services provided by the center are circulation of media equipment, graphics services, audio/video production and downlink capability for satellite teleconferencing and distance learning. A multimedia distance learning laboratory with computer workstations, located on this floor, supports the university's distance learning programs.

The facilities and services of the library are available to all students, faculty, staff and, on a selective basis, to all members of the community. The library holds membership in the American Library Association, the Southeastern Library Network (SOLINET), the Montgomery Higher Education Consortium, and the Network of Alabama Academic Libraries (NAAL). As part of the NAAL and SOLINET, the ASU library has a priority cooperative agreement for interlibrary loan services with other colleges and universities throughout the state, and is a participant in resource sharing internationally.

## V. COLLEGES AND PROGRAMS

### College of Arts and Sciences

#### Office of the Dean

110 Paterson Hall  
Thelma Ivery, Dean

In cooperation with the College of Arts and Sciences, the following degrees are offered: Doctor of Philosophy in Microbiology, Master of Science in biology, Master of Arts in history and Master of Science in mathematics. Graduate course work to support the Master of Education and AA certification in secondary education is also offered by the departments of biological sciences, languages and literatures, history and political science, sociology and criminal justice and mathematics and computer science.

Degree	Required Admission Test
M.A., American History	GRE General or MAT
M.S., Biology	GRE General and Subject
M.S., Mathematics	GRE General and Subject
Ph.D., Microbiology	GRE General and Subject

### Biology

#### Master of Science (M.S.) Degree

**Total Number Credits:** 35 semester hours minimum required **Credit**

**Required Courses:** 19 semester hours

BIO 500	Graduate Seminar in Biology .....	1
BIO 517	Cell and Molecular Biology .....	4
BIO 521	Biological Techniques and Instrumentation .....	4
BIO 619	Molecular Genetics.....	4
BIO 660	Research and Thesis .....	6

**Major Elective Courses Required:** 16 semester hours

BIO 503	Advanced Ecology .....	4
BIO 504	Nonvascular Plants .....	4
BIO 505	Vascular Plants .....	4
BIO 506	Mammalian Physiology .....	4
BIO 508	Advanced Parasitology .....	4
BIO 510	Advanced Microbiology.....	4
BIO 515	Cytogenetics .....	4
BIO 607	Endocrinology .....	4
BIO 609	Protozoology .....	4
BIO 611	Physiological Chemistry.....	4
BIO 612	Advanced Plant Physiology .....	4

BIO 614	Applied Microbiology .....	4
BIO 618	Virology .....	4

**Total Hours: 35**

In addition to satisfying the general admission requirements of the School of Graduate Studies at Alabama State University, all students admitted to the Master of Science degree program in biology are expected to have the bachelor's degree in biology, chemistry, or related field and a minimum, cumulative grade point average of 3.0 on a four-point scale. Prerequisite courses include general physics, eight semester hours; general chemistry, eight semester hours; organic chemistry, eight semester hours; and cell biology or biochemistry, four semester hours. Scores on the general test of the Graduate Record Examination and advanced test in the area of biology are required.

Conditional graduate status may be granted an applicant who has a cumulative grade point average of less than 3.0 but at least 2.5, and/or who has not more than 12 semester hours of undergraduate course deficiencies. Full graduate status may be attained by a conditional graduate student after the completion of 16 hours, provided the student receives a grade of at least B in all courses taken and he/she has removed all admission deficiencies.

Each student enrolling in this program is expected to complete 35 semester hours, which include the core requirement courses: BIO 500, Graduate Seminar in Biology; BIO 517, Cell and Molecular Biology; BIO 521, Biological Techniques and Instrumentation; BIO 619, Molecular Genetics, Biology 660, Research and Thesis. Other courses will be selected by the student in consultation with his/her thesis advisor. The thesis advisor and thesis advisory committee will be assigned by the department chair according to established departmental guidelines.

In addition to the completion and oral defense of the thesis, each student is required to perform satisfactorily on a written comprehensive examination and to demonstrate competent reading knowledge of a foreign language, preferably French or German. Upon recommendation of the department, a substitute language may be offered. Six semester hours of an acceptable foreign language in which a cumulative average of at least B is earned may be presented in lieu of the language examination.

Master of Science students in biology may elect to substitute in lieu of the foreign language six semester hours of acceptable computer language course work in which a cumulative average of at least a B is earned. Acceptable computer language courses will be determined by the chair of the department.

## Doctor of Philosophy (Ph.D.) Microbiology

**Total Number Credits:** 12 semester hours minimum required **Credit**

BIO 710.01	Scientific Communication .....	3
BIO 720.01	Microbial Genetics and Genomics .....	3
BIO 730.01	Microbial Physiology and Diversity .....	3
BIO 740.01	Environmental Microbiology .....	3
OR		
BIO 740.02	Microbiology of Food Systems	
OR		
BIO 740.03	Microbiology of Water Systems	

### Required Major Support Courses (13 Semester Hours)

CHE 700.01	Biochemistry .....	3
BST 500/700.01	Biostatistics.....	3
BIO 700.01	Laboratory Research Rotation.....	3



BIO 750.01	Microbial Risk Assessment and Management .....	3
BIO 875.01	Seminar in Microbiology .....	1

### Major Elective Courses (12 Semester Hours)

CHE 705.01	Environmental Chemistry .....	3
BIO 805.01	Microbial Ecology .....	3
BIO 815.01	Microbial Pathogenesis .....	3
BIO 825.01	Microbiology of Food Sanitation .....	3
BIO 835.01	Microbial Water Quality .....	3
BIO 845.01	Microbial Bioterrorism and Safety .....	3
BIO 855.01	Microbial Biotechnology .....	3
BIO 865.01	Special Topics in Food and Water Microbiology .....	up to 3
BIO 865.02	Special Topics in Environmental Microbiology .....	up to 3

### Required Doctoral Research And Dissertation

BIO 799	Doctoral Research .....	Variable
BIO 899	Doctoral Dissertation .....	3

### Electives

BIO 701	Advanced Microbiology .....	4
BIO 809.01	Protozoology .....	4
BIO 814.01	Applied Microbiology .....	4
BIO 819.01	Virology .....	4

### Total Required 37-53\*

\* Students with MS degree are required 37 credits.

## History

### Master of Arts (M.A.) Degree

**Total Number Credits:** 36 semester hours minimum required **Credit**

**Required Courses:** 27 semester hours

HIS 500	Historiography.....	3
HIS 530	The Two World Wars.....	3
HIS 552	The Colonial Period in America History.....	3
HIS 564	African-American History Before the Civil War.....	3
HIS 565	African-American History Since 1865.....	3
HIS 587	American Constitutional History.....	3
HIS 590	Seminar in American History.....	3
HIS 595	Research and Thesis I.....	3
HIS 596	Research and Thesis II .....	3

**Major Elective Course:** 9 semester hours required

HIS 501	World History Since 1900.....	3
HIS 502	Slavery and the Abolitionist Movement.....	3
HIS 504	The Civil Rights Movement and the Black Power Revolt. ....	3
HIS 520	Modern African History: Since 1945.....	3
HIS 525	Russian History: 1917 to 1991.....	3
HIS 526	Minority Problems in the Twentieth Century .....	3
HIS 535	Diplomatic History of the United States .....	3
HIS 575	The Great Depression and the New Deal .....	3
HIS 580	Economic History of the United States .....	3

HIS 585	The Cold War (1945-1991).....	3
HIS 586	American Diplomatic History Since 1875 .....	3
HIS 625	Problems in the Far East in the Twentieth Century .....	3
HIS 642	The Gilded Age .....	3
HIS 643	The South in the Twentieth Century .....	3
HIS 647	Relations of the United States to Latin America .....	3

### Total Hours 36

The Master of Arts Program in American History is designed to give students advanced instruction relating to (1) important historical issues, events, personalities, and periods in American and world history; (2) methods of historical research and historical writing; and (3) significant historical interpretations which have shaped our understanding of history. The program prepares students for doctoral level work.

A minimum of 36 semester hours, including the Master's thesis, and accompanying courses, Research and Thesis (HIS 595 and 596) are necessary to complete course requirements. Several courses are mandatory, including Historiography, (HIS 500), three seminars, (one seminar in American history – HIS 590 – and two seminars in African-American history- (HIS 564, 565), Two world Wars (HIS 530), The Colonial Period in American History (HIS 552), and American Constitutional History (HIS 587).

Four elective classes are required, including two electives in American history and two elective outside the American history specialization. All M.A. candidates are required to demonstrate competency in a foreign language – French or Spanish – by passing a written examination that tests reading knowledge. Three semester hours of an acceptable foreign language in which a grade of B or better was earned may be presented in lieu of the language requirements.

Candidates for admission to the program must hold a bachelor's degree from an accredited institution. A major in history is preferred, but majors in political science and other social sciences with a strong concentration in history are acceptable, if minimum admission standards are met.

All M.A. candidates must pass a comprehensive examination and submit a thesis that meets departmental approval.

## Mathematics

### Master of Science (M.S.) Degree

**Total Number Credits:** 36 semester hours minimum required **Credit**

**Required Courses:** 27 semester hours

MAT 500	Set Theory .....	3
MAT 501	Fundamentals of Modern Mathematics .....	3
MAT 510	Abstract Algebra I .....	3
MAT 620	Real Analysis I .....	3
MAT 622	Complex Analysis I .....	3
MAT 640	General Topology I.....	3
MAT 690	Seminar .....	3
MAT 529	Research and Thesis .....	6

**Major Elective Courses:** 9 semester hours required

MAT 505	Introduction to Computer Science .....	3
MAT 512	Linear Systems .....	3
MAT 513	Number Theory .....	3
MAT 550	Combinatorics .....	3
MAT 560-61	Operations Research .....	6
MAT 623	Complex Analysis II .....	3
MAT 641	Topology II.....	3
MAT 655	Numerical Analysis .....	3

In addition to fulfilling the general requirements for a master's degree at Alabama State University, the following special requirements must be satisfied by students who seek the Master of Science degree in mathematics:

1. The student will be required to demonstrate competent reading knowledge of a foreign language, preferably French or German. Upon the recommendation of the department, a substitute language may be offered. The language examination shall be written and shall consist of the translation into English of selections from texts and articles related to the area of concentration. Passing of the examination shall be valid for a period not exceeding eight years.
2. Six semester hours of an acceptable foreign language in which a cumulative average of at least B was earned may be presented in lieu of the language examination.
3. A bachelor's degree with a major or minor in mathematics is required.
4. Acceptable scores on the general test of the Graduate Record Examination and advanced test in the area of mathematics are required.

Candidates for the Master of Science degree in mathematics should present for admission (1) at least one year of calculus, and (2) at least 15 credits of acceptable junior and senior mathematics courses. Graduate students may enroll in undergraduate courses to remove any deficiencies, but they cannot receive graduate credit. All deficiencies must be removed before a student may be admitted to candidacy.

In addition to the completion and oral defense of the thesis, each candidate enrolling in this program is expected to complete 36 semester hours of mathematics at the 500 level or above, and the successful completion of a written comprehensive examination. Other courses will be selected by the student with the assistance of the supervisory committee.

## College of Health Sciences

### Office of the Dean

1155 N University Drive  
 John L. Buskey Health Sciences Center • Room 101  
 Montgomery, Alabama 36104  
 (334) 229-5053 voice  
 (334) 229-4964 fax  
 www.alasu.edu  
 Dr. Denise Chapman, Dean

#### Degree

M.S., Occupational Therapy  
 M.R.C., Rehabilitation Counseling  
 DPT, Physical Therapy

#### Required Admission Test

GRE General or MAT  
 GRE General or MAT  
 GRE General or MAT

The mission of the College of Health Sciences is to produce a cadre of skilled, compassionate, culturally competent health care professionals who are able to practice in a variety of settings and provide services to both the traditional and underserved communities. In addition to the Graduate School requirements for admission, each prospective student must meet the entrance requirement for each individual program of study. The college offers programs leading to: Master of Rehabilitation Counseling and Doctor of Physical Therapy degrees.

## **Clinical Doctor of Physical Education**

**John L. Buskey Health Sciences Center**

SUITE 108

(334) 229-4709 (VOICE)

(334) 229-4945 (FAX)

Physical therapists (PTs) are health care professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives.

PTs examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness- and wellness-oriented programs for healthier and more active lifestyles.

Physical therapists provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes. State licensure is required in each state in which a physical therapist practices.

### **Accreditation**

The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) through 2018. Current and prospective students may file a complaint with CAPTE in writing: 1111 N. Fairfax St. Alexandria, VA 22314, by phone: 1-800-999-2787, or by email: [accreditation@apta.org](mailto:accreditation@apta.org).

### **Mission and Philosophy**

In accordance with the mission and role of the university, the mission of the physical therapy program is to graduate reflective practitioners who are skilled in providing for the needs of underserved and underrepresented clients in the Montgomery community, throughout the state of Alabama, and nationally. The University will recruit, admit, retain, and graduate students dedicated to attaining the knowledge and skills needed to deliver this mission.

The philosophy of the Alabama State University Graduate Program in Physical Therapy is based on the belief that concepts from the physical, biological, and social sciences serve as the scientific foundation for physical therapy education and practice. Therefore, the elements of prevention, examination, evaluation, and intervention are based on the application of these concepts for a better understanding of patients' physical, psychological, and social conditions, thereby enhancing overall physical therapy management. Furthermore, we believe that individual and cultural differences have a significant impact on health, illness, disability, and recovery. Consequently, the program attempts to address these issues throughout the didactic and clinical curricula for meaningful patient outcomes.

We believe that learning is an interactive process that is most effective when the following conditions are in place:

1. Objectives are clear, attainable and meaningful to the learner;
2. A variety of learning experiences are planned for the attainment of objectives, and so arranged that they provide continuity, reinforcement and association, building on prior knowledge and experiences;
3. The learner is provided opportunities to utilize critical thinking in applying knowledge, concepts and principles in a variety of situations;
4. Individual variables and environmental factors are considered in meeting the needs of the learner; and
5. Measurable outcomes are produced.

We believe that in this physical therapy program, students function best in a supportive and nurturing environment. We offer advising and mentoring to ensure that students have opportunities to express their needs and to obtain the tools to self-assess for lifelong learning.

We believe that our program should prepare students to function in specific ways. The program through its curriculum, including evidence for current practice, through an appropriate learning environment, and through modeling professional behavior reflects our attempt to produce students who can function competently, compassionately, and autonomously. The program is charged with producing entry-level, professional general practitioners, capable of serving the community. We believe that the program provides the graduates with the potential to respond effectively to the ever-changing demands of the profession and health care environment.

Recognizing the expanding role of the physical therapist, the increasing complexity of healthcare delivery, and the ever-changing health needs of society, the goals of the physical therapy program at Alabama State University prepares graduates to:

- Recognize the influence of social, economic, legislative, and demographic factors on the delivery of healthcare;
- Communicate with diverse audiences demonstrating sensitivity and awareness of individual differences such as age, race, gender, and socioeconomic background;
- Practice in an ethical, legal, safe, caring, and effective manner;
- Screen individuals to determine the need for physical therapy examination or referral to other health professionals;
- Examine and evaluate a patient/client in order to make an appropriate physical therapy diagnosis or referral;
- Design and manage a comprehensive physical therapy plan of care; and
- Serve as advocates for health promotion and disease prevention.

#### **Prerequisite Courses (entry-level DPT degree program)**

In addition to satisfying the general admission requirements of the School of Graduate Studies at Alabama State University, the following special requirements must be satisfied by students seeking admission to the Physical Therapy Program:

1. Completion of a baccalaureate degree from an accredited educational institution with a minimum cumulative GPA of 2.7 on a 4.0 scale.
2. Completed application package for the Physical Therapy program. ([www.PTCAS.org](http://www.PTCAS.org))
3. Completion of required prerequisite courses with a “C” or above/ Grade of “B” is recommended.

Biological Sciences w/Lab	8	General, Developmental and	9
Human Anatomy w/Lab	4	Upper Level Psychology or	
Human Physiology w/Lab	4	Upper Level Sociology	
General College Chemistry I w/ Lab	4	Computer Science	3
College Physics w/ Lab I&II	8	Introduction to Statistics	3
College Math	3	Speech	3
English Composition/Grammar	6		

\*Transfer students must take College Algebra and one additional math (higher than College Algebra)

\*\*Students originating at ASU

Note: Math 165 is a prerequisite for Physics I & II at ASU

- A minimum of 80 hours of volunteer or paid service in physical therapy under the supervision of a licensed physical therapist at a hospital, nursing home, rehabilitation center, outpatient clinic or community center. Two sites are suggested.
- Graduate Record Exam (GRE) or MAT scores. A passing score on the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE) and the Test of Spoken English (TSE) for International Students. All exams results should be received by the application deadline.
- Two recommendations are required: one from a physical therapist documenting applicant's exposure to a physical therapy clinical setting; the other, from an instructor, academic advisor or recent employer who can evaluate the applicant's academic abilities and character.
- A written personal statement demonstrating the student's ability to communicate clearly his/her interest in pursuing the clinical doctorate in physical therapy.
- A campus visit may be required.

**Note: Completion of minimum requirements does not guarantee admission to the program. Prerequisites are subject to change.**

### Curriculum

Each student enrolled in the physical therapy program is expected to complete the 114 hours of professional courses, including four full-time clinical internships. Students become eligible for the National Physical Therapy Examination after graduation from an accredited physical therapy program. **The curriculum is subject to change pending approval by the University.**

### Required Professional Curriculum:

114 semester hours (designed to be completed within 3 years)

	<b>Credits</b>
PTH 511 Gross Anatomy.....	6
PTH 514 Professional Healthcare .....	1
PTH 518 Functional Anatomy.....	2
PTH 521 Neuroscience .....	5
PTH 522 Mechanical Kinesiology .....	4
PTH 524 Patient Care Concepts I.....	4
PTH 526 Clinical Human and Exercise Physiology .....	4
PTH 531 Pathology and Medical Management.....	3
PTH 533 Orthopedics I.....	3
PTH 534 Patient Care Concepts II .....	3
PTH 535 Physical Therapy Interventions .....	4
PTH 536 Therapeutic Exercise.....	3



PTH 537	Clinical Education.....	1
PTH 646	Orthopedics II.....	2
PTH 647	Clinical Internship I.....	6
PTH 650	Research I.....	2
PTH 653	Psychology of Disability.....	2
PTH 654	Development and Management of the Pediatric Patient.....	3
PTH 655	Fundamentals of Rehabilitation I.....	3
PTH 658	Cardiopulmonary.....	3
PTH 659	Pharmacology.....	2
PTH 660	Research II.....	2
PTH 665	Fundamentals of Rehabilitation II.....	4
PTH 667	Clinical Internship II.....	8
PTH 777	Clinical Internship III.....	8
PTH 780	Management and Administration.....	2
PTH 782	Geriatrics.....	2
PTH 785	Health Practice and Prevention.....	2
PTH 788	Prosthetics/Orthotics.....	2
PTH 790	Research III.....	1
PTH 797	Clinical Internship IV.....	16
PTH 799	Professional Seminars.....	1
<b>Total Hours:</b>		<b>114</b>

## Transitional Doctor of Physical Therapy (tDPT) Track

### Purpose

The **tDPT** is a structured post professional educational experience that results in the augmentation of knowledge, skills, and behaviors to a level consistent with the current professional DPT by “filling in” any gaps between professional baccalaureate or master’s degree PT education and the current professional DPT degree education. It provides degree parity.

The transitional DPT post professional physical therapist education program is one that: 1) allows the U.S. licensed physical therapist to obtain the clinical doctorate by demonstrating knowledge commensurate with that of current professional (entry-level) DPT program outcomes and 2) takes into account a learner/applicant’s knowledge and experience.

The curriculum designed for the tDPT track consists of ten courses which encompass the depth and scope of the established national competencies. Courses are to be offered primarily online with a mandatory on-site component for the terminal coursework.

### Admission Criteria

1. The portfolio evaluation is the method used for admission to the tDPT track.
2. Completed Graduate School application.

### Curriculum      Credit Hours

PTH 631	Pathophysiology.....	3
PTH 670	Research Methods.....	3
PTH 674	Clinical Research.....	3

PTH 680	Evidence Based Practice .....	3
PTH 690	Differential Diagnosis .....	3
PTH 694	Diagnostic Tests.....	2
PTH 759	Clinical Pharmacology .....	2
PTH 794	Primary Care .....	2
PTH 795	Health Disparities .....	3
PTH 799	Professional Seminars .....	1

Note: Course selection for completion of the tDPT track is contingent upon portfolio analysis (i.e. transcript credit, national board certification, mandatory re-licensure, continuing education coursework, etc.).

## Master of Science Degree in Occupational Therapy

John L. Buskey Health Sciences Center

Suite 211

(334) 229-5056 (voice)

(334) 229-5882 (fax)

[www.alasu.edu](http://www.alasu.edu) (web address)

### Mission

The mission of the Occupational Therapy Program at Alabama State University is to serve the city of Montgomery, the state, the nation and global community. The program is also designed for those students whose interests and aptitude carry them beyond routine classroom experiences. The curriculum, through a logical and developmental sequence of learning and service create an environment that will prepare and graduate proficient entry-level therapists who demonstrate competency in evidenced-based clinical practice in the profession of occupational therapy. Additionally, the curriculum:

1. Prepares students to work with diverse populations in varied settings.
2. Promotes critical thinking, ethical decision making skills, and clinical reasoning to further knowledge of occupation and efficacy of practice and research.
3. Develops professionals who are able to communicate, understand and apply the science of occupation and who are dedicated to a life long learning process.
4. Involves faculty and students in public service programs by providing them with research based guidance on policy and program approaches and initiatives for addressing community problems.
5. Strives to improve the underrepresented minorities in the field of occupational therapy.
6. Fosters an environment that supports experiential and self-directed learning and promotes personal and professional development for eligible students, regardless of socioeconomic status.
7. Emphasizes the role of purposeful activity and occupation and adaptation in development throughout the lifespan.

## Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449 ([www.acoteonline.org](http://www.acoteonline.org)). AOTA's phone number is 301-652-AOTA. Program graduates sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

## Early Determination Reviews for Students with a Criminal History

Early determination reviews are offered to individuals who are considering entering an occupational therapy educational program or who have already entered an occupational therapy educational program and wish to have his or her criminal background reviewed prior to applying for the National Board for Certification in Occupational Therapy Certification Examination. For further information, please contact the Occupational Therapy Chair at (334) 229-5056 and the National Board for Certification in Occupational Therapy, Inc. at 12 S. Summit Avenue, Suite 100, Gaithersburg, MD., 20877-4150. (301) 990-7979 (voice); (301) 869-8492 (fax); [www.nbcot.org](http://www.nbcot.org). (web address)

## Educational Goals

Graduates of Alabama State University Occupational Therapy Program will:

1. Expand scholastic skills for personal, occupational, and professional growth.
2. Develop a dedication to life-long learning and commitment to public/community service.
3. Demonstrate professional behaviors that are congruent with the core values and code of ethics and standards of the occupational therapy profession.
4. Utilize the occupational therapy practice framework as a guide for decision making regarding patient care and outcomes.
5. Use evidence based practice as a means to identify and guide best occupational therapy practice.
6. Examine the impact of physical, social, temporal, cognitive, psychological, spiritual, environmental, and cultural contexts that impact occupational performance.
7. Evaluate and develop goals and intervention plans in conjunction with the client, their support system, and other healthcare team members to provide a comprehensive, holistic and client-centered approach to care.
8. Understand the importance of advocacy and promotion of the occupational therapy profession.
9. Participate as consumers and producers of research.
10. Be competent as an entry level therapist with the ability to work in a diverse healthcare delivery system and appreciate the different roles of occupational therapists working in varying healthcare systems.

## 11. Be competent in communication skills, leadership, and critical thinking.

These educational goals are dynamic and interdependent of each other. Throughout the educational process, the program strives to provide a firm support system, nourish students as a whole person, and draw upon and strengthen their cultural and academic roots so that they may be transplanted to any environment and adapt to varied applications of occupational therapy practice.

### Admission Criteria

The occupational therapy admission policy is in line with the mission of the University and the School of Graduate Studies. For admission consideration, students must:

1. Be admitted to the ASU School of Graduate Studies;
2. Complete an occupational therapy admissions application;
3. Have a minimum of a Bachelor's degree from an accredited educational institution with a cumulative GPA of 2.7 on a 4.0 scale;
4. Submit the score report for the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). A passing score on the Test of English as a Foreign Language (TOEFL), the Test of Written English (TWE), and the Test of Spoken English (TSE) is required for international students;
5. Complete a minimum of 40 hours of observation or volunteer work with a minimum of 20 hours each in at least two different occupational therapy settings;
6. Submit three letters of reference. One of these references must be from an occupational therapist (non relative);
7. Complete all prerequisite courses with a "C" or better. A grade of "B" or better is recommended for the sciences (biology, anatomy, physiology, chemistry, physics, sociology, and general, developmental, and abnormal psychology).

### Prerequisites Courses

<b>Behavioral Sciences (12)</b>	<b>Biology (8)</b>	<b>English (6)</b>
Introduction to Psychology (3)	Biology w/Lab (4)	English Comprehension (6)
Developmental Psychology (3)	Elective w/Lab (4)	
Abnormal Psychology (3)		
Elective Course (3)		
(Elective course must be in the areas of psychology, sociology, or anthropology)		
<b>Math and Physics (10)</b>	<b>Anatomy and Physiology (8)</b>	<b>Computer (2)</b>
College Algebra or above (3)	Anatomy w/Lab (4)	Intro to Computer or above (2)
Physics w/Lab (4)	Physiology w/Lab (4)	
Statistics (3)		

**Note: Meeting the minimum criteria does not guarantee acceptance into the Occupational Therapy program.**

**Prerequisites and program courses are subject to change without notice.**

**Total credit hours: 46-65**

**NOTE:** Any student taking PHY 206 and/or MAT 225 at ASU must complete Math 165 prerequisites.

## **Occupational Therapy Curriculum Sequence**

### **Fall 1 Year 1**

OTH 514 Fundamentals of OT Practice .....	3
OTH 516 Psychosocial Dysfunction I .....	3
OTH 512 Occupation Through the Lifespan .....	3
OTH 506 Patient Care Concepts.....	2
OTH 508 Human Function and Structure .....	2
<b>Total Semester Credit Hours:</b>	<b>13</b>

### **Spring 1 Year 1**

OTH 510 Gross Anatomy .....	6
OTH 520 Psychosocial Dysfunction II.....	3
OTH 522 Disease and Occupation.....	3
OTH 528 Research I .....	3
<b>Total Semester Credit Hours:</b>	<b>15</b>

### **Summer 1 Year 1**

OTH 632 Assistive Technology.....	2
OTH 526 Ethics and Professional Development .....	2
OTH 616 Research II.....	2
OTH 530 Fieldwork Level I (1 of 3) .....	1
<b>Total Semester Credit Hours:</b>	<b>7</b>

### **Fall 2 Year 2**

OTH 524 Neuroanatomy.....	5
OTH 534 Physical Dysfunction I.....	3
OTH 518 Analysis of Occupation.....	3
OTH 618 Fieldwork Level I (2 of 3) .....	1
OTH 608 Therapeutic Measurement & Intervention I .....	2
OTH 624 Administration and Management .....	2
<b>Total Semester Credit Hours:</b>	<b>16</b>

### **Spring 2 Year 2**

OTH 628 Fieldwork Level I (3 of 3).....	1
OTH 610 Physical Dysfunction II .....	4
OTH 614 Documentation and Professional Writing.....	3
OTH 634 Therapeutic Measurement & Intervention II .....	2
OTH 620 Community-Based Intervention.....	2
OTH 626 Professional Seminar .....	1
<b>Total Semester Credit Hours:</b>	<b>13</b>

**Summer 2 Year 2**

OTH 630 Fieldwork Level II (A).....	12
<b>Total Semester Credit Hours:</b>	<b>12</b>

**Fall 3 Year 3**

OTH 710 Fieldwork Level II (B).....	12
OTH 712 Research III .....	1
<b>Total Semester Credit Hours:</b>	<b>13</b>

**Professional Curriculum Total Hours: 89**

**NOTE: Designed to be completed in two and a half years.**

## **Master of Rehabilitation Counseling**

John L. Buskey Health Sciences Center

Suite 313

(334) 229-8776 Voice

(334) 229-5884 Fax

(334) 229-8775; (800) 548-2546 (Alabama Relay TDD)

### **Mission**

The mission of the Rehabilitation Counseling at Alabama State University is to assure that individuals with disabilities receive high quality services to which they are entitled. We seek to recruit, retain, and train students that are willing to assist individuals with disabilities to gain personal, economic and vocational independence, which will improve the quality of their life to its full capacity.

### **Objectives**

1. Expand scholastic skills for personal, occupational, and professional growth.
2. Develop a dedication to life-long learning and commitment to public/community service.
3. Demonstrate professional behaviors that are congruent with the core values and code of ethics and standards of the rehabilitation counseling profession.
4. Develop and document a plan of care for a client who requires counseling interventions that are appropriate to the client's status and desired goals.
5. Demonstrate management skills, including planning, organizing, supervising, delegating and practicing as a member of a multi-disciplinary team.
6. Practice in a professional, ethical, and legal manner.
7. Safely, reliably, effectively and efficiently perform appropriate rehabilitative counseling procedures used to assess, evaluate and treat individuals with disabilities.
8. Utilize appropriate verbal, nonverbal and written communication with clients, families, and other health care providers.



9. Serve as an advocate of rehabilitation counseling.
10. Participate as consumers of research.
11. Acquire competence in communication skills, leadership, and critical thinking.

### **Admission Requirements**

1. Bachelor's Degree from an accredited institution with a cumulative GPA of 2.5 or higher on a 4.0 scale or a 3.0 or higher in the undergraduate major.
2. Test scores from the Graduate Record Examination (GRE) in the last 60 credit hours of the undergraduate degree.
3. Two letters of recommendation from persons qualified to evaluate an applicant's academic abilities and/or character.
4. A completed application to the School of Graduate Studies.
5. A completed application to the Master in Rehabilitation Counseling.
6. Written personal statement demonstrating the student's ability to communicate clearly their interest in pursuing the Master's Program in Rehabilitation Counseling.
7. Participation in a department interview.

### **Curriculum (CORE Rehabilitation Counseling Courses)**

#### **Fall, Year 1**

	<b>CR HRS</b>
RCOU 503 Career Development .....	3
RCOU 511 Foundations of Rehab Counseling .....	3
RCOU 513 Medical Aspects of Disability .....	3
RCOU 515 Legal and Ethics Aspects of Rehab Counseling .....	3

#### **Spring, Year 1**

RCOU 502 Theory and Techniques of Individual Counseling .....	3
RCOU 514 Psychological Aspects of Disability .....	3
RCOU 518 Multi-Cultural Counseling Issues .....	3
RCOU 531 Job Development and Placement .....	3

#### **Summer, Year 1**

RCOU 524 Group Counseling .....	3
RCOU 533 Case Management .....	3

#### **Fall, Year 2**

RCOU 611 Rehabilitation Practicum .....	3
RCOU 613 Assistive Technology in Vocational Rehabilitation .....	3
RCOU 615 Vocational Assessment and Evaluation .....	3
RCOU 617 Research Methods .....	3

**Spring, Year 2**

RCOU 621	Rehabilitation Internship .....	6
RCOU 632	Human Growth and Development .....	3

**Professional Curriculum****Total Credit Hours 51**

## College of Business Administration

**Office of the Dean**

201 Business Administration  
Percy J. Vaughn Jr., Dean

The College of Business Administration is fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and is an association member of the American Assembly of Collegiate Schools of Business (AACSB). The Master of Accountancy program prepares baccalaureate degree students for upper-level professional careers in public and management accounting in industry and government, achieving professional certifications in accounting such as Certified Public Accountant (CPA), Certified Internal Auditor (CIA), and Certified Management Accountant (CMA), and/or pursuit of terminal (Ph.D.) degrees.

**Degree**

M.Acc.

**Required Admission Test**

GMAT

### COBA Mission Statement

The College of Business Administration (COBA) supports the mission of the University by serving the higher educational needs of business students at Alabama State University. Programs are designed to help students advance their education in business to become more productive citizens, further their careers, and pursue advanced studies within a changing global environment.

Undergraduate programs offer selected specializations built on a foundation of general education and a broad business core with an emphasis on entrepreneurship. The Master of Accountancy program offers advanced accounting studies. COBA promotes special concern for student learning, the effective use of technology and ethical behavior. Teaching/coaching and the resultant student learning are the highest priority of COBA. To that end, instructional development and faculty intellectual contributions of discipline research are emphasized. Faculty development, community service and involvement in professional organizations resulting in service to key stakeholders are stressed. COBA solicits input from its primary stakeholders through advisory councils.

### Master of Accountancy Admission Requirements

1. The student has taken the GMAT during the last five years and has had the scores submitted to the ASU Graduate School.
2. Acceptable GMAT Score.
3. Minimum cumulative undergraduate GPA is 2.75/4.00 scale and minimum cumulative GPA in accounting courses is 2.75/4.00 scale.

4. The student has earned a baccalaureate degree from a regionally or nationally accredited institution with a major in accounting or business disciplines.
5. The student has provided the Graduate School with two letters of recommendation from individuals familiar with the student's work record, academic record, and personal character. Letters of recommendation from family are NOT acceptable.
6. The student has provided the Graduate School Office with official transcript(s) from ALL schools where undergraduate or graduate courses have been taken. (Note: Alabama State University will only accept nine graduate semester hours from another university.)
7. If the student's native language is not English, the student must pass TOEFL with a score of 550 or better and have the score submitted to the Graduate School Office.
8. The Admissions Committee evaluates all applicants and submits its findings and recommendations to the School of Graduate Studies.
9. The student accepted on a probationary basis may take only nine semester hours.

#### **Graduation Requirements:**

1. The student must maintain a cumulative average grade of 3.0 (B) or higher in required and elective graduate courses to receive the Master of Accountancy degree.
2. Courses (undergraduate or graduate) taken by the student enrolled in the Master of Accountancy Program that are not required to receive the Master of Accountancy degree will not be included in the cumulative average grade required for graduation.

## **Master of Accountancy**

**Total Number Credits:** 30 semester hours required

<b>Required Courses:</b> (15 semester hours)	<b>Credit</b>
ACT 514 Advanced Auditing .....	3
ACT 515 Advanced Taxation .....	3
ACT 516 Advanced Accounting Information Systems .....	3
ACT 526 Advanced Managerial/Cost Controllership .....	3
ACT 532 Advanced Fund Accounting .....	3

#### **Major Elective Courses:** (6 semester hours)

Choose two:

ACT 512 Advanced Financial Reporting .....	3
ACT 518 Advanced Accounting Theory .....	3
ACT 530 International Accounting and Business .....	3

#### **Non-Accounting Required Courses:** (6 semester hours)

FIN 519 Corporate Treasury Management .....	3
MGT 556 Business Law/Law for CPAs: Uniform Commercial Code .....	3

#### **Non-Accounting Elective Courses:** (3 hours required)

MGT 550 Advanced Management of Strategic Diversity .....	3
ECO 558 Economics of the Firm and its Environment .....	3
MGT 559 Managerial Communication .....	3

**Total Hours: 30**

## Department of Music

The Department of Music, which is an accredited institutional member of the National Association of Schools of Music, provides programs leading to the degree of Master of Education. The Master of Education program provides training for Class A certification, Nursery-12th grades, in instrumental music or in vocal/choral music for teaching in public systems.

Admission to graduate study is first secured through the School of Graduate Studies. Students applying for admission must present the following:

1. A bachelor's degree from an accredited institution with a major in music or in music education.
2. A grade point average of 2.5 on a 4.0 scale during the final two years of undergraduate study.
3. An acceptable GRE or MAT score presented upon admission, or during the first semester of residence.
4. M.Ed. students see requirements for admission to a teacher education program.
5. Three (3) letters of reference.

For graduate study in the Department of Music, further requirements specified by the Department of Music Graduate Faculty must be completed. These include:

1. An evaluative interview and audition with the graduate faculty of the Department of Music.
2. Completion of minimum requirements as established by an initial advisory examination in music history and music theory.

### Evaluative Interview

Upon acceptance into the graduate program, the student should personally contact the Department of Music office to make arrangements for an evaluative interview with the Graduate Coordinator of the department. This interview will provide an opportunity for the student to express educational goals, interests, or concerns and gain a solid understanding of his/her degree requirements. Additionally, the written advisory examination, which is diagnostic in purpose, will be scheduled. Questions concerning this examination may be asked during the interview.

### Advisory Examination

The written advisory examination is administered during the evaluative interview. Applicants should be prepared to demonstrate knowledge of basic concepts in music history and literature, and music theory. The purpose of the examination is to assist in planning a course of study consistent with degree requirements and the student's assessed needs and expressed interests. If serious deficiencies are discovered, applicants will be required to complete a written examination in order to devise a plan of remediation. This plan may include additional and/or remedial course work.

### Basic Exit Criteria For Advanced Degrees

Before a master's candidate can be said to have fulfilled all degree requirements, the student must pass a comprehensive examination in music education and professional education.

## Master of Education in Music (M.Ed.)

Professional Education: 33 semester hours required\*

### Vocal/Choral Emphasis or Instrumental Emphasis

The Master of Education in Music Education curriculum is designed to satisfy the certification requirements for the state of Alabama's Class A teaching certificate as well as enhance the professional qualifications of those who have the Alabama Class B teaching certificate or its equivalent.

Highly specialized, the Master of Education in Music Education curriculum involves three basic program components: professional education courses, music courses and support courses required for certification. The following credit hours are required in each component:

Professional Education	18+ Semester Hours	
Teaching Field: Music	18 Semester Hours	
		<b>Credit Hrs.</b>

### Curriculum and Teaching (9 semester hours)

EDU 515 Instructional Strategies for Teachers <b>or</b> .....	3
EDU 513 Problems of Teaching in Elementary Schools .....	3
EDU 504 Elementary School Curriculum .....	3
EDU 505 Curriculum and Supervision in Secondary Schools .....	3
EDT 574 Computer-Based Instr Tech .....	3

### Foundation of Professional Studies (6 semester hours)

#### Select one course

EDU 531 Modern Issues in Education .....	3
EDU 554 Contrasting Philosophies of Education .....	3

#### Select one course

EDU 541 Advanced Educational Psychology .....	3
EDU 527 Human Development and Behavior .....	3

### Survey of Special Education (0-3 semester hrs.)

SED 500 The Exceptional Student in Inclusive Setting.....	3
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### Evaluation of Teaching and Learning (3 semester hours)

EDU 511 Statistical Techniques, Research and Evaluation .....	3
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### Teaching Field (12 semester hours)

### Electives (3-6 semester/8 quarter hours required)

### Total Hours Required 36+ Semester Hours

Must include at least 12 semester hours in each teaching field at the fifth-year level.

For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required. Foundation and Professional Studies will be increased to nine semester hours for students completing the special education requirement.

Electives may be reduced to three semester hours for students completing the special education requirement.

\*Required if completing the technology program

## ALTA Master Of Music Education

### Alternative Class A Program

The Alabama State Department of Education has approved an ALTA Class A program for graduate students who present baccalaureate credentials in a liberal arts program in music. Completion of this program, in instrumental music or in vocal/

choral music, warrants the Master of Education in Music Education degree and state certification (Class A) for N-12 (Nursery through 12th Grade). In addition to the courses listed below, students may be required to complete undergraduate courses in music education.

\*Fifteen hours of field experiences are required in a variety of school settings.

	<b>Credit Hrs</b>
<b>Curriculum and Teaching</b> (6 semester hours)	
EDU 515 Instructional Strategies for Teachers <b>or</b> .....	3
EDU 513 Problems of Teaching in Elementary Schools .....	3
EDU 504 Elementary School Curriculum <b>or</b> .....	3
EDU 505 Curriculum and Supervision in Secondary Schools .....	3
<b>Foundation of Professional Studies</b> (6 semester hours)	
EDU 531 Modern Issues in Education .....	3
EDU 541 Advanced Educational Psychology .....	3
<b>Survey of Special Education</b> (0-3 semester hours)	
SED 500 The Exceptional Student in Inclusive Settings (required if not previously taken) .....	3
<b>Evaluation of Teaching and Learning</b> (3 semester hours)	
EDU 511 Statistical Techniques, Research and Evaluation .....	3
<b>Method of Teaching Reading</b> (3 semester hours)	
REA 578 Reading in the Content Areas .....	3
<b>Internship</b> EDU 584 .....	9
<b>Teaching Field</b> (18 semester hours)	

**Total Hours Required 46+ Semester Hours**

*Periodically program changes and certification requirements will change to reflect updated State Department of Education Standards. Please contact the College of Education for current requirements.*



## College of Education

### Office of the Dean

235 Councill Hall

Evelyn Hodge, Interim Dean

The mission of the College of Education is to produce highly qualified graduates who will become leading professionals in their respective fields of teaching, administration, counseling, instructional supervision and library education media. Toward this end, the College of Education offers programs leading to A and AA certification as well as the Ed.S. degree for those educators seeking advanced knowledge and increased professional competence. A noncertifiable M.S. degree is also offered for those persons desiring instruction in the area of general counseling.

#### DEGREE

M.Ed. (traditional program)

M.Ed. (alternative program)

M.S.

Ed.S.

AA Certificate

Ed. D.

#### REQUIRED ADMISSION TEST

GRE General or MAT

GRE General or MAT

GRE General or MAT

GRE General or MAT  
(if not previously taken)

Same as Ed.S.

GRE General, or MAT

In addition to being formally admitted to a graduate-level teacher education program, all applicants to traditional teacher education programs (M.Ed., AA, Ed.S.) must provide the following information to the Dean of Graduate Studies:

1. A copy of the applicant's teaching certificate (B for master's, A for AA) with proper endorsement
2. An evaluation of teaching effectiveness
3. Verification of experience (using SDE Form III)

NOTE: The State Department of Education requires that individuals enrolled in graduate education programs have a minimum number of years of teaching or successful professional experience:

Library Media Specialist: Two years of teaching experience.

School Counseling: Two years of appropriate professional experience, at least one of which must be in teaching.

Education Administration: Two years of teaching and/or instructional support experience, which shall include at least one year of classroom teaching.

### Traditional Teacher Education Programs

These programs are restricted to persons already certified at the Class B or Class A level. These programs lead to master's level or Education Specialist degrees. A class B or A teaching certificate must be submitted before admission.

### Alternative Teacher Education Programs

Alternative Fifth-Year Programs (ALTA) leading to the Master of Education (M.Ed.) degree and certification at the A level are designed for those who did not complete a teacher education program at the undergraduate level. Students must be admitted to the teacher education program by meeting the following criteria:

- A baccalaureate degree from a regionally accredited institution.

- Official transcripts showing all courses attempted.
- A minimum overall grade point average of 2.5 (on a 4.0 scale) from the degree-granting institution, which should include at least one course in humanities, science, math and social sciences. Additional math, science, and undergraduate education courses will be required for Collaborative Education (K-6 or 6-12) Early Childhood and Elementary Education majors.

In addition to these general requirements, a student must submit:

- Graduate Record Examination (GRE General Test) or Miller Analogies Test (MAT) scores before or during the first term of enrollment.
- All official transcripts showing all courses attempted.
- Students must pass all undergraduate prerequisite course work prior to unconditional admission.
- ALTA programs require 32/19 for all secondary majors and 4x12 for collaborative teaching, early childhood education and elementary education.

Most ALTA programs require a minimum of 42 semester hours of graduate coursework; however, the amount of extra course work will depend upon one's undergraduate major, desired grade level (P3, K-6, 6-12, P-12), area of certification (single teaching field or comprehensive teaching fields), etc. as determined by an adviser's evaluation of an applicant's transcript(s). Elementary Education ALTA requires 12 hours of English, Sciences, Social Studies, and Math.

ASU offers the alternative master's degree in the following areas:

Early Childhood Education

Elementary Education

Secondary Education

Biology

English/Language Arts

Health

History

Mathematics

Social Science

Physical Education (P-12)

Music Education (P-12)

Special Education (Collaborative Teacher K-6 or 6-12)

Completion of the program requires satisfactory performance on a written comprehensive examination and an overall grade point average of 3.0 on a 4.0 scale.

## **Master of Education in Instructional Leadership Program**

The applicant for the Master of Education degree in Instructional Leadership must hold a bachelor's degree from an accredited institution. All admission requirements for graduate programs in education should be met prior to registration for courses. Application forms should be completed and returned to the School of Graduate Studies. Full admission status should be granted to persons who meet all applicable admission requirements prior to enrollment.

## Admissions Requirements

### Admission to the Master's degree in Instructional Leadership program requires that the applicant:

1. Possess a Class B Certificate
2. Take and obtain satisfactory scores on specified national tests (GRE or MAT)
3. Submit two letters of recommendation from persons who are qualified to evaluate and applicant's ability to do graduate-level work
4. Must have a minimum GPA of 2.70
5. Have a minimum of three (3) years of successful teaching experience
6. Submit an admission portfolio before an interview. The portfolio will contain the following:

Two letters of recommendation to include one from the applicant's principal or supervisor

Completed copy (all forms) of the most recent performance appraisal to include the professional development component, if available

Evidence of ability to improve student achievement

Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of instructional leadership

Summary of candidate's reasons for pursuing instructional leadership certification

Summary of the candidate's expectations of the leadership preparation program

7. Pass an interview conducted by a program admission committee that includes both P-12 instructional leaders and higher education faculty.

## Course Requirements

The Master of Education degree program in Instructional Leadership includes 33-36 credit hours. Candidates will complete 15 credit hours of core courses, including technology; 9 credit hours of Internship and 9 credit hours of Foundations of Education and other supporting courses. The 24 hours of core and internship courses are as follows:

## Instructional Leadership – ILP

ILP 510	Foundations of Instructional Leadership.....	3
ILP 520	Instructional Leadership and Supervision .....	3
ILP 570	Ethics and Legal Bases in American Education .....	3
ILP 572	Fiscal and Human Resource Management .....	3
ILP 574	Instructional Technology for School Leaders .....	3
ILP 595	Internship in Instructional Leadership Part A .....	3
ILP 596	Internship in Instructional Leadership Part B .....	3
ILP 597	Internship in Instructional Leadership Part C .....	3

The course requirements for the Foundations of Education and other supporting courses follow:

### Foundations of Education and Other Supporting Courses

**EDU 527	Human Development .....	3 or
**EDU 541	Advanced Educational Psychology.....	3

### Special Education

*SED 500	Exceptional Studies in Inclusive Schools .....	3
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### Educational Research and Statistics

**EDU 511	Statistics .....	3
**EDU 512	Research .....	3

\* If not previously taken and passed.

\*\* If not previously taken and passed within an eight-year period.

## Biology

### Master of Education (M.Ed.) Degree

### Credit

Undergraduate prerequisite courses for admission to this program include general chemistry, general physics or physical sciences, general biology, and cell biology or biochemistry.

#### Additional Courses ( 9 hours)

EDU 515	Instructional Strategies For Teachers .....	3
EDU 505	Curriculum in the Secondary School .....	3
EDT 574	Computer-Based Instr Technology. ....	3

#### Survey of Special Education Coursework

(required if not previously completed.) 0-3

SED 500	Exceptional Students in Inclusive Schools .....	3
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#### Foundation of Professional Studies (6 semester hours)

Choose one course from EDU 531 or 554 .....	3
Choose one course from EDU 527 or 541 .....	3

#### Evaluation of Teaching and Learning (3 semester hours)

EDU 511	Statistical Techniques, Research and Evaluation .....	3
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#### Teaching Field (16 semester hours)

Required courses

BIO 503	Advanced Ecology or .....	4
BIO 506	Mammalian Physiology .....	4
BIO 510	Advanced Microbiology .....	4
BIO 517	Cell and Molecular Biology .....	4
BIO 521	Biological Technique and Instrumentation .....	4

**Internship (if required)**

EDU 591	Practicum in Education .....	3
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**Total Hours in Program 37-40**

Students will have to demonstrate that they have taken the required undergraduate teaching field course and EDU 485 and EDU 486.

**ALTA Biology****Master of Education (M.Ed.) Degree****Credit**

Undergraduate prerequisite courses for admission to this program include general chemistry, general physics or physical sciences, and cell biology or biochemistry.

**Curriculum and Teaching** (6 semester hours)

EDU 515	Instructional Strategies for Teachers .....	3
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EDU 505	Curriculum in the Secondary School .....	3
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**Professional Studies** (6 semester hours)

EDU 500	Prep for Admission to TEP .....	0-1
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EDU 531	Modern Issues in Education .....	3
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EDU 586	Classroom Management .....	3
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**Survey of Special Education** (0-3 semester hours)

SED 500	Exceptional Students in Inclusive Schools .....	3
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**Evaluation of Teaching and Learning** (3 semester hours)

EDU 511	Statistical Techniques, Research and Evaluation .....	3
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**Technology** (3 semester hours)

EDT 574	Computer-Based Instr Tech .....	3
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**Reading** (3 semester hours)

REA 578	Reading in the Content Area .....	3
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**Internship**

EDU 564	(16 weeks required) .....	9
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**Teaching Field** (16 semester hours) .....

BIO 503	Advanced Ecology <b>OR</b> .....	4
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BIO 506	Mammalian Physiology .....	4
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BIO 510	Advanced Microbiology .....	4
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BIO 517	Cellular & Molecular Biology .....	4
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BIO 521	Biological Techniques & Inst .....	4
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**Additional Courses**

Students will have to demonstrate that they have taken the required undergraduate teaching field courses and

EDU 485	Communication Skills for Edu .....	3
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**Additional Required Courses**

EDT 574	Computer-Based Instructional Technologies .....	3
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EDT 586	Classroom Management .....	3
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**Total Hours Required 49-52 Semester Hours**

## School Counseling

### Master of Education (M.Ed.) Degree

*In addition to meeting the Graduate School requirements for admission, an applicant must hold or be eligible for a Class B teacher's certificate. Certification in School Counseling requires two years of appropriate experience, one of which must be in teaching.*

#### Instructional Support Area (30 semester hours)

COU 501	Introduction to Counseling .....	3
COU 502	Theory and Techniques of Individual Counseling .....	3
COU 503	Career Development .....	3
COU 509	The Helping Relationship .....	3
COU 523	Organization and Administration of the Guidance Program ...	3
COU 524	Introduction to Group Counseling .....	3
COU 526	Psychological Testing.....	3
COU 505	Pre-practicum in Counseling .....	3
COU 506	Practicum in Counseling.....	3
COU 528	Internship in Counseling.....	3

#### Research in Education (3 semester hours)

EDU 512	Educational Research .....	3
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#### Foundations of Professional Studies and Other Supporting Disciplines (12-15 semester hours)

*SED 500	The Exceptional Student.....	3
COU 507	Counseling Diverse Populations.....	3
COU 530	Family Counseling .....	3
EDU 527	Human Development and Behavior .....	3
EDT 574	Computer-Based Instructional Technology .....	3

#### Elective (3 semester hours)

Advisor approved elective

**Total hours 48-51**

\*For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required.



## General Counseling (Nonteaching)

### Master of Science (M.S.) Degree

#### Core Counseling Courses (36 semester hours)

COU 501	Introduction to Counseling .....	3
COU 502	Theory and Techniques of Individual Counseling .....	3
COU 503	Career Development .....	3
COU 507	Counseling Diverse Populations .....	3
COU 509	The Helping Relationship .....	3
COU 514	DSM IV .....	3
COU 524	Introduction to Group Counseling .....	3
COU 526	Psychological Testing .....	3
COU 505	Pre-practicum in Counseling .....	3
COU 506	Practicum in Counseling .....	3
COU 528	Internship in Counseling .....	3
COU 615	Advanced Internship in Counseling .....	3

#### Foundations of Education (6 semester hours)

EDU 512	Educational Research .....	3
EDU 527	Human Growth and Development .....	3

**Electives** (6 semester hours) ..... 6

Advisor approved courses

**Total hours 48**

## Early Childhood Education

### Master of Education (M.Ed.) Degree

**Credit**

**Teaching Field:** At least 1/3 of the program shall be teaching field course. 15

EDU 550	The Early Childhood Curriculum .....	3
EDU 551	Instr Strategy for Young Children .....	3
EDU 552	The Theory of Play .....	3
EDU 567	Seminar in ECE .....	3
EDU 568	Parental Involvement in ECE .....	3

#### Survey of Special Education Coursework

(Required if not previously completed): 0-3

SED 500	The Exceptional Student in Inclusive Student .....	0-3
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#### Foundations of Professional Studies: 6 semester hours required

EDU 531	Modern Issues in Education OR .....	3
EDU 554	Contrasting Philosophies of Edu .....	3
EDU 527	Human Dev and Behavior OR .....	3
EDU 541	Advanced Educational Psychology .....	3

#### Evaluation of Teaching and Learning: 3 semester hours required

EDU 511	Statistical Tech, Research, & Eval .....	3
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**Additional Courses: 9**

REA 560 Techniques and Skills in Reading .....	3
EDT 574 Computer-Based Instr Technology .....	3

**Internship**

EDU 591 Practicum in Education .....	3
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**Total Hours: 36-39****ALTA Early Childhood Education****Master of Education (M.Ed.) Degree****Credit****Teaching Field:** At least 1/3 of the program shall be teaching field course. 15

EDU 552 The Theory of Play in Early Childhood .....	3
EDU 540 Research in Early Childhood .....	3
EDU 567 Seminar in Early Childhood Education .....	3
EDU 568 Parent Involvement in Early Childhood Education .....	3
REA 562 Reading Diagnosis and Remediation (AUM) .....	3

**Methods of Teaching Reading:** (3 semester hours)

REA 560 Techniques & Skills in Rea <b>OR</b> .....	3
REA 561 Reading in Primary Grades .....	3

**Survey of Special Education Coursework**

(Required if not previously completed): 0-3

SED 500 The Exceptional Student in Inclusive School .....	0-3
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**Additional Required Courses**

EDT 574 Computer-Based Instr Tech .....	3
EDT 575 Current and Emerging Instructional Tech .....	3

**Professional Studies:** 6 semester hours required

EDU 531 Modern Issues in Education .....	3
EDU 527 Human Dev and Behavior .....	3

**Evaluation of Teaching and Learning:** 3 semester hours required

EDU 511 Statistical Tech, Research, & Eval .....	3
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**Curriculum and Teaching (6)**

EDU 550 Early Childhood Curriculum .....	3
EDU 551 Instructional Strategies for Young Children .....	3

**Internship**

EDU 562 Prof Internship in Elem Edu .....	9
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*\*Persons who completed the Alternative Fifth-Year Program shall have acquired knowledge and skill above the level required for completion of a Class B Program in elementary Education.*

To be eligible for admission to the alternative Fifth-year Program, the candidate shall have completed a baccalaureate degree at a regionally accredited university. Refer to other admission requirements by the Graduate School. To be eligible for admission

the Alternative 5th Year Program, the candidate shall have completed a (a) 12 hours in English; 12 hours in Social Science, (b) four three-hours courses in mathematics, (c) four four-hour courses in science (including laboratories), and (d) five courses of three hours each are specified including: EDU 428: Child Growth and Development, EDU 369: Teaching Language Arts in ECE, EDU 370: Teaching Math and Science in ECE, EDU 371: Teaching Social Stud in ECE, and EDU 424: Guidance of Young Children Social and Emotional Dev.

**Total Hours: 36-39**

## Elementary Education

### Master of Education (M.Ed.) Degree

	<b>Credit</b>
<b>Teaching Field:</b> At least 1/3 of the program shall be teaching field course.	<b>18</b>
EDU 542 Sem: Tech Math in Elem Sch .....	3
EDU 543 Sem: Tech Soc Studies Elem .....	3
EDU 544 Sem: Tech Science in Elem .....	3
EDU 545 Literature for Children .....	3
EDU 548 Sem: Language Arts in the Elem .....	3
REA 560 Techniques & Skills of Rea .....	3
<b>Survey of Special Education Coursework</b> (Required if not previously completed): 0-3	
SED 500 The Exceptional Student in Inclusive Student .....	0-3
<b>Foundations of Professional Studies:</b> 6 semester hours required	
EDU 531 Modern Issues in Education OR .....	3
EDU 554 Contrasting Philosophies of Edu.....	3
EDU 527 Human Dev and Behavior OR .....	3
EDU 541 Advanced Educational Psychology.....	3
<b>Evaluation of Teaching and Learning:</b> 3 semester hours required	
EDU 511 Statistical Tech, Research, & Eval .....	3
<b>Additional Courses:</b> 9	
EDU 504 Elementary School Curriculum .....	3
EDT 574 Computer-Based Instr Technology.....	3
<b>Internship</b>	
EDU 591 Practicum in Education .....	3
<b>Total Hours 36-39</b>	

## ALTA Elementary Education

### Master of Education (M.Ed.) Degree

	<b>Credit</b>
<b>Teaching Field:</b> At least 1/3 of the program shall be teaching field course.	<b>15</b>
EDU 542 Sem: Tech Math in Elem Sch .....	3
EDU 543 Sem: Tech Soc Studies Elem .....	3
EDU 544 Sem: Tech Science in Elem .....	3
EDU 545 Literature for Children .....	3
EDU 548 Sem: Language Arts in the Elem .....	3
<b>Reading:</b> 3	
REA 560 Techniques & Skills in Rea .....	3
<b>Survey of Special Education Coursework</b> (Required if not previously completed): 0-3	
SED 500 The Exceptional Student in Inclusive School .....	0-3

<b>Technology:</b>	3
EDT 574	Computer-Based Instr Tech ..... 3
<b>Professional Studies:</b>	6 semester hours required
EDU 500	Prep for Admission to TEP ..... 0-3
Selected one	
EDU 531	Modern Issues in Education OR ..... 3
EDU 527	Human Dev and Behavior ..... 3
<b>Evaluation of Teaching and Learning:</b>	3 semester hours required
EDU 511	Statistical Tech, Research, & Eval ..... 3
<b>Curriculum and Teaching (6)</b>	
EDU 504	Elementary School Curriculum ..... 3
EDU 513	Problems Tch in the Elem Sch ..... 3
<b>Internship</b>	
EDU 563	Prof Internship in Elem Edu ..... 9

\*Persons who completed the Alternative Fifth-Year Program shall have acquired knowledge and skill above the level required for completion of a Class B Program in elementary Education.

To be eligible for admission to the alternative Fifth-year Program, the candidate shall have completed a baccalaureate degree at a regionally accredited university. Refer to other admission requirements by the Graduate School. To be eligible for admission the Alternative 5th Year Program, the candidate shall have completed a (a) 12 hours in English; 12 hours in Social Science, (b) four three-hours courses in mathematics, (c) four four-hour courses in science (including laboratories), and (d) five courses of three hours each are specified including: EDU 375: Teaching Mathematics in the elementary School, EDU 377: Teaching Science in the Elementary School, REA 373: The Teaching of Reading, EDU 461: Children's Literature, and EDU 376: Classroom Management in the Elementary School.

#### **Total Hours 36-39 Semester Hours**

Fifteen hours of field experiences are required in a variety of school settings.

## **English/Language Arts**

### **Master of Education (M.Ed.) Degree**

<b>Additional Courses (9 semester hours)</b>	<b>Credit</b>
EDU 515	Instructional Strategies ..... 3
EDU 505	Curriculum in Secondary Schools ..... 3
EDT 574	Computer-Based Instr Technology ..... 3
<b>Survey of Special Educations Coursework</b>	
(Required if not previously completed): 0-3	
SED 500	Exceptional Students in Inclusive Schools ..... 3
<b>Foundation of Professional Studies (6 semester hours)</b>	
<b>Choose one</b>	
EDU 531	Modern Issues in Education ..... 3
EDU 554	Contrasting Philosophies of Education ..... 3
<b>Choose one</b>	
EDU 527	Human Development and Behavior ..... 3
EDU 541	Advanced Educational Psychology ..... 3
<b>Evaluation of Teaching and Learning (3 semester hours)</b>	
EDU 511	Statistical Techniques, Research and Evaluation ..... 3

<b>Teaching Field</b> (15 semester hours)		
	Adviser-approved courses .....	12
ENG 500	Modern Grammar .....	3
ENG 506	General Language .....	4
EDN 509	The English Novel .....	4
ENG 517	Types of comparative LIT	
<b>Internship</b> (if required) 3		
EDU 591	Practicum in Education .....	3
<b>Electives</b> (6 semester hours)		
EDU 585	Communication Skills for Edu .....	3
EDU 586	Classroom Management .....	3
		<b>Total hours 33-36</b>

Foundation of Professional Studies will be increased to nine semester hours for students completing the special education requirement.

Electives may be reduced to three semester hours for students completing the special education requirement.

\*Required if completing the technology component

## ALTA English/Language Arts

### Master of Education (M.Ed.) Degree

	<b>Credit</b>	
<b>Curriculum and Teaching</b> (6 semester hours)		
EDU 515	Instructional Strategies for Teachers .....	3
EDU 505	Curriculum in Secondary Schools .....	3
<b>Foundation of Professional Studies</b> (6-9 semester hours)		
EDU 531	Modern Issues in Education .....	3
EDU 541	Advanced Educational Psychology	
<b>Survey of Special Education</b> (0-3 semester hours)		
SED 500	Exceptional Students in Inclusive Schools .....	3
<b>Evaluation of Teaching and Learning</b> (3 semester hours)		
EDU 511	Statistical Techniques, Research and Evaluation .....	3
<b>Methods of Teaching Reading</b> (3 semester hours)		
REA 578	Reading in the Content Area .....	3
<b>Internship</b> EDU 564 (9 semester hours) (16 weeks required) .....	9	
<b>Teaching Field</b> (12 semester hours)		
	Adviser-approved 500 Level Electives in English .....	12
<b>Elective</b> (3-6 semester hours)		
EDT 574	Computer-Based Instructional Technologies .....	3
EDU 586	Classroom Management .....	3
<b>Total Hours Required 45-48 Semester Hours</b>		

Fifteen hours of field experiences are required in a variety of school settings.

## Health Education

### Master of Education (M.Ed.) Degree

	<b>Credit</b>
<b>Curriculum and Teaching</b> (6 semester hours)	
EDU 515 Instructional Strategies for Teachers .....	3
EDU 505 Curriculum in Secondary Schools .....	3
<b>Foundation of Professional Studies</b> (6 semester hours)	
EDU 531 Modern Issues in Education or .....	3
EDU 554 Contrasting Philosophies of Education and .....	3
EDU 541 Advanced Educational Psychology or .....	3
EDU 527 Human Development and Behavior .....	3
<b>Survey of Special Education</b> (0-3 semester hours)	
SED 500 Exceptional Students in Inclusive Schools .....	0-3
<b>Evaluation of Teaching and Learning</b> (3 semester hours)	
EDU 511 Statistical Techniques, Research and Evaluation .....	3
<b>Teaching Field</b> (15 semester hours)	
Adviser-approved courses .....	15
<b>Technology</b> (3 semester hours)	
EDT 574 Computer-Based Instructional Technologies .....	3
<b>Additional Elective Courses</b>	
EDT 575 Current and Emerging Instructional Technologies .....	0-3
EDT 576 Integration of Technology into K-12 Curriculum .....	0-3
<b>Total Hours Required 33-36 Semester Hours</b>	

## ALTA Health Education

### Master of Education (M.Ed.) Degree

	<b>Credit</b>
<b>Curriculum and Teaching</b> (6 semester hours)	
EDU 515 Instructional Strategies for Teachers .....	3
EDU 505 Curriculum in Secondary Schools .....	3
<b>Foundation of Professional Studies</b> (6 semester hours)	
EDU 531 Modern Issues in Education <b>or</b> .....	3
EDU 554 Contrasting Philosophies of Education .....	3
EDU 541 Advanced Educational Psychology <b>or</b> .....	3
EDU 527 Human Development and Behavior .....	3
<b>Survey of Special Education</b> (0-3 semester hours)	
SED 500 Exceptional Students in Inclusive Schools .....	3
<b>Evaluation of Teaching and Learning</b> (3 semester hours)	
EDU 511 Statistical Techniques, Research and Evaluation .....	3
<b>Methods of Teaching Reading</b> (3 semester hours)	
REA 578 Reading in the Content Areas .....	3
REA 558 Reading in the Secondary School .....	3
REA 559 Reading in the Elementary Grade .....	3
REA 560 Techniques and Skills in Reading .....	3
<b>Internship</b> EDU 564 (9 semester hours) (16 weeks required) .....	9
<b>Teaching Field</b> (15 semester hours) adviser-approved courses .....	12

**Technology** (3 semester hours)

EDU 591	Practicum in Education .....	3
EDT 574	Computer-Based Instructional Technologies .....	3

**Additional Elective Course** (0-3 semester hours)

EDT 575	Current and Emerging Instructional Technologies .....	0-3
EDT 576	Integration of Technology into K-12 Curriculum .....	0-3

**Total Hours Required 45-48 Semester Hours**

\*Fifteen hours of field experiences are required in a variety of school settings.

**History****Master of Education (M.Ed.) Degree****Credit****Curriculum and Teaching** (6 semester hours)**Additional Courses** ( 9 semester hours)

EDU 515	Problems of Teaching in Secondary Schools .....	3
EDU 505	Curriculum in the Secondary School .....	3

**Foundation of Professional Studies** (6-9 semester hours)

EDT 574	Computer-Based Instr Technology .....	3
SED 500	Exceptional Students in Inclusive Schools .....	3

**Choose one**

EDU 531	Modern Issues in Education .....	3
EDU 554	Contrasting Philosophies of Education .....	3

**Choose one**

EDU 527	Human Development and Behavior .....	3
EDU 541	Advanced Educational Psychology .....	3

**Evaluation of Teaching and Learning** (3 semester hours)

EDU 511	Statistical Techniques, Research and Evaluation .....	3
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**Teaching Field** (12 semester hours)

HIS 501	World History Since 1900 .....	3
HIS 502	Slavery & the Abolitionist Mov .....	
HIS 504	Civil Rights Mov & Blk Pow Rev .....	3
HIS 530	The Two World Wars .....	3
HIS 580	Economic History of the U.S. ....	3
	Adviser-approved courses .....	12

**Internship** (if required)

EDU 591	Practicum in Education .....	3
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**Total Hours 36+**

\*Students will have to demonstrate that they have taken the required undergraduate teaching field courses and EDU 485 and EDU 486.

**ALTA History****Master of Education (M.Ed.) Degree****Credit****Curriculum and Teaching** (6 semester hours)

EDU 515	Instructional Strategies for Teachers .....	3
EDU 505	Curriculum in Secondary Schools .....	3

**Foundation of Professional Studies** (6 semester hours)



EDU 531	Modern Issues in Education .....	3
EDU 541	Advanced Educational Psychology .....	3
<b>Survey of Special Education (0-3 semester hours)</b>		
SED 500	Exceptional Students in Inclusive Schools .....	3
<i>For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required. Foundation of professional studies will be increased to nine semester hours for students completing the special education requirement.</i>		
<b>Evaluation of Teaching and Learning (3 semester hours)</b>		
EDU 511	Statistical Techniques, Research and Evaluation .....	3
<b>Methods of Teaching Reading (3 semester hours)</b>		
REA 578	Reading in the Content Area .....	3
<b>Internship 564</b>	(9 semester hours) (16 weeks required) .....	9
<b>Teaching Field</b>	(12 semester hours) .....	12
<b>Elective (3-6 semester hours)</b>		
EDT 574	Computer-Based Instructional Technologies .....	3
EDU 586	Classroom Management .....	3
		<b>Total Hours 45-48</b>

\*Fifteen hours of field experiences are required in a variety of school settings.

## **Library Media P-12**

### **Master of Education (M.Ed.)**

	<b>Credit</b>	
<b>Instructional Support Area (24 semester hours)</b>		
LEM 500	Literature for Children and Young Adults .....	3
LEM 508	Collection Development and Management (former title: Selection and Utilization of Media and Materials) .....	3
LEM 511	Communication, Technology, & Instructional Design .....	3
LEM 512	Administration of Library Media Programs .....	3
LEM 519	Reference and Reference Services .....	3
EDT 574	Computer-Based Instructional Technologies .....	3
EDT 575	Current and Emerging Instructional Technologies .....	3
EDT 576	The Integration of Technology into K-12 Curriculum .....	3
<b>Foundation of Professional Studies (6 semester hours)</b>		
EDU 527	Human Development and Behavior .....	3
<b>OR</b>		
EDU 541	Advanced Educational Psychology .....	3
EDU 531	Modern Issues in Education .....	3
<b>OR</b>		
EDU 554:	Contrasting Philosophies of Education .....	3
<b>Special Education (3 semester hours) [only if not taken as an undergraduate]</b>		
SED 500:	Exceptional students in Inclusive School .....	3
<b>Research (3 semester hours)</b>		
EDU 512:	Educational Research .....	3

**Internship (3 semester hours)**

LEM 520, 521, 522 Internship .....	3
LEM 520 .....	1
LEM 521 .....	1
LEM 522 .....	1

**Total Hours in Program: 36/39****Library Media****“A” Certification Only****Credit****Instructional Support Area (15 semester hours)**

LEM 500 Literature for Children and Young Adults .....	3
LEM 508 Selection and Utilization of Media and Materials .....	3
LEM 511 Communication, Technology, & Instructional Design .....	3
LEM 512 Administration of Media Programs .....	3
LEM 519 Reference and Reference Services .....	3

**Electives (6 semester hours)**

EDT 574 Computer Based Instructional Technol .....	3
EDT 575 Current and Emerging Instructional Technologies .....	3
* EDT 576 The Integration of Technology into K-12 Curriculum .....	3

**Internship (3 semester hours) 3**

LEM 520 .....	1
LEM 521 .....	1
LEM 522 .....	1

**Total Hours in Program 24****Mathematics Education****Master of Education (M.Ed.) Degree****Credit**

(6 semester hours)

**Additional Courses (9 semester hours)**

EDU 515 Instructional Strategies for Teachers .....	3
EDU 505 Curriculum in Secondary Schools .....	3
EDT 574 Computer-Based Instr Technology .....	3

**Foundation of Professional Studies (6-9 semester hours)**

SED 500 Exceptional Students in Inclusive Schools .....	0-3
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**Choose one**

EDU 531 Modern Issues in Education .....	3
EDU 554 Contrasting Philosophies of Education .....	3

**Choose one**

EDU 527 Human Development and Behavior <b>or</b> .....	3
EDU 541 Advanced Education Psychology .....	3

**Evaluation of Teaching and Learning (3 semester hours)**

EDU 511 Statistical Techniques, Research and Evaluation .....	3
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**Teaching Field (12 semester hours)**

Adviser-approved courses .....	12
MAT 500 Set Theory .....	3
MAT 501 Fund of Modern Math .....	3

MAT 502	Analysis for Teacher .....	3
MAT 510	Abstract Algebra .....	3
MAT 512	Linear Systems .....	3
<b>Internship</b> (if required) 3		
EDU 591	Practicum in Education .....	3
<b>Elective</b> (6 semester hours)		
EDT 574	Computer-Based Instructional Technologies .....	3
EDU 586	Classroom Management .....	3

**Total Hours in Program 33-36**

\*Students will have to demonstrate that they have taken the required undergraduate teaching field courses and EDU 485 and EDU 486.

**ALTA Mathematics Education****Master of Education (M.Ed.) Degree**

	<b>Credit</b>	
<b>Curriculum and Teaching</b> (6 semester hours)		
EDU 515	Instructional Strategies for Teachers .....	3
EDU 505	Curriculum in Secondary Schools .....	3
<b>Foundation of Professional Studies</b> (6 semester hours)		
EDU 531	Modern Issues in Education .....	3
EDU 541	Advanced Educational Psychology .....	3
<b>Survey of Special Education</b> (3 semester hours)		
SED 500	Exceptional Students in Inclusive Schools .....	0-3
<b>Evaluation of Teaching and Learning</b> (3 semester hours)		
EDU 511	Statistical Techniques, Research and Evaluation .....	3
<b>Methods of Teaching Reading</b> (3 semester hours)		
REA 578	Reading in the Content Areas .....	3
<b>Internship</b> EDU 564	(9 semester hours) (16 weeks required) .....	9
<b>Teaching Field</b> (12 semester hours)		
Advisor Approved	.....	12
MAT 505	.....	3
<b>Additional Required Courses</b> (semester hours)		
EDT 574	Computer-Based Instructional Technologies .....	3
EDT 575	Current and Emerging Instructional Technologies .....	3

**Electives****Total Hours in Program 45-48****Physical Education****Master of Education (M.Ed.) Degree**

	<b>Credit</b>	
<b>Curriculum and Teaching</b> (9 semester hours)		
EDU 504	Elementary School Curriculum <b>or</b> .....	3
EDU 505	Curriculum in Secondary Schools .....	3
EDU 513	Problems Teaching in Elementary School <b>or</b> .....	3
EDU 515	Instructional Strategies for Teachers .....	3

EDT 574	Computer-Based Instructional Technologies .....	3
<b>Foundations of Professional Studies</b> (6-9 semester hours)		
PED 524	Develop & Remedial Physical Education .....	3
EDU 531	Modern Issues in Education <b>or</b> .....	3
EDU 554	Contrasting Philosophies of Education <b>and</b> .....	
EDU 527	Human Development and Behavior <b>or</b> .....	3
EDU 541	Advanced Educational Psychology .....	3
<b>Evaluation of Teaching and Learning</b> (3 semester hours)		
PED 529	Measurement and Evaluation in PED .....	3
<b>Teaching Field</b> (15 semester hours)		
	Adviser-approved Physical Education courses .....	12
<b>Additional Elective Courses</b> (0-3 semester hours)		
PED 524 Development & Remedial P.E. (Required) (An additional PED 3 hour credit course must be selected, if PED 524 was taken under Foundations of Professional Studies listed above).		
EDU 591	Practicum in Education .....	3
EDT 575	Current and Emerging Instructional Technologies .....	3
EDT 576	Integration of Technology into K-12 Curriculum .....	3
<b>Total Hours 33-36</b>		

\*For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required for all graduate students entering Class A programs. Foundation of Professional Studies will be increased to nine semester hours for students completing the special education requirement.

## **ALTA Physical Education**

### **Master of Education (M.Ed.) Degree**

<b>I. Curriculum and Teaching</b> (9 semester hours)	<b>Credit</b>
EDU 504 The Elementary School Curriculum <b>or</b> .....	3
EDU 505 Curriculum in Secondary Schools .....	3
EDU 513 Problems Teaching in Elementary School <b>or</b> .....	3
EDU 515 Instructional Strategies for Teachers .....	3
EDT 574 Computer-Based Instructional Technologies .....	3
<b>Foundations of Professional Studies</b> (6-9 semester hours)	
PED 524 Development & Remedial Physical Education .....	3
* SED 500 Exceptional Students in Inclusive Schools .....	3
EDU 531 Modern Issues in Education <b>or</b> .....	3
EDU 554 Contrasting Philosophies of Education <b>and</b> .....	
EDU 527 Human Development and Behavior <b>or</b> .....	3
EDU 541 Advanced Educational Psychology .....	3
<b>Evaluation of Teaching and Learning</b> (3 semester hours)	
EDU 511 Statistical Techniques, Research and Evaluation .....	3
<b>Methods of Teaching Reading</b> (3 semester hours) (select one)	
REA 578 Reading in the Content Area .....	3
REA 560 Techniques and Skills in Reading .....	3
<b>Internship</b> EDU 566 (9 semester hours) Professional Internship in P-12 .....	9
<b>Teaching Field</b> (15 semester hours)	

Adviser-approved Physical Education courses ..... 12

**Additional Elective Courses** (6 semester hours)

PED 524	Development & Remedial Physical Education .....	3
(An additional PED 3 hour credit course must be selected, If PED 524 was taken under Foundations of Professional Studies listed above).		
PED 533	Meth & Mater Secondary School PED and/or .....	3
PED 534	Meth & Mater Elementary School PED .....	3
PED 529	Meas & Evaluation in PED.....	3
EDT 575	Current and Emerging Instructional Technologies .....	3
EDT 576	Integration of Technology into K-12 Curriculum .....	3

**Total Hours Required 40-43**

\*For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required. Foundation of Professional Studies will be increased to nine semester hours for students completing the special education requirement.

\*\*A maximum of five semester hours of undergraduate activity course work will be accepted.

## Reading Specialist

### A Master of Education (M.Ed.) Degree

To be eligible for admission, applicants must be certified teachers in any teaching fields, with a minimum of two years of successful teaching experience. A comprehensive examination is required. Since this degree is considered by Alabama State Department of Education to be an initial certification program, Praxis II is also required.

#### Class A Reading Specialist Checklist

*For Single Teaching Field (not Alternative Fifth-Year)*

#### Teaching Field:

REA 559	Teaching Reading/Elem School .....	3
REA 562	Rea Diagnosis & Remediation .....	3
REA 565	Curr Research & Prac in Tch Read.....	3
REA 585	Theories, Research, & Strategies .....	3
EDU 545	Literature for Children .....	3

Select one of the following:

EDU 504	Elementary School Curriculum <b>or</b> .....	3
EDU 515	Instr Strategies for Teachers .....	3

English Language Arts, General Science, and General Social Science programs shall require at least one course in two areas.

#### Evaluation of Teaching and Learning: 3 semester hours required

EDU 511	Statistical Tech, Research, & Eval .....	3
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**Survey of Special Education Coursework (required if not previously completed):**

SED 500	The Exceptional Student .....	0-3
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**Internship:**

REA 564	Reading Internship .....	3
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**Additional Courses:**

Foundations of Professional Studies

6 semester hours required

EDU 531	Modern Issues in Education <b>OR</b> .....	3
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EDU 554	Contrasting Philosophies .....	3
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EDU 527	Human Development & Behavior <b>OR</b> .....	3
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EDU 541	Advanced Educational Psy .....	3
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Elective: 6 semester hours required

If a special education course is required, then elective hours may be reduced.

EDT 574	Computer-based Instr Tech .....	3
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EDT 575	Curr & Emerging Instr Tech .....	3
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EDT 576	Integr of Tech into K-12 Curr .....	3
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**Total hours 36****Social Sciences****Master of Education (M.Ed.) Degree****Credit****Curriculum and Teaching (9 semester hours)**

EDU 515	Instructional Strategies for Teachers .....	3
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EDU 505	Curriculum in Secondary Schools .....	3
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EDT 574	Computer-Based Instructional Technologies .....	3
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**Foundation of Professional Studies (6 semester hours)**

EDU 531	Modern Issues in Education .....	3
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EDU 541	Advanced Educational Psychology .....	3
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**Survey of Special Education (0-3 semester hours)**

SED 500	Exceptional Students in Inclusive Schools .....	3
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**Evaluation of Teaching and Learning (3 semester hours)**

EDU 511	Statistical Techniques, Research and Evaluation .....	3
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**Method of Teaching Reading (3 semester hours)**

REA 578	Reading in the Content Area <b>or</b> .....	3
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EDU 558	Reading in the Secondary School .....	3
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**Teaching Field (15 semester hours) .....** 12

Advisor-approved courses

HIS 501	World History Since 1900 .....	3
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HIS 502	Slavery and Abolition .....	3
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HIS 504	Civil Rights Mov & Blk Pow Rev .....	3
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SOC 502	Sociological Theory .....	3
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GEO 501	Advanced Cultural Geography .....	3
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**Internship (if required):**

EDU 591	Practicum in Education .....	3
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<b>Electives</b> (6 semester hours)	
Advisor-approved electives .....	3

**Total Hours in Program 39-42**

\*Students will have to demonstrate that they have taken the required undergraduate teaching field courses and EDU 485 and EDU 486.

**ALTA Social Sciences****Master of Education (M.Ed.) Degree**

	<b>Credit</b>
<b>Curriculum and Teaching</b> (6 semester hours)	
EDU 515 Instructional Strategies for Teachers .....	3
EDU 505 Curriculum in Secondary Schools .....	3
<b>Foundation of Professional Studies</b> (6 semester hours)	
EDU 531 Modern Issues in Education .....	3
EDU 541 Advanced Educational Psychology .....	3
<b>Survey of Special Education</b> (0-3 semester hours)	
SED 500 Exceptional Students in Inclusive Schools .....	3
<b>Evaluation of Teaching and Learning</b> (3 semester hours)	
EDU 511 Statistical Techniques, Research and Evaluation .....	3
<b>Method of Teaching Reading</b> (3 semester hours)	
REA 578 Reading in the Content Area <b>or</b> .....	3
EDU 558 Reading in the Secondary School .....	3
<b>Internship</b> EDU 564 (16 weeks required) .....	9
<b>Teaching Field</b> (12 semester hours) .....	12
<b>Additional Required Course</b> (3 semester hours)	
EDT 574 Computer-Based Instructional Technologies .....	3
EDU 586 Classroom Management .....	3
<b>Total Hours Required 45-48 Semester Hours</b>	

Fifteen hours of field experiences are required in a variety of school settings.

**Special Education/Collaborative Teacher (K-6 or 6-12)****Master of Education (M.Ed.) Degree**

	<b>Credit</b>
<b>Additional Courses:</b> (12 Semester hours)	
<b>Foundations of Professional Studies</b>	
SED 500 Exceptional Students in Inclusive Schools .....	0-3
Survey of Special Education	
(Required if not previously taken)	
<b>Teaching Field</b> (21 semester hours)	
Adviser-approved courses in Special Education .....	21



**Internship**

SED 690 Practicum ..... 3

**Electives (3-6 semester hours)**

Adviser-approved electives ..... 3-6

**Total Hours in Program 36-39****ALTA Special Education/Collaborative Teacher  
(K-6 or 6-12)****Master of Education (M.Ed.) Degree****Credit****Curriculum and Teaching (3 semester hours)**

SED 590 Comm, Collaboration and Diversity ..... 3

**Professional Studies (3-6 semester hours)**

EDU 500 Prep for Admission to TEP ..... 1

Exceptional Students in Inclusive Schools ..... 0-3

EDU 520 Context of Education ..... 3

**Technology (3 semester hours)**

EDT 574 Computer-Based Instructional Tech ..... 3

**Survey of Special Education Coursework (Required if not previously completed); 0-3**

SED 500 Exceptional Child in Incl Set ..... 3

**Evaluation of Teaching and Learning (3 semester hours)**

SED 652 Assessment Instruments for SP POP ..... 3

**Reading (3 semester hours)**REA 560 Techniques and Skills of Reading (K-6) **or** ..... 3

REA 578 Reading in the Content Areas (6-12) ..... 3

**Internship (Full-time in the teaching; 16 weeks, required)**SED 680 Student Teaching in Inclusive Setting, K-6 **or**SED 685 Student Teaching in Inclusive Setting, 6-12 **or** ..... 9

SED 687 Student Teaching in Inclusive Setting, K-12 ..... 9

**Teaching Field (15 semester hours)**

Adviser-approved courses in Special Education ..... 15

**Additional Courses in Undergraduate Teaching Field in Special Education**

Adviser-approved Only (K-6 or 6-12 or K-12) ..... 24

\*Highly qualified=4x12

*Applicant must have a baccalaureate degree that includes at least 12 semester hours in each of four disciplines: English/Language Arts, Mathematics, Science, and Social Science.*

**Total Graduate Hours in Program 36-39**

\*For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required for all graduate students entering Class A programs. Foundation of Professional Studies will be increased to nine semester hours for students completing the special education requirement.

*Periodically program changes and certification requirements will change to reflect updated State Department of Education Standards. Please contact the College of Education for current requirements.*

## Education Specialist Degree Programs of Study

The general academic policies and regulations for the education specialist programs are the same as those for the sixth-year programs found on page 27 of this catalog.

### Biology/Secondary Education (AA)

#### Education Specialist (Ed.S.)

Professional Education: 37 semester hours' minimum required **Credit**

**Curriculum and Teaching:** 6 semester hours required<sup>a</sup>

EDU 611	Advanced Curriculum Development .....	3
EDU 627	Current Trends in Secondary Schools .....	3

**Humanistic and Behavioral Studies:** 9 semester hours required<sup>b</sup>

SED 500	Exceptional Students in Inclusive Schools .....	3
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**Humanistic: (Select one)**

EDU 531	Modern Issues in Education .....	3
EDU 554	Contrasting Philosophies of Education .....	3

**Behavioral: (Select one)**

EDU 527	Human Development and Behavior .....	3
EDU 541	Advanced Educational Psychology .....	3

**Evaluation of Teaching and Learning:** 3 semester hours required

EDU 602	Intermediate Statistical Techniques and Evaluation .....	3
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**Teaching Field BIO:** 16 semester hours required ..... 16

+ Selection of courses approved by adviser, and appropriate to BIO curriculum

+ (Two 600-level courses required)

**Thesis required**

EDU 696 and 697	Thesis I & II .....	6
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<sup>a</sup> Must include at least 12 semester hours in teaching field at the fifth-year level.

<sup>b</sup> For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required for all graduate students entering Ed.S. programs beginning fall of 1979. Humanistic and behavioral studies will be increased to nine semester hours for students having completed the special education requirement.

**Total Hours 37-42**

### General Counseling—Non-Certification Option

(Shared Program with Auburn Montgomery)

**Education Specialist (Ed.S.) Degree 33-36 semester hours**

*Admission based on Masters GPA plus MAT/GRE*

<b>Instructional Support Area</b> (15 semester hours)	<b>Credit</b>
COU 507 Counseling Diverse Populations.....	3
COU 514 DSM-IV .....	3
COU 530 Family Counseling .....	3
COU 636 Introduction to Play Therapy (AUM).....	3
COU 690 Supervision in Counseling (AUM).....	3

<b>Internship</b> (3-6 semester hours)*	<b>Credit</b>
COU 615    Advanced Internship in Counseling .....	3
COU 692    Advanced Internship in Counseling I (AUM) .....	3
COU 679    Advanced Internship in Counseling II (AUM) .....	3

<b>Research in Education</b> (9 semester hours)	
COU 614    Topical Seminar in Counseling .....	3
COU 656    Research and Evaluation in Counseling Programs (AUM) .....	3
COU 628    Research in School and Agency Counseling .....	3

**Electives** (6 semester hours)  
Advisor approved courses

<b>Thesis optional:</b>	
COU 696, 697- Thesis I and II .....	6

**\*Students whose master's program included fewer than 700 hours practicum / internship must take 6 semester hours of advanced internships.**

## School Counseling Certification Option

(Shared Program with Auburn Montgomery)

**Education Specialist (Ed.S.) Degree 33-36 semester hours**

*Admission based on Masters GPA plus MAT/GRE*

<b>Instructional Support Area</b> (15 semester hours)	<b>Credit</b>
COU 507    Counseling Diverse Populations .....	3
COU 530    Family Counseling .....	3
COU 538    Elementary School Counseling .....	3
COU 636    Introduction to Play Therapy (AUM) .....	3
COU 690    Supervision in Counseling (AUM) .....	3

<b>Internship</b> (3-6 semester hours)*	
COU 615    Advanced Internship in Counseling .....	3
COU 692    Advanced Internship in Counseling I (AUM) .....	3
COU 679    Advanced Internship in Counseling II (AUM) .....	3

<b>Research in Education</b> (9 semester hours)	
COU 614    Topical Seminar in Counseling .....	3
COU 656    Research and Evaluation in Counseling Programs (AUM) .....	3
COU 628    Research in School and Agency Counseling .....	3

**Electives** (6 semester hours)  
Advisor approved electives

<b>Thesis optional:</b>	
COU 696, 697- Thesis I and II	

**\*Students whose master's program included fewer than 700 hours practicum/ internship must take 6 semester hours of advanced internships.**

**Thesis required**

COU 696 and 697 Thesis I and II ..... 6

**Total Hours 33-36**

**Humanistic & Behavioral Studies:** 3-6 semester hours required

SED 500 Exceptional Students in Inclusive Schools ..... 3

EDU 541 Advanced Educational Psychology ..... 3

**Electives:** 9 semester hours required (Advisor approved) ..... 3

**Thesis required for degree** ..... 3

COU 696 and 697 Thesis I & II ..... 6

Field study required for certification only

COU 698 and 699 Field Study I & II

**Total Hours 33-36**

## **Early Childhood Education (AA)**

### **Education Specialist (Ed.S.) Degree**

Professional Education: 36 semester hours<sup>7</sup> minimum required <sup>a</sup> **Credit**

**Curriculum and Teaching:** 6 semester hours required <sup>a</sup>

EDU 634 Advanced Studies in Cognitive Development ..... 3

EDU 611 Advanced Curriculum Development ..... 3

<sup>a</sup> For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required for all graduate students entering Ed.S. programs beginning fall of 1979.

**Humanistic and Behavioral Studies:** 9 semester hours required<sup>b</sup>

SED 500 Exceptional Students in Inclusive Schools ..... 3

**Humanistic: (Select One)** ..... 3

EDU 531 Modern Issues in Education

EDU 554 Contrasting Philosophies of Education

**Behavioral (Select one)** ..... 3

EDU 527 Human Development and Behavior

EDU 541 Advanced Educational Psychology

**Evaluation of Teaching and Learning:** 3 semester hours required

EDU 602 Intermediate Statistical Techniques and Evaluation ..... 3

**Teaching Field ECE:** 12 semester hours required ..... 12

+Selection of courses approved by adviser, and appropriate to ECE curriculum

+(Three 600-level courses required)

**Thesis required**

EDU 696 and 697 Thesis I and II **OR** ..... 6

EDU 698 and 699 Field Study Research for AA ..... 6

**Total Hours 36-39**

## Education Administration (Class AA)

### Education Specialist (Ed.S.) Degree

	<b>Credit</b>
<b>Core Courses</b> (15 semester hours)	
ADM 601 Advanced Human Resources Administration .....	3
ADM 605 School Business Administration .....	3
ADM 675 Educational Leadership: Superintendent .....	3
ADM 680 Advanced School Law .....	3
ADM 691 Mentoring in Administration .....	3
<b>Additional courses</b> (18-24 semester hours)	
SED 500 Exceptional Students in Inclusive Schools .....	3
*EDU 511 Statistics .....	3
EDU 512 Research .....	3
EDU 602 Intermediate Statistics .....	3
EDU 611 Advanced Curriculum Development .....	3
EDU 655 Seminar: Issues & Educational Foundations .....	3
ADM 696 Thesis I .....	3
ADM 697 Thesis II .....	3
<b>Thesis or non thesis option required for Degree</b>	
ADM 696 and 697 Thesis I & II .....	6
ADM 698 and 699 Field Study I & II .....	6
Field study required for a certificate only.	

**Total Hours in Program 33-39**

\*Required if not completed previously

## Elementary Education (AA)

### Education Specialist (Ed.S.) Degree

<b>Teaching Field</b> 15 Semester Hours	
REA 602 Advanced Seminar in Reading .....	3
REA 610 Reading Process: Curr Trends .....	3
EDU 603 Adv. Teaching Math in Elem Sch .....	3
EDU 632 Practicum in Elem Education .....	3
Advisor approved course .....	3
Survey of Special Education Coursework (Required if not previously completed ) 0-3	
SED 500 The Exceptional Student in Inclusive School .....	3
<b>Additional Courses:</b>	
<b>Curriculum and Teaching:</b> (6 semester Hours Required)	
EDU 611 Advanced Curr Development .....	3
EDU 626 Research Studies in Elem Edu .....	3
<b>Foundations of Professional Studies</b> (semester hours required)	
EDU 512 Educational Research .....	3
EDU 655 Issues in Educ Foundations .....	3
Evaluation of Teaching and Learning: (3 semester Hours Required)	
EDU 602 Intermediate Stat Methods .....	3
<b>Advisor-Approved Electives:</b> (6 semester Hours Required)	
EDU 696 Thesis in Area of Spec I .....	3
EDU 697 Thesis in Spec II .....	3
OR for (AA)	
EDU 698 Field Study Research I .....	3
EDU 699 Field Study Research II .....	3
Approved Electives not previously taken .....	6

**Total Hours 33-36**

## History/Secondary Education (AA)

### Education Specialist (Ed.S.) Degree

Professional Education: 33 semester hours minimum required <sup>a</sup> **Credit**

**Curriculum and Teaching:** 6 semester hours required

EDU 611	Advanced Curriculum Development .....	3
EDU 627	Current Trends in Secondary Schools.....	3

**Humanistic and Behavioral Studies:** 9 semester hours required <sup>b</sup>

SED 500	Exceptional Students in Inclusive Schools .....	3
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**Humanistic (Select one)**..... 3

EDU 531	Modern Issues in Education	
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<sup>a</sup> Must include at least 12 semester hours in teaching field at the fifth-year level.

<sup>b</sup> For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required for all graduate students entering Ed.S. programs beginning fall of 1979. Humanistic and behavioral studies will be increased to nine semester hours for students having completed the special education requirement.

EDU 554 Contrasting Philosophies of Education

**Behavioral (Select one)** ..... 3

EDU 527	Human Development and Behavior	
EDU 541	Advanced Educational Psychology	

**Evaluation of Teaching and Learning:** 3 semester hours required

EDU 602	Intermediate Statistical Techniques and Evaluation .....	3
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Teaching Field HIS: 15 semester hours required..... 15

+Selection of courses approved by adviser, and appropriate to HIS curriculum

+(Three 600 level courses required)

**Thesis required**

EDU 696 and 697	Thesis I and II .....	6
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**Total Hours 33-36**

## Library Media (AA)

### AA Certification Only

**Instructional Support Area:** 15 semester hours required

**Credit**

LEM 501	Readings in Instructional Technology.....	3
LEM 570	Legal Basis of Library Education .....	3
LEM 511	Communication, Technology and Instructional Design .....	3
LEM 600	Seminar in Library Education Media .....	3
LEM 625	Research in Library Education Media.....	3
LEM 613	Advanced Educational Media Programs .....	3
EDU 611	Advanced Curriculum Development .....	3

<b>Humanistic and Behavioral Studies:</b> 9 semester hours required <sup>b</sup>	
EDU 655	Seminar Issues and Educational Foundations ..... 3
SED 500	Exceptional Students in Inclusive Schools ..... 3
Adviser-approved Professional Studies Elective – 3 semester hours ..... 3	

**(LEM 502, LEM 513, LEM 517, LEM 605 and LEM 613)**

**Elective:** (9 semester hours) ..... 9

**Research:** (3-6 semester hours)

LEM 698 Action Research ..... 3

**Total Hours 33-36**

For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required for all graduate students entering Ed.S. programs beginning fall of 1979.

**Library Media (AA)****Educational Specialist (Ed.S.) Degree**

<b>Instructional Support Area:</b> 15 Semester hours required		<b>Credit</b>
LEM 570	Legal Basis of Library Education ..... 3	3
EDU 611	Advanced Curriculum Development ..... 3	3
LEM 501	Readings in Instructional Technology ..... 3	3
LEM 600	Seminar in Library Education Media ..... 3	3
LEM 613	Advanced Educational Media Programs ..... 3	3
LEM 625	Research in Library Education Media ..... 3	3

**Humanistic and Behavioral Studies:** 9 Semester hours required

EDU 655 Seminar Issues and Educational Foundations ..... 3

SED 500 Exceptional Students in Inclusive Schools ..... 3

**Adviser-approved Professional Studies Elective** -- 3 semester hours ..... 3  
(LEM 502, LEM 513, LEM 517, and LEM 605)

**Research:** (3-6 semester hours)

LEM 696 Thesis I in Area of Specialization ..... 3

LEM 697 Thesis II in Area of Specialization ..... 3

LEM 698 Field Study Research I (non-thesis option) ..... 3

LEM 699 Field Study Research II (non-thesis option) ..... 3

**Elective:** (9 semester hours) ..... 3

**Total Hours 33-36**

For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required for all graduate students entering Ed.S. programs beginning fall of 1979.



**Mathematics/Secondary Education (AA)****Education Specialist (Ed.S.) Degree**Professional Education: 39 semester hours minimum required<sup>a</sup> **Credit****Curriculum and Teaching:** 6 semester hours required

EDU 611	Advanced Curriculum Development .....	3
EDU 627	Current Trends in Secondary Schools.....	3

**Humanistic and Behavioral Studies:** 9 semester hours required<sup>b</sup>

SED 500	Exceptional Students in Inclusive Schools .....	3
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**Humanistic (Select one)**..... 3

EDU 531	Modern Issues in Education
EDU 549	Seminar: Comparative Education
EDU 554	Contrasting Philosophies of Education

**Behavioral (Select one)** ..... 3

EDU 527	Human Development and Behavior
EDU 541	Advanced Educational Psychology

**Evaluation of Teaching and Learning:** 3 semester hours required

EDU 602	Intermediate Statistical Techniques and Evaluation .....	3
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**Teaching Field MATH:** 18 semester hours required

+Selection of courses approved by adviser, and appropriate to Math curriculum

+(Two 600-level courses required)

**Thesis required**

EDU 696 and 697	Thesis I and II .....	6
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**Total Hours 39-42****Social Science 6-12 (AA)****Education Specialist (Ed.S.) Degree**Professional Education: 36 semester hours minimum required<sup>a</sup> **Credit****Curriculum and Teaching:** 6 semester hours

EDU 611	Advanced Curriculum Development .....	3
EDU 627	Current Trends in Secondary Schools.....	3

**Humanistic and Behavioral Studies:** 9 semester hours required<sup>b</sup>

SED 500	Exceptional Students in Inclusive Schools .....	3
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<sup>a</sup> Must include at least 12 semester hours in teaching field at the fifth-year level.<sup>b</sup> For students who have not previously satisfied the special education requirement, a general survey course in special education (three semester hours) is required for all graduate students entering Ed.S. programs beginning fall of 1979. Humanistic and Behavioral Studies will be increased to nine semester hours for students having completed the special education requirement.**Humanistic: (Select one)** ..... 3

EDU 531	Modern Issues in Education
EDU 554	Contrasting Philosophies of Education

**Behavioral: (Select one)** ..... 3

EDU 527	Human Development and Behavior
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EDU 541      Advanced Educational Psychology

**Evaluation of Teaching and Learning:** 3 semester hours required

EDU 602      Intermediate Statistical Techniques and Evaluation ..... 3

**Teaching Field SOC.SCI:** 15 semester hours required ..... 15

+Selection of courses approved by adviser that must include at least one course from two of the following areas: economics, geography, history, political science, psychology, sociology, anthropology and philosophy.

+(Three 600-level courses required)

**Thesis required**

EDU 696 and 697 Thesis I and II ..... 6

**Total Hours 36-39**

## Doctoral Program

### (Ed.D.) in Educational Leadership, Policy, and Law

The College of Education offers an Education Doctorate (Ed.D.) in Leadership, Policy, and Law. This is a 69-hour post-master's program designed for individuals who will be engaged in upper-level leadership positions in educational organizations. Individuals interested in this program should have at least a 3.5 graduate grade point average and hold an earned master's degree. Program admissions occur in late March and a cohort of students begins once each year in the fall. Courses are sequential and may be enrolled in only after admission to the program. Contact either the Office of the Graduate Dean or the Doctoral Program Coordinator for further requirements and general information.

### Program of Study & Sequence

	<b>Credit</b>
LPL 700      Leadership Studies .....	3
LPL 720      Policy, Planning, and Change .....	3
LPL 750      Constitutional Law .....	3
LPL 705      Administrative Theory .....	3
LPL 725      Decision Making .....	3
LPL 755      Personnel and Liability Issues in Educational Law .....	3
LPL 710      Curriculum Planning and Evaluation .....	3
LPL 730      Public Policy .....	3
LPL 760      Social and Ethical Issues in Educational Law .....	3
LPL 715      Fiscal Leadership .....	3
LPL 735      Educational Policy .....	3
LPL 775      Statistics and Research .....	3
LPL 780      Qualitative Analysis .....	3
LPL 800      Field Application I .....	3
Elective I .....	3
LPL 785      Multivariate Analysis .....	3
LPL 805      Field Application II .....	3
LPL 875      Research Dissemination .....	3
Elective II .....	3
LPL 900      Dissertation .....	12

**Total = 69**

## VI. COURSES OF INSTRUCTION

### Course abbreviations and numbering system

The following are the official course abbreviations used by the School of Graduate Studies and Continuing Education at Alabama State University. Graduate courses are numbered 500-699.

The numerical notations following the title of each course indicate the credit hour value of the course.

Accounting	ACT
Administration	ADM
Biology	BIO
Counseling	COU
Economics	ECO
Education	EDU
English	ENG
Finance	FIN
Geography	GEO
Health	HEA
History	HIS
Instructional Leadership	ILP
Leadership, Policy & Law Doctoral Program	LPL
Library Education Media	LEM
Management	MGT
Mathematics	MAT
Music	MUS
Occupational Therapy	OTH
Physical Education	PED
Physical Therapy	PTH
Reading	REA
Rehabilitation Counseling	RCOU
Sociology	SOC
Special Education	SED
Technology	EDT

### ACCOUNTING (ACT)

Ethics, computer applications, communication skills, other state-of-the-art technology, and interpersonal skills development will be incorporated in each course listed below. In addition, each course will require at least one term paper and a research project.

512. **Advanced Financial Reporting** (3). A study of public reporting for financial markets including equity investments and business combinations, preparation of consolidated financial statements, foreign currency translation and remeasurement, statements of financial affairs and receiverships as a result of insolvency, and estates and trusts.

514. **Advanced Auditing** (3). A study of auditing theory and concepts with an integration of auditing methodology and practice; in addition, emphasis is given to the professional responsibilities of independent auditors in upholding the integrity of the financial reporting process.

515. **Advanced Taxation** (3). A study of selected topics in the Internal Revenue Code

and Regulations with an emphasis on tax accounting and research. It will include partnerships, corporations, estate and gift taxes and an introduction to tax planning and current topics.

**516. Advanced Accounting Information Systems (3).** A study of concepts of accounting information systems and their design and operation, with an emphasis on enterprise-wide resource planning systems. This course involves significant hands-on-experience with SAP, MAS 90, Microsoft Access, Microsoft Project, and Microsoft Visio. Also covers current and emerging issues relating to accounting information systems.

**518. Advanced Accounting Theory (3).** A study of the historical perspective of the accounting profession and its evolving role in society; a comprehensive review of accounting theory as expressed in the pronouncements of the various rule making bodies; and current financial reporting issues under consideration by AcSec, FASB, GASB, SEC, etc.

**526. Advanced Managerial/Cost Controllership (3).** A study of the nature, objectives, and procedures of cost analysis and control; theories of cost allocation, absorption, and relevance; uses of accounting and other information in planning and controlling, and decision-making responsibilities; and current topics addressed in the financial press.

**530. International Accounting (3).** A study of information development and distribution for international companies. Topics and concepts such as foreign exchange translation, letters of credit, documentary credit/UPC 500, harmonization of reporting standards, terminology, cultural effects, political effects, ethical perceptions, and measurements and governmental/public policy, legal, social responsibility, monetary systems, and Foreign Corrupt Practices Act are covered.

**532. Advanced Fund Accounting (3).** A study of accounting, reporting and auditing concepts, standards and practices for governmental and nonprofit organizations. This includes a review of the EDP environment, a review of managerial controls, and an analysis and preparation of financial statements and reports for governmental and nonprofit organizations and current topics under consideration by Congress, GASB, FASB, AICPA, etc.

## ADMINISTRATION (ADM)

**601. Advanced Human Resources Administration (3).** This course is designed to give the student a deeper understanding of the complexities in managing and leading school personnel. Individual issues to be studied are recruitment, selection, assignment, retention, supervision, development and student discipline or appraisal. Group issues to be studied are negotiation, contracts, policies, organizations, and professional relations.

**605. Advanced School Business Administration (3).** This course is designed to give the student a greater understanding of the various aspects of the business operations in public schools. Areas to be covered includes: finance, budget development, effective record keeping, purchasing, and management of supplies, equipment, facilities, and transportation.

**680. Advanced School Law (3).** The purpose of this course is not to turn educators into lawyers, nor to teach “the law” on every imaginable topic, but to help educators anticipate and resolve problems of educational policy and practice before they become major legal battles. The course will emphasize principles (rather than facts) and how the judiciary applies them to resolve problems. This is a behaviorist approach since the legal system is built on common law and relies heavily on “precedent.” The

knowledge of these legal principles and tools—and of general historical trends—can empower leaders to actively participate in creating and re-creating efficient and just educational environments. The constructivist approach will also be used to help students become reflective leaders and life-long learners who will be able to adapt to our changing environment. Both philosophies will be realized through the examination and analysis of legal cases using a modified Socratic approach. Students will also examine and apply solutions to issues frequently encountered in the daily operation of educational organization through readings, discussions, case analyses, and written assignments. Finally students will use electronic tools to develop and enhance their research skills and to disseminate information.

691. **Mentoring in Educational Administration** (3). A course to prepare educational practitioners to become effective mentors who will assist aspiring future educational leaders.

696. **Ed.S. Thesis in Area of Specialization I** (3). Involves writing first three chapters of a thesis advancing an original point of view as a result of research (statement of problem, review of literature, procedures). Consent of adviser. Open only to approved candidates in the Ed.S. program.

697. **Ed.S. Thesis in Area of Specialization II** (3). Involves writing a thesis advancing an original point of view as result of research.

698. **Field Study and Research I** (3). This course provides an opportunity to develop the proposal for a research project in a school setting. Involves critical reading of related literature and field research.

699. **Field Study and Research II** (3). This course provides an opportunity to complete a research project in a school setting. Open only to candidates for the AA Professional Certificate.

## BIOLOGY (BIO)

500. **Graduate Seminar in Biology** (1). Discussion of recently published experimental findings and advances in biological and biomedical research.

503. **Advanced Ecology** (4). Examination of the interrelationships of living organisms, plants, and animals, and their environment; populations, communities, and ecosystems; role of population genetics, adaptation and evolutionary theory in ecology. Prerequisite: Course in ecology (BIO 310), or instructor's consent.

504. **Nonvascular Plants** (4). The morphology, taxonomy, physiology, and economic importance of the algae, fungi and mosses. Prerequisite: Course in general botany (BIO 241), or instructor's consent.

505. **Vascular Plants** (4). The morphology, taxonomy, physiology and economic importance of the ferns and seed plants. Prerequisite: Course in general botany (BIO 241), or instructor's consent.

506. **Mammalian Physiology** (4). Principles of physiology as related to mammalian systems. The operation of systems such as respiratory, cardiovascular, neuromuscular and endocrine are discussed. Prerequisite: Animal Physiology (BIO 320), or instructor's consent.

508. **Advanced Parasitology** (4). A consideration of the anatomy, physiology, life-history, and habits of representative parasites of man and his domestic animals: Means of detection, prevention and control are emphasized. Prerequisite: General Zoology.

510. **Advanced Microbiology** (4). An advanced-level course dealing with the isolation, growth, morphology, and physiology of various microorganisms; principles of

immunology, serology, and epidemiology; and properties of microorganisms associated with infectious disease. Prerequisite: Introductory-level course in microbiology (BIO 423), or instructor's consent.

515. **Cytogenetics** (4). A course which focuses on the cytological or chromosomal basis of genetic inheritance. It examines the construction of cytogenetic ultrastructural or molecular models of chromosomes, genes, cistrons, replicons and other relevant structures. Prerequisite: Molecular Biology and Genetics (BIO 420), or instructor's consent.

517. **Cell and Molecular Biology** (4). An analysis of contemporary views of cell structure, function, and growth in biochemical and molecular terms. Prerequisite: Cell Biology (BIO 337), Molecular Biology and Genetics (BIO 420), or instructor's consent.

607. **Endocrinology** (4). The study of hormone function. Consideration will be given to the role of hormones in growth, development, metabolism, homeostasis and reproduction. Prerequisite: Courses in physiology and biochemistry or instructor's consent.

609. **Protozoology** (4). The biology of protozoans with emphasis on taxonomy, life-history, and physiology. Consideration will be given to recent research in the field. Prerequisite: General Zoology.

611. **Physiological Chemistry** (4). A comprehensive course concerned with the major chemical constituents of cells; enzyme catalysis and general metabolism; chemistry of body fluids and specialized tissues; biochemistry of endocrine glands; and nutritional requirements of man. Prerequisite: Introductory-level course in biochemistry (CHEM 421), or instructor's consent.

612. **Advanced Plant Physiology** (4). This course deals with the major processes of plant function (photosynthesis, carbohydrate metabolism, translocation, water retention, and ion uptake) and the integration of these processes in plant growth and development. Prerequisite: Course in General Botany, Plant Physiology or instructor's consent.

614. **Applied Microbiology** (4). The microbiology of food, water, and soil with emphasis on quality control, sanitation, and public health. Prerequisite: Introductory-level course in microbiology (BIO 423), or instructor's consent.

618. **Virology** (4). This course is primarily concerned with animal viruses. It includes a discussion of virus structure, biochemistry of virus replication, genetics, interference and interferon, host-parasite relationships and tumor viruses. Emphasis will be on the theoretical aspects of the subjects. Prerequisites: General Microbiology (BIO 423), Cell Biology (BIO 337), or instructor's consent.

619. **Molecular Genetics** (4). A course dealing with the molecular aspects of gene structure, duplication, mutation, and phenotypic expression, with emphasis on the regulation of DNA replication, RNA synthesis and protein synthesis. Prerequisite: Cell Biology (BIO 337), Molecular Biology and Genetics (BIO 420), or instructor's consent.

660. **Research and Thesis** (3). Experimental research and thesis writing supervised by the student's thesis adviser. A minimum of six credits and a completed thesis required of all students seeking the M.S. in biology.

**700. Laboratory Research Rotation** (1 or 3) Graduate research mini-projects performed under the supervision of selected faculty members in the microbiology program. Recommended during first program year. Prerequisites: Graduate program status.

**BST 700. Biostatistics** (3) Principles and application of statistical methods to analyze data arising from a wide variety of applications. Topics include descriptive statistics, point and interval estimation, hypothesis testing, inference for a single population, comparisons between two populations, one- and two-way analysis of variance, comparisons among population means, analysis of categorical data, and correlation and regression analysis. Introduces interactive computing through SPSS and SAS statistical software. Examples drawn from microbiological and biomedical literature. Emphasizes basic principles and criteria for selection of statistical techniques. For M.S. and PhD student enrollment.

**CH 700. Biochemistry** (3) Graduate-level examination of the structure, function, and chemistry of proteins, carbohydrates, lipids and nucleic acids; introduction to the biophysical methods used to study macromolecules. Critical reading of original articles for first year graduate students in biochemistry. Prerequisites: Undergraduate/graduate chemistry (16 hours) or consent of instructor.

**701. Advanced Microbiology** (4) An advanced-level course dealing with the isolation, growth, morphology, and physiology of various microorganisms; principles of immunology, serology, and epidemiology, and properties of microorganisms associated with infectious disease. Prerequisites: Introductory-level course in microbiology or consent of instructor.

**702. Applied Microbiology** (4) The microbiology of food, water and soil with emphasis on quality control, sanitation, and public health. Prerequisites: Introductory-level course in microbiology or consent of instructor.

**703. Virology** (4) This course is primarily concerned with animal viruses. It includes a discussion of viral structure, biochemistry of viral replication, genetics, interference and interferon, host-parasite relationships and tumor viruses. Emphasis will be on the theoretical aspects of the subjects. Prerequisites: microbiology, cell biology or consent of instructor.

**704. Molecular Genetics** (4) A course dealing with the molecular aspects of gene structure, duplication, mutation, and phenotypic expression, with emphasis on the regulation of DNA replication, RNA synthesis and protein synthesis. Prerequisites: Cell biology or consent of instructor.

**CHE 705. Environmental Chemistry** (3) Examination of the importance of chemistry in solving environmental problems the atmosphere, biosphere, geosphere, hydrosphere and the anthrosphere. Covers the production of pollutants, their distribution in the environment, overall health effects and remediation using chemical knowledge and its attendant techniques. Prerequisites: Undergraduate/graduate chemistry (16 hours) or consent of instructor.

**710. Scientific Communication** (3) Graduate level course designed to prepare doctoral students for development of effective platform, poster and written scientific presentations. Emphasis will be on literature review, the components of scientific research articles, development of effective oral and platform presentations, proposal



development, content organization and audience perspective. The course will culminate in the development of a scientific proposal related to their dissertation research. Prerequisites: Graduate program status.

**720. Microbial Genetics and Genomics (3)** Molecular genetic methods and related aspects of prokaryotic and lower eukaryotic biology. Overview of approaches and tools used in genomic research. Covers experimental and computational technologies as well as theoretical concepts important for the study of genomes and their function. Topics include high-throughput DNA sequencing and genotyping, genetic mapping of simple and complex traits, RNA expression profiling, proteomics, genome modification and transgenesis, and computational genomics. Review and discussion of research literature to examine experimental design, methodology, and interpretation of both historical and contemporary relevance to microbial genetics. Prerequisites: Undergraduate/graduate microbiology, biochemistry or consent of instructor.

**730. Microbial Physiology and Diversity (3)** Main aspects of microbial growth, energy and biosynthesis pathways, metabolic regulation and integration of pathways into a coherent system. Emphasis on physiological diversity, global control systems governing the adaptation of microorganisms to different environmental conditions, and emerging methodologies. Metabolism and energy conservation in chemoheterotrophic and chemolithotrophic bacteria. Anoxygenic and oxygenic photosynthesis in prokaryotes. Bacterial motility and chemotaxis. Diversity of morphology, physiology and ecology of bacteria and other microorganisms. Prerequisites: Undergraduate/graduate microbiology, biochemistry or consent of instructor.

**740. 01 Environmental Microbiology (3)** Interaction of microorganisms with each other and with their environment. Microbial distribution and activities in natural systems, and their importance to ecosystem function and environmental quality. Extreme habitats; biofilms; habitat-specific forces; microbial activity; microbial transformations and their impact on different environments; role of microbes in nutrient cycles and biogeochemistry. species diversity; detection and control of microorganisms; and associations with higher organisms. Use of microbes for mitigating man-made environmental problems of industrial, agricultural, and domestic origin. Each basic principle followed by applied and environmental case studies. Prerequisites: microbial physiology, biochemistry or consent of instructor.

**740. 02 Microbiology of Food Systems (3)** Topics of current interest in food microbiology, including new food-borne pathogens, rapid identification methods, effect of food properties and preservation techniques on microbial growth, and mode of action of antimicrobials. Principles of occurrence and control. Importance of sanitation and prevention of public health problems. Microbiological contaminants and methods for their detection. Mechanisms of microbial inactivation. Study of identification and characteristics of chemicals and biological agents implicated in foodborne disease outbreaks and conditions or circumstances by which food contamination occurs. Examination of food protection activities conducted by local and state government at the retail level. Prerequisites: microbial physiology, biochemistry or consent of instructor.

**740. 03 Microbiology of Water Systems (3)** This course develops the fundamentals and applications of aerobic and anaerobic biological unit processes for the treatment of municipal and industrial wastewater. The principles of activated sludge, aeration and clarifier design, fixed film reactors, anaerobic treatment, solids handling and

treatment, land treatment, and nutrient removal are presented. Discusses the contamination problems of water supplies due to presence of sewage bacteria, some of which can be deadly pathogens. This course uses concepts from microbiology and the basic principles of stoichiometry, energetics and microbial kinetics are used to support the design of biological unit processes. Prerequisites: microbial physiology, biochemistry or consent of instructor.

**750. Microbial Risk Assessment and Management (3)** Examination of probabilistic (in contrast to deterministic) approaches to prediction of human exposure to infectious microorganisms in the environment. Covers context, methodologies, data, uncertainties, and institutional arrangements for risk assessment, hazard identification, exposure assessment, health effects assessment, risk characterization, and risk communication. Discussion of data needs, pitfalls, policy ramifications, and current state of development and regulatory acceptance. Qualitative and quantitative approaches to identification, characterization, and control of environmental hazards to health emphasized through didactic and case studies. Prerequisites: biostatistics or consent of instructor.

**799. Doctoral Research (Variable)** Continuous enrollment. Comprehensive activities supporting students' doctoral program development, including but not limited to dissertation literature review, dissertation research proposal development, candidacy preparation, and dissertation completion. Prerequisites: Departmental permission.

**805. Microbial Ecology (3)** Introduces current biochemical and macromolecule sequence-based methods to assess community diversity and microbial activity in a variety of ecosystems. Other topics discussed include bacterial growth and survival, population biology, and microbial interactions. Will include diversity of microbial life in marine environments; habitats and taxonomy of Monera, Protista, and microscopic Animalia; environmental factors and interactions among microbes as structuring forces in natural communities; microbial ecophysiology and biogeochemical cycles of the major elements; microbial assemblages as living communities; microbial food webs; significance of grazing; energy flow in microbial communities; microbial loop hypothesis; feedback regulatory mechanisms in microbial communities; nutrient sinks and links microbial assemblages in extreme environments; marine biotechnology: aquaculture; biodegradation of pollutants; antiviral and antitumor compounds from marine microbes. Prerequisites: Microbial Genetics, Microbial Physiology or consent of instructor.

**815. Microbial Pathogenesis (3)** Introduction of basic concepts of bacterium-host relationships. Examination of virulence factors that promote colonisation, survival of infecting microorganisms and virulence attributes that damage the host. Discussion of the origin of antibiotic resistance genes, their mechanisms of action, and how they are transferred between bacteria. Description of experimental approaches for investigating bacterium-host interrelationships, cultured cell lines and their application in studying microbial pathogenicity, animal model systems and measurements of virulence. The course concludes with a broad discussion on virulence factors and rational design of vaccines. Prerequisites: Microbial Genetics, Microbial Physiology or consent of instructor.

**825. Microbiology of Food Sanitation (3)** Study of identification and characteristics of chemicals and biological agents implicated in foodborne disease outbreaks and conditions or circumstances by which food contamination occurs. Infectious and toxigenic agents of foodborne disease: detection, identification, and control methods;

ecology and survival strategies of pathogens in foods; virulence mechanisms of food-borne pathogens. Current trends in food safety: emerging pathogens; impact of new generation foods on ecology and physiology of pathogens; new technologies in control and detection/typing. The principles of the Hazard Analysis Critical Control Point (HACCP) system will be examined: the procedures and processes which can affect the overall microbiological safety of the food; microbiological and process overviews; generic HACCP models, good manufacturing practices; monitoring of critical control points, process control and implementation. Prerequisites: Microbiology of Food Systems, Microbial Risk Assessment and Management or consent of instructor.

**BIO 835. Microbial Water Quality (3)** Study of water quality standards, chemical, physical and microbial contaminants in water. A survey of pathogenic microorganisms which are common to water sources, water distribution system and biofilms. study of biofilms An in depth study of virulence mechanisms of water borne pathogens, detection, identification, and control methods. Special focus is placed on current methods and procedures of environmental sampling, and water quality control and assurance.

**845. Microbial Bioterrorism and Safety (3)** History, identification, properties and mode of transmission of agents of bioterrorism, including preventive, control and treatment measures against bioterrorism. Current and emerging pathogens with significant potential as weapons. Topics are organized according to biological classification (bacteria, viruses, biotoxins) as well as pathogens in special settings such as the food supply. Content will include biological properties, transmission and epidemiology, pathogenic mechanisms, diagnosis, control and management. Antimicrobial therapy and vaccines will also be covered. Prerequisites: Consent of instructor.

**855. Microbial Biotechnology (3)** Applications in current approaches in microbial biotechnology focusing upon microbial products, microbial biomass as a protein source, bioremediation, N<sub>2</sub> fixation, Agro bacterium and the manipulation of plant genes, detection and monitoring of genetically engineered microorganisms, government regulation and social implications. Covers technological approaches employed in the microbiological production of food, drink, biopharmaceuticals; production methods, genetic engineering (vectors, recombination cloning), continuous fermentation; bioconversion processes and production of chemicals from biomass; Microbial diversity and its importance in biotechnology as a source of novel enzymes and products. Environmental processes catalyzed by microorganisms and their exploitation for pollution control. Microbial enzymes in biocatalysts. Prerequisites: Microbial Genetics or consent of instructor.

**865. Special Topics in Microbiology (1 or 3)** Colloquia or advanced study of specific topics and emerging trends in a specialized field.

**899. Doctoral Dissertation (3)** Dissertation defense. Enrollment during final semester. Prerequisites: Departmental permission.

## COUNSELING (COU)

**501. Introduction to Counseling (3).** This course is designed to acquaint the student with the historical development of counseling and the basic concepts, assumptions, purposes and scope of the profession. Foundations are provided for pursuing other courses in the area of the counseling program.

502. **Theories and Techniques of Individual Counseling** (3). A survey of basic theories of counseling and their application to counseling in schools and other settings is provided. Techniques and strategies for implementing the theories are suggested. Counseling interviews are taught with the help of video feedback. (Prerequisite COU 501)

503. **Career Development** (3). This course is designed to provide prospective counselors with knowledge of vocational development theories and skill in vocational counseling. Selecting, organizing, and utilizing occupational and educational information are stressed. (Prerequisite COU 501)

504. **The Elementary School Curriculum** (3). Principles of curriculum organization, materials and procedures in the elementary school.

505. **Pre-Practicum in Counseling**. Laboratory training in attending, listening, and influencing skills. Supervised experience in counseling. Prerequisites COU 501, 502, 509.

506. **Counseling Practicum** (3). Supervised laboratory and field experiences for advanced majors. Emphasis placed upon the application of concepts, skills and principles learned in previous coursework. Enrollment with permission of instructor. **Prerequisites:** 21 semester hours including COU 501, 502, 505, 509, 523 (school counseling only), 524, GPA 3.0, and attend practicum workshop prior to registration.

507. **Counseling Diverse Populations** (3) This course is a study of the issues and trends in a multicultural and diverse society. The course includes a focus of special counseling considerations for groups who differ in ethnicity, age, race, gender, religions, family patterns, socioeconomic status and sexual orientation. (Prerequisite COU 501)

509. **The Helping Relationship** (3). This course will include the study of consultation theories, systems perspectives, and the practice of basic interviewing, assessment and counseling skills. Relevant research related to the practice of these skills will be studied, including the counselor/consultant and client/consultee characteristics that influence the helping process.

514. **DSM-IV** (3). This course is designed to provide counseling students with a working knowledge of the Diagnostic and Statistical Manual, and of the mental disorders described therein. (Prerequisite COU 501 and 502)

523. **Organization and Administration of the Guidance Program** (3). This course is designed to provide students with techniques for assessing, developing and administering a guidance program. Students are exposed to methods for defining their role in a school or other settings and to organizational development principles. (Prerequisite COU 501)

524. **Introduction to Group Counseling** (3). Students are involved in group interaction from structured group exercises. Group dynamics and leadership styles are observed with the aid of interaction observation instruments. Finally, students learn to facilitate groups. (Prerequisite COU 501, 502, 504, 505)

526. **Psychological Testing** (3) Principles and procedures for studying individuals and/or groups for counseling and guidance purposes are learned, with emphasis on current standardized tests. (Prerequisite COU 501)

528. **Internship in Counseling** (3). Internship is the final course in counselor education. Students are expected to display competencies in counseling skills while

functioning as a counselor in a school or agency setting. Students may not enroll in internship until they have completed all the core courses and some electives. **Prerequisites:** COU 501, 502, 503, 506, 509, 524, 526, Praxis II (school counselors only).

**530. Family Counseling (3).** A study of family counseling models, including study of family systems and major family theoretical approaches, interactional patterns of the individual and the family through various stages of the life cycle, and contemporary individual and family issues. (Prerequisite COU 501 and 502)

**537. Agency Resources and Placement Services (3).** Students are introduced to a variety of community agencies, placement theories and strategies, and legal aspects of government programs. This course is highly recommended for counselors in non-school settings.

**538. Elementary School Counseling (3).** Counseling and related activities are considered in the scope of pupil personnel activities as a developmental process in the elementary school. (Prerequisite COU 501, 502)

**539. Readings in Guidance and Counseling (1-3).** Review of writings in selected topics in counseling.

**612. The Stanford Binet Intelligence Scale (3).** Assessment of mental abilities with attention to administration, scoring, and interpreting the results of the Binet Scale for Counseling and/or guidance purposes. Special attention given to psychological report writing based upon Binet test results. Prerequisite: Education 526 or 511. Students must purchase or pay a rental fee for use of test kit.

**613. The Wechsler Intelligence Scales (3).** Assessment of mental abilities with emphasis on the administration, scoring, and interpreting results of the various Wechsler Intelligence scales for counseling and/or guidance purposes. Special attention given to psychological report writing based upon Wechsler test results. Prerequisite: Education 526 or 511. Students must purchase or pay a rental fee for use of test kit. (Prerequisite COU 501, 526)

**614. Topical Seminar In Counseling (3).** Students will conduct library research on counseling topics of interest and present their findings orally and in writing. Focus will be on writing in conformance with American Psychological Association publication style. Prerequisite: Ed.S. standing.

**615. Advanced Internship in Counseling (3).** Prior approval is needed before registration can be completed. Supervised practical experience for advanced students.

**628. Research in School and Agency Counseling (3).** Provides opportunities for advanced graduate students to engage in independent study and research in the area of counseling. (Prerequisite COU 614, 652, Ed.S. standing)

**634. Advanced Studies in Cognitive Development (3).** This course is designed to provide the advanced graduate student with increased theoretical understanding of cognitive development, moral and rule development, and language development. The major method of understanding the function of intellectual development is acquired by the student as a result of performing cognitive experiments with children. The course places special emphasis on the variant and invariant aspects of Piaget's theory of intellectual development.

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

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

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

656. **Research and Evaluation in Counseling Programs (AUM).** Provides study and experience in measurement, appraisal, and evaluation of a broad range of objectives in counseling. Emphasizes research design and procedure appropriate for evaluating counseling programs and outcomes. Prerequisite: Ed.S. standing.

679. **Advanced Internship in Counseling II (AUM).** Provides supervised experiences in group and individual counseling, program development, consultation, and supervision. Prerequisite ED.S. standing and COU 692.

692. **Advanced Internship in Counseling I (AUM).** Provides supervised experiences in group and individual counseling, program development, consultation, and supervision. Prerequisite: Ed.S. standing and COU 615.

680. **Seminar in Counseling (AUM).** Provides the opportunity for graduate students and professors to cooperatively pursue special counseling topics of interest. Innovations and emerging issues in counseling are emphasized. Prerequisite: Ed.S standing and permission of instructor.

690. **Supervision in Counseling (AUM).** Emphasizes models, types, and developmental process of counseling supervision. Includes ethical considerations, program supervision skills, leadership styles, client care management, and program planning and evaluation. Prerequisite: Ed.S. standing.

## ECONOMICS (ECO)

558. **Economics of the Firm and its Environment (3).** A study of microeconomic theory that stresses its relevance and application to both managerial and public-policy decision making. This applied emphasis is accomplished by including extended examples that cover such topics as the analysis of demand, cost, and market efficiency, the design of pricing strategies, investment and production decisions, and public policy analysis.

## EDUCATION (EDU)

505. **Curriculum in Secondary Schools (3).** Organization and development of the secondary school curriculum. Attention is given to issues, problems, trends, and materials as they relate to an effective high school program.

511. **Statistical Techniques, Research and Evaluation (3).** Generally addresses the evaluation of teaching, learning and research in education. The major emphasis of the course is on understanding and using evaluation methods and descriptive statistics. Research methodology is overviewed.



512. **Educational Research** (3). An orientation course in research methods that includes the formulation of the hypothesis; definition of the problem; and fundamental approaches to problems through the normative survey, the historical, experimental, and clinic case methods; statistics essential to processing data.
513. **Seminar: Problems of Teaching in Elementary School** (3). Problems associated with teaching in the elementary school are analyzed. Includes reading widely in professional literature.
515. **Instructional Strategies for Teachers** (3). This course is primarily designed to acquaint students and teachers to a variety of approaches of teaching models and underlying theories, and research. The course will address current problems, i.e., discipline and planning.
527. **Human Development and Behavior** (3). A study of the findings of research in the behavioral sciences and their implications for the guidance of young persons. Includes a study of physiological, sociological and psychological bases of human behavior with emphasis upon the normal school child in his environment.
531. **Modern Issues in Education** (3). A study of contemporary trends and developments in the American school system.
532. **Behavior Disorders of Children** (3). A study of the origin, development and nature of behavior disorders in children. Special emphasis is placed on diagnosis and treatment of disorders.
540. **Research in Early Childhood Education** (3). An intensive course designated to assist the student in ECE in interpreting research findings in child study and early childhood education. Basic research methodology is explored, and students are afforded the opportunity to analyze research studies, discuss conclusions and derive implications from research.
541. **Advanced Educational Psychology** (3). A review and study of theories of learning with emphasis upon empirical data presented by proponents of various theoretical schools of thought.
542. **Seminar: Teaching Mathematics in Elementary School** (3). This course is an examination of the current research dealing with techniques of teaching mathematics in elementary grades. Prerequisite: EDU 375
543. **Seminar: Social Studies in the Elementary School** (3). Examination of current research dealing with techniques of teaching social studies in elementary grades.
544. **Teaching Science in the Elementary School** (3). A critical study of the primary and intermediate grades science instructional programs. Special emphasis is placed on the appraisal of appropriate teaching practices and the analysis of curriculum content. Prerequisite: EDU 377
545. **Literature for Children** (3). A study of children's books and strategies to incorporate these materials into the elementary school curriculum. Designed for teachers in the elementary school (grades K-6)
548. **Seminar: Language Arts in the Elementary School** (3). Examination of current research dealing with techniques of teaching language arts in elementary grades.
550. **The Early Childhood Curriculum** (3). This course is concerned with the goals of education as they are identified and implemented in the subject matter in curriculum areas of the early childhood program.



551. **Instructional Strategies for Young Children** (3). This course investigates the teaching-learning process while focusing on specific strategies of promoting and evaluating cognitive, affective and psychomotor skills in children ages 3 to 8.

552. **The Theory of Play in Early Childhood** (3). The course presents theoretical foundations for children's play types and purposes of play as espoused by Erikson, Paller, White and others.

554. **Contrasting Philosophies of Education** (3). Deals both historically and contemporaneously with the ideologies that have developed from different concepts and philosophies of education.

562. **Professional Internship in Early Childhood Education/ALTA** (6). Ten weeks of supervised full-day experience in assisting and teaching in an elementary school situation. Work is supervised by a cooperating teacher and a university supervisor (300 hours).

563. **Professional Internship in Elementary Education/ALTA** (6). Ten weeks of supervised full-day experience in assisting and teaching in an elementary school situation. Work is supervised by a cooperating teacher and a university supervisor (300 hours).

564. **Professional Internship in Secondary Education/ALTA** (6).

565. **Professional Internship in Special Education/ALTA** (6).

566. **Professional Internship in N-12 Certification Area/ALTA** (6).

567. **Seminar in Early Childhood Education** (3). The course provides an atmosphere whereby the student is expected to synthesize content, principles and skills garnered from prerequisite courses into a comprehensive view of the products and processes in early childhood education.

568. **Parent Involvement in Early Childhood Education** (3). This course emphasizes parent involvement in the early childhood program. Special consideration is given to the principles of working with parents on both an individual and on a group basis.

585. **Communication Skills for Educators** (3). This course is designed for enhancing the speaking and writing skills of educators.

586. **Classroom Management** (3). This course is designed to acquaint students with a study of classroom management models as related to the secondary school setting

591. **Practicum in Education** (3). This course provides the advanced candidate clinical experiences to include K-6 students from a wide range of exceptionalities. Engages the candidate in work in diverse settings and various ethnic, racial, gender and socioeconomic groups. Involves the assembly of a work-sample portfolio. Requires approval by the Advisor.

602. **Intermediate Statistical Methods** (3). The major focus of this course is to prepare education professionals so that they can make accurate decisions based on information, accurate data, and the interpretation of research studies. Inferential statistics and other evaluation tools are covered in depth. Prerequisite – For EDU 602: Prerequisite: 511 or equivalent.

603. **Advanced Studies in Teaching Mathematics in the Elementary School** (3). An investigative study of certain topics identified as key elements in the mathematics education of students in grades K-6. Special emphasis is placed on conducting research on problem-solving, estimation, and mental arithmetic, and use of calculators and computers.

611. **Advanced Curriculum Development (3).** Practices and procedures in curriculum development with attention to the professional, social, economic and other major factors in curriculum planning.
625. **Current Trends and Practices in Early Childhood Education. (3).** Included are the selection of materials and the identification and evaluation of current trends and practices in early childhood education.
626. **Research Studies In Elementary Education (3).** Provides an opportunity for the graduate student to engage in research of topics in elementary education; to share results of research with other graduate students and faculty.
627. **Current Trends and Practices of Teaching in the Secondary School (3).** Included are the selection of materials and evaluation of trends and practices appropriate for specialized areas in secondary education.
631. **Practicum in Teaching the Exceptional Child (3).** Supervised experience as related to identifying and teaching the exceptional child in elementary grades. Experience is carried out at local schools and other state-supported institutions. Prior approval is needed before registration can be completed.
632. **Practicum in Elementary Education (3).** This course is designed to provide practical experiences in improving the instruction at the elementary school level. Provides experiences in teaching and related activities in grades 1-6 for graduate students seeking "AA" certification. Prerequisite: Completion of two thirds of the coursework for the "AA" certificate. Approval by advisor
633. **Practicum in Early Childhood Education (3).** This course is designed to provide advanced systematic experiences specifically at the practical level to prepare graduate students seeking AA certification in four broad areas. Prior approval is needed before registration can be completed.
635. **Seminar Problems in Early Childhood Education (3).** This course provides an in-depth investigation into problems and issues of current importance to the advanced student in early childhood education. the course includes intensive study of literature as well as field investigations.
655. **Seminar: Issues and Educational Foundations – An analysis of contemporary trends and developments in the American School System.**
696. **Ed.S. Thesis in Area of Specialization I (3)** Involves writing first three chapters of a thesis advancing an original point of view as a result of research (statement of problem, review of literature, procedures). Consent of adviser. Open only to approved candidates in the Ed.S. program.
697. **Ed.S. Thesis in Area of Specialization II. (3)** Involves writing a thesis advancing an original point of view as a result of research.
698. **Field Study and Research I (3)** This course provides an opportunity to complete a research project in a school setting.
699. **Field Study and Research II. (3)** This course provides an opportunity to complete a research project in a school setting.

## ENGLISH (ENG)

500. **Modern Grammar** (3). A study of modern concepts and practices in teaching grammar and usage.
501. **General Language** (3). Basic concepts of language, such as case, tense, aspect, number, and syntactical relationships of words are discussed, with illustrations from various languages. Some consideration is given to language history and regional varieties, language as an ever-changing structure, and modern linguistic attitude.
502. **Chaucer** (3). A study of the complete works of Chaucer with some emphasis on the language of the period as aid to the appreciation of Chaucer's metrical patterns.
507. **The Twentieth-Century Novel** (3). Novels are selected to give the student some experience with American, continental, and world fiction, and to show that the writers of fiction in every country have been concerned with basically the same problems of form and content.
509. **The English Novel** (3). A comprehensive survey of the historical development of the English novel from its beginnings in the 18th century, through the 19th, and into the 20th.
517. **Types of Comparative Literature** (3). Accepted masterpieces of world literature are studied through comparison of content structure and style.
523. **Seminar in Comparative Literature** (3). A study of selected works in world literature by type or theme. Emphasis will vary.
524. **Seminar in American Fiction** (3). Advanced study of major American writers of fiction, literary movements, and various aspects of fiction in American literature.
527. **Seminar in African-American Literature** (3). A study of the major African-American writers, literary movements and various aspects of the black experience.
529. **Seminar in Nineteenth-Century English Literature** (3). A study of the literary movements and the major writers of the century.
530. **The Teaching of English in the Secondary School** (3). Literature, research, curriculum, and teaching techniques in secondary school English; experimental programs; gradation of subject matter; criteria for program evaluation; and basic issues.
- 600, 601, 602. **Advanced English Seminar** (3) (3) (3). Critical examination and discussion of recent experimental and theoretical developments in English language and literature. Open only to candidates for advanced professional programs.
621. **Seminar in the History of the English Language** (3). A study of the major phonological, morphological, syntactic, and lexical changes in English from the beginning to the present; grammar of modern English, dialectology.
626. **Independent Study in Grammar and Literature** (3). Students pursue advanced problems of special interest in English and literature. Reading research, etc., under the direction of a faculty member. Open only to candidates for advanced professional programs.
627. **Seminar in African-American Literature** (3). A study of the major African-American writers, literary movements, and various aspects of the black experience.
- 628, 629. **Practicum: Teaching English in the Community College** (3) (3). A course designed to prepare effective prospective junior college English teachers. Pre-service information as well as actual teaching experience at the junior college level

are emphasized. Open only to candidates for advanced professional programs.

630. **The Teaching of English in the Secondary School** (3). Literature, research, curriculum, and teaching techniques in secondary school English; experimental programs, gradation of subject matter, criteria for program evaluation; and basic issues.

## FINANCE (FIN)

519. **Corporate Treasury Management** (3) The Corporate Treasury Management course is offered to help students get an early start on their careers. This is an advanced study of modern principles and techniques for corporate treasury management. Topics include liquidity analysis, short-term financial planning, financial risk management, evaluation of sources and uses of short-term funds, working capital management, corporate collection and disbursement systems, and other related topics. Students who have completed this course with a grade of “B” or higher are eligible to take the Certified Treasury Professional (CTP) examination to earn the Certified Treasury Professional Associate (CTPA) credential. Students with their CTPA credential are eligible to earn the CTP designation after two years of full-time finance-related work experience.

## GEOGRAPHY (GEO)

501. **Advanced Cultural Geography** (3). A study of the human environment of the world with emphasis placed on the cultural landscape of the United States.

502. **Advanced Urban Geography** (3). This course provides an organized and balanced urban analysis and includes an examination of urban functions, growth, and interrelationships among people and urban activities.

512. **Geography of Africa** (3). A regional analysis of the physical and human environment of Africa.

## HEALTH EDUCATION (HEA)

500. **Methods of Teaching Elementary Health Education** (3). A methods course designed to provide instruction in teaching methodology, procurement procedures for obtaining teaching/learning resources, and evaluative techniques used in health science with an emphasis upon the role of technology. Curriculum planning, implementation of teaching/learning process, and evaluation of teaching/learning process are taught in this course.

501. **Health Issues I** (3). A comprehensive health course designed to introduce the student to the impact of specific health issues toward improving the quality of life through health promotion and risk reduction.

502. **Methods of Secondary health Education** (3). A methods course designed for secondary schools (junior high and high school) to provide instruction in teaching methodology, procurement procedures for obtaining teaching/learning resources, and evaluative techniques used in health science with an emphasis upon the role of technology. Curriculum planning, implementation of teaching/learning process, and evaluation of teaching/learning process are taught in this class.

503. **Health Issues II** (3). A comprehensive health course designed to reinforce content and the impact of specific health issues toward improving the quality of life, through health promotion, and risk reduction.

504. **Alcohol and Drug Education** (3). A survey of the history of drug use, misuse, and abuse in the United States. The social, emotional and economic impact of drug use is examined. Emphasis is placed on alcohol and other psychoactive substances. Consultants from fields of medicine, law enforcement, social agencies, and education are used in this course to relate the multifaceted concerns and problems of drugs use, misuse and abuse.

## HISTORY (HIS)

500. **Historiography** (3). A study of the nature of history, how to study history, and the pursuit of reliable evidence. It also includes familiarization with library catalogs, bibliographies, and indexes, and analysis and interpretation of selected historians and their work, and the writing of a major research paper.

501. **World History Since 1900** (3). A survey of world affairs since 1900, emergence of America; China as a world power; causes and consequences of World War I; events leading to World War II; contemporary world affairs.

502. **Slavery and the Abolitionist Movement** (3). A study of antebellum slavery the efforts to eradicate it, concentrating on the nature of slavery in the period before the Civil War, slave culture, slave resistance, and the role of abolitionists and anti-slavery societies in the movement to destroy human bondage in the United States.

504. **The Civil Rights Movement and the Black Power Revolt** (3). An examination of the modern civil rights movement and the revolt against it by black militants, with emphasis on the conditions leading to the development of this period, the philosophy upon which it was based, important leaders, and organizations and events of the era.

515. **Renaissance and Reformation** (3). A survey of European history, 1300-1648, with emphasis on the intellectual and political impact of the Renaissance and Reformation on European life and culture.

520. **Modern African History Since 1945** (3). An-in-depth analysis of Sub-Sahara Africa's most tumultuous historical experience, as the continent changed its social-political character and headed for a future in a highly developed and competitive global environment.

521. **English Constitutional History** (3). A study of the evolution of the English political system and its institutions, laws, and customs from the medieval Anglo-Saxon period to the present day.

525. **Russian History from 1917 to 1990** (3). The study of Russian history from its czarist stage, the origin of the Soviet Communist state, the period of Soviet totalitarianism, to the overthrow of the Communist Party and the disintegration of the Soviet Union.

526. **Minority Problems in the Twentieth Century: Blacks and Jews** (3). A comparative study on public policies toward minorities with special emphasis on 20th century problems.

530. **The Two World Wars — The Circle Completed, 1914-1945** (3). A study of the causes of World War I and II, with emphasis on the relationship of the world's political and economic condition during World War I to those same conditions of World War II.

535. **Diplomatic History of the U.S.** (3). A diplomatic history of the United States from the American Revolution to the present. Special attention is given to the development and use of the economic, political, social, military and naval power necessary to give support to policy.
552. **The Colonial Period in American History** (3). This course covers events in American history from 1492 to 1789, with special emphasis on the American Indian, exploration and settlement, European colonization, slavery, colonial wars, the Revolutionary War, and the new nation under the Articles of Confederation and the United States Constitution.
564. **Seminar I: African-American History Before the Civil War** (3). A survey of the black experience in the United States from 1619 to 1865. The course is an examination of selected topics in African-American history from blacks' arrival to the United States in 1619, to the end of slavery and the emancipation of blacks. An intensive reading, writing and research course.
565. **Seminar II: Afro-American History Since 1865** (3). An examination of a selected topic in African-American history since the Civil War. An intense reading, writing and research course.
575. **The Great Depression and the New Deal** (3). An examination of the situation leading to and important aspects of the Great Depression and the New Deal, with the emphasis on the presidencies of the Herbert Hoover and Franklin D. Roosevelt.
580. **Economic History of the United States** (3). A survey to acquaint the student with the origins of basic economic institutions in Europe followed by a detailed study of the historical development of these institutions in the United States.
585. **The Cold War** (3). A study of the origin, the development, important events and significance of the Cold War.
586. **American Diplomatic History Since 1870** (3). A study of American foreign policy with emphasis on the historical events and personalities shaping it. An analysis of the machinery and operation of the diplomatic service.
587. **American Constitutional History** (3). A survey of the development of the American constitutional system from English colonial origins through current controversies.
590. **Seminar in American History** (3). Intensive reading and research of selected topics in American history. Topic varies each term.
592. **American Urban History** (3). The first half of the course deals with the 19th century, the second half with the 20th century. The approach of the course is topical. It discusses urban problems such as reform movements, the black ghetto, the relation between crime and justice, or wealth and poverty. The growth and role of the city in American history, problems resulting from organization, with emphasis on minorities in American urban development.
595. **Research and Thesis I** (3).
596. **Research and Thesis II** (3).
625. **Problems in the Far East in the Twentieth Century** (3). A survey of the historical relations among Japan, China, Russia, and the United States in the Far East with special emphasis on their effect on contemporary events.



642. **The Gilded Age** (3). The history of the United States from the end of Reconstruction to the 20th century, emphasizing the impact of industrialization and urbanization upon politics, diplomacy, agriculture, labor, religion, thought and living conditions.

643. **The South in the Twentieth Century** (3). Political, economic, social and cultural developments in the American South from Reconstruction to the present.

647. **Relations of the United States to Latin America** (3). Latin America from pre-conquest to about 1850. The Indian background, the conquest, the colonial period and the wars of independence are considered with reference to their effect on present-day Latin America.

## INSTRUCTIONAL LEADERSHIP PROGRAM (ILP)

510. **Foundation of Instructional Leadership.** This course is designed to study the organize and administration of American public schools analysis of leadership roles, styles, and theories as they relate to administrative behavior, decision-making, human resources development, diversity, technology, discipline, management, and school-community relations will be integral parts of this course.

520. **Instructional Leadership and Supervision.** The course will provide the student with a relevant knowledge base in the area of Instructional Leadership and Supervision.

570. **Ethics and Legal Bases of American Education.** This course is designed to explore the principles of law and ethics, applicable to public schools and school personnel. This course presents a real-world, problem-based approach emphasizing the application of legal knowledge and ethical principles necessary for success in educational leadership.

572. **Fiscal And Human Resource Management.** An examination of public school administration related to school finance, human resource management, school facilities, and school support services

574. **Instructional Technology For School Leaders.** This graduate instructional technology course is designed to further instructional leaders on how properly implemented technology can improve student learning and achievement. This course instructs the school administrator on the basic elements and processes of bringing computers into the classroom how crucial administrative planning and leadership are to making this technology initiatives a reality. Specific topics of this course are leadership and planning, technology and staff development, teaching and learning with technology, communication and public support, financial management, technology infrastructure (networks), and program evaluation.

595. **Internship in Instructional Leadership I**

596. **Internship in Instructional Leadership II**

597. **Internship in Instructional Leadership III**

This course is designed to give the candidate practical experience to observe, participate, and lead (OPL) at various education levels as he/she completes specific objectives for the administrative internship. These objectives will give the candidate an opportunity to demonstrate many of the knowledge, skills, and abilities that an effective school administrator must know.



## LIBRARY EDUCATION MEDIA (LEM)

500. **Literature for Children and Young Adults** (3). A comprehensive survey of literature for children and young adults as well as its effective utilization at school library media centers (K-12 levels). Includes discussion of selection criteria, integration of literature into the K-12 curriculum, and methods of presenting literature in K-12 settings.

501. **Readings in Instructional Technology** (3). Students investigate the latest research studies and theoretical essays in the field to develop and discuss new research thrusts.

502. **Preparation of Instruction Materials** (3). Laboratory practice in applying coloring, lettering and mounting techniques in the preparation of pictures, maps, charts, posters, and graphs for projected and nonprojected use. A variety of techniques in the production of transparencies and overlays, dry and wet mounting, and freehand and commercial lettering are emphasized. Some attention is given to printing and duplicating materials through multilith and production layouts.

507. **Internship in Library Media** (3). 300 hours of internship of which at least 100 hours must be in one or more K-6 level library media centers and of which at least 100 hours must be in one or more 7-12 level library media centers. Includes participation in the College of Education's LEM Internship Forum.

508. **Collection Development and Management** (former title: Selection and Utilization of Media and Materials)(3). Provides a comprehensive overview of the development and management of collections in all formats at library media centers (K-12 levels). Focuses on discussion of collection policies, censorship issues, working effectively with various types of vendors, strategies for building collections in all formats, and component tasks pertaining to maintaining collections.

511. **Communication Technology and Instructional Design** (3). The organization of educational personnel, instructional materials, and technology into a planned systems approach to learning.

512. **Administration of Library Media Programs** (3). Provides a comprehensive overview of the administration of school library media programs (K-12 levels). Focuses on budget preparation and management, facilities management, personnel management, marketing the library media center, and building as well as maintaining good relationships with administrators, teachers, parents, students, and communities.

513. **Educational Media** (3). Introduction to the area of library educational media. A study of the basic principles, theories, selection, evaluation, and utilization of materials and equipment utilized in the school media center. Experiences in the operation of multisensory equipment are provided.

517. **Organization of Information Resources** (3). A comprehensive overview of the organization of information resources in various formats, focusing on classification (and the Dewey Decimal Classification in particular) descriptive cataloging, Sears, and Library of Congress subject headings, indexing, and abstracting. Also includes discussion of issues pertaining to the acquisition, maintenance, and utilization of integrated library automation system.

519. **Reference and Reference Services** (3). A comprehensive survey of reference resources in all formats that are used in library media centers (K-12 Levels) and at other libraries. Includes examination of strategies for teaching library research methods and skills as well as discussion of collaboration with classroom teachers in order to integrate instruction utilizing library resources into K-12 curricula.

600. **Seminar in Library Educational Media** (3). Substantial media seminar. A research seminar required of all AA candidates designed to help the student identify and examine critically researchable topics, develop research designs and prepare research proposals. The instructional design of this course enables the student to analyze the dynamics of various consultants in the field of instructional media technology.

605. **Visual Literacy** (3). The study of visual communication as a means of information transmission system. A comparison of visual and verbal literacy as they concern today's student. A review of the research in visual languaging and its implication for education.

613. **Advanced Educational Media Programs** (3). Provides an opportunity for students with basic knowledge and skills in media management to enhance their administrative competencies, with emphasis on systemwide media programs. Attention is given to organization, supervision and evaluation of such programs. Prerequisites: LEM 508 and 512.

625. **Individual Study in Educational Media** (3). Provides opportunities for the advanced graduate student to engage in independent study and research in the area of educational media.

691. **Practicum in Education For Ed.S students** (3). Involves an analysis of factors pertinent to situations encountered in various school programs. Includes supervised experience in school and community-related programs and limited seminar involvements. Prior approval is required before registration can be completed. Also, students must completed a separate application form and return it to the director of laboratory experiences.

## LEADERSHIP, POLICY, AND LAW (LPL) DOCTORAL PROGRAM

Courses available only following admission to the doctoral program

700. **Leadership Studies** (3). This course assists students to develop a more in-depth understanding of leadership through the integrated study of theory, research, and historical, current, and fictional examples. Students are strongly encouraged to explore both traditional and innovative approaches to thinking about how leadership can be conceptualized, analyzed, researched, and understood.

705. **Administrative Theory** (3). This course assists students to develop a more in-depth understanding of a variety of administrative theories. It emphasizes the use of these theories in administering an organization and appropriate ways of researching issues related to the administration of organizations. The course will call for students to apply administrative theories to enable analyses of and recommendations for educational organizations and will explore how various aspects of organizational administration may be researched to increase the knowledge base in the field or to address specific organizational problems.

710. **Curriculum Planning and Evaluation** (3). This course assists students to develop a more in-depth understanding of curriculum planning and evaluation. Students are provided an introduction to the basic models of educational program planning and evaluation. They subsequently demonstrate their knowledge of evaluation methodology and design by formulating an evaluation plan for an existing educational curriculum. Students present their evaluation plans and simulated outcomes during class for critical analysis and assessment.

715. **Fiscal Leadership** (3). This course assists students to understand basic concepts in finance. Included are discussions related to inequality of access from the state, national, and international perspectives. It examines state funding systems in education and basic budgeting processes. Educational production functions, human capital concerns, manpower planning and social demand theories and the economics of education are also considered from both a national and an international perspective.

720. **Policy, Planning, and Change** (3). This course assists students to acquire a basic understanding of the leadership issues associated with operational planning and change processes with the policy development required for achieving organizational reform. Included are topics that focus on group processes, planning models, readiness factors, implementation concerns and policies, and institutionalization issues.

725. **Decision Making** (3). This course assists students in the examination of the nature of the decision making process, including those organizational and individual factors that affect decisions in educational settings. The course encompasses an examination of the literature, basic decision concepts, decision processes, practical decision issues in management, and basic tools.

730. **Public Policy** (3). This course assists students to understand basic concepts associated with the development of public policy issues and the forces impacting policy development and implementation, governmental and organizational involvement in public policy discussions, and typical solutions to policy concerns. Included are issues relating to the policy process, policy handbook development, and basic analytic tools.

735. **Educational Policy** (3). This course assists students to develop an in-depth understanding of policy development, implementation, and evaluation processes, specifically as they relate to the field of education. At both the macro and micro-levels, students are challenged and guided to examine the environment that leads to specific educational policies, the underlying value structure, goals, inducements, facts, powers, and rights inherent in those policies, the demands and support for the policies by various interest groups, the political system in which policy decisions are determined, and the criteria and processes by which the policies should be evaluated.

750. **Constitutional Law** (3). This course assists students to explore contemporary legal issues pertaining to K-12 and higher education. Students will review the basic principles of federal and state education law. They will explore the concepts of judicial review, individual rights and liberty, substantive and procedural due process, equal protection, and equity in an educational setting.

755. **Personnel and Liability Issues in Educational Law** (3). This course assists students to develop an overview of judicial, legislative, and executive actions pertaining to personnel issues and torts liability in educational environments. Besides completing an in-depth study of the complex legal relationship between educational employers and employees, students will investigate torts issues and governmental immunity using federal and state statutes and case law.

760. **Social and Ethical Issues in Educational Law** (3). This course assists students to examine the social and ethical legal issues related to problems in contemporary American education. Besides examining various ethical and justice theories, this seminar highlights key issues that educational leaders are likely to confront in the day-to-day operation of educational organizations.

775. **Statistics and Research** (3). This course assists students to understand and apply basic statistics for use in educational research. The course strives to help students to develop the necessary knowledge and skills related to: measures of central tendency,

variation, rank, and correlation; the normal curve and probability; testing differences between means; analysis of variance; and nonparametric procedures.

**780. Qualitative Analysis (3).** This course assists students in acquiring basic knowledge and skills on qualitative research processes. The qualitative research process is presented as a series of ongoing and overlapping activities. Topics include the identification of the assumptions that support the qualitative research paradigm, the identification of research questions, the use of theory in the research process, participant selection, methods of data collection, data analysis strategies and tools (including the use of computerized data analysis), and the reporting of results.

**785. Multivariate Analysis (3).** This course builds on the foundations of research and basic statistics and introduces multivariate statistical techniques commonly used in educational research. It assists students to develop knowledge and skills in parametric and nonparametric analysis, survey design and scale construction, database development and management, and the use of statistical analysis packages. It includes such topics as analysis of co-variance, multiple regression, factor analysis, and basic linear modeling.

**800 and 805. Field Applications and Internships I & II (3 & 3).** These courses assist students to develop an in-depth understanding of leadership, policy, and law through the integrated application of theory, research, and practice. Students work with university supervisors and field-based mentors in clinical settings, addressing micro-level (organizational) and macro-level (state, regional, or national) issues related to their specific areas of expertise and professional interest.

**875. Research Dissemination (3).** This course assists doctoral students with the planning, design, and execution of their original research study to fulfill their dissertation requirements. It acquaints students with American Psychological Association stylistic requirements and various formats for the presentation of research, including articles, monographs, and dissertations. It provides a forum for students to engage in critical thinking and reflection as they begin working on their dissertation prospectus.

**900. Dissertation (12 minimum).** This course is the culminating experience in the doctoral program. It includes the research, analysis, writing, and defense of an original research document. All program of study courses, including LPL 875, must have been completed prior to enrollment in LPL 900. Continuous enrollment is required until the dissertation and oral defense are satisfactorily completed.

## MANAGEMENT (MGT)

**550. Management of Strategic Diversity (3)** This course is an advanced study of the principles and conceptual approach to organizational diversity management. Students will discuss the business rationale for managing diversity, and will explain the implications of diversity to the marketplace, workplace, workforce and community. The student will create a strategic diversity management plan for an organization at the conclusion of the course.

**556. Business Law/Law for CPAs: Uniform Commercial Code (3).** A consideration of legislation and regulation of commercial activities, with an emphasis on the effects on public accounting of current and proposed legislation that will affect business.

**559. Managerial Communication (3).** A study of communication concepts and theories with emphasis on written and oral skills building. Students apply concepts and skills in a variety of communication contexts.

## MATHEMATICS (MAT)

500. **Set Theory** (3). Native set theory including the axiom of choice, Zorn's Lemma and well ordering.
501. **Fundamentals of Modern Mathematics** (3). Basic topological properties of the real line out of which modern analysis is developed. Sets, sequences, functions, limits and continuity.
502. **Analysis for Teachers** (3). Designed for high school and college teachers of mathematics with at least 25 quarter hours in college mathematics.
503. **History of Mathematics** (3). The history of mathematics beginning with the Greek period. Relationship of the historical approach to the problems of teaching mathematics.
505. **Computer Science** (3). Design and construction of computer programs; use of a specific programming language to solve problems over a wide range of applications on a digital computer.
510. **Abstract Algebra** (3). Semigroups, rings, integral domain, fields, modules and ideals.
512. **Linear Systems** (3). The study of vector spaces, linear equations and matrices, linear transformations and matrices, and determinants. Prerequisite: MAT 510.
513. **Number Theory** (3). The study of divisibility, primes, congruences, quadratic reciprocity, linear Diophantine equations and Euler-Fermat Theorem.
514. **Algebra for Teachers** (3). Fundamental concepts of arithmetic and algebra, including theory of sets, real and complex numbers; basic concepts of elementary algebra; brief introduction to modern algebra and finite mathematics. Designed for students who wish to review or study mathematics as a part of their general education.
529. **Master's Thesis** (6). Publication and defense of student-selected research.
550. **Combinatorics** (3). Topics in combinatorics, graphs and network. These include matching, matroids, polyhedral combinatorics and optimization algorithms.
- 560-561. **Operational Research I, II** (3,3). Mathematical optimization techniques linear programming with simplex and revised simplex methods network analysis, dynamic programming, game theory, inventory theory queuing theory and simulation. Formulation, solution, and analysis of problems arising from business, engineering, and the sciences.
620. **Real Analysis** (3). The study of Lebesgue measure, Lebesgue integral, differentiation and integration, Banach spaces, metric spaces, topological spaces and compact spaces. Prerequisites: MAT 500, 501.
- 622-623. **Complex Analysis I, II** (3,3). The study of complex numbers, complex functions, analytic functions. Cauchy's integral formula, local properties of analytic function, calculus of residue and harmonic functions. Prerequisites: MAT 500, 501.
632. **Geometry for Teachers** (3). The study of fundamental concepts of geometry, including first book of Euclid's elements on triangles and parallel lines; certain non-Euclidean geometries resulting from modification of the parallel postulate; and introduction to projective geometry.

640-641. **General Topology I and II** (3,3). The study of topological spaces, Cartesian product, connectedness, separation axiom, covering axioms, metric spaces and compactness. Prerequisites: MAT 500, 501.

655. **Numerical Analysis** (3). The study of techniques used in numerical integration and differences, solutions of linear and nonlinear equations, approximations and solutions of ordinary differential equations, evaluation series by approximations and error analysis, computer programming techniques are used for solutions and evaluations. Prerequisites: MAT 500, 501.

660. **Applied Mathematics** (3). Techniques of applied mathematics and significant present-day problems to which it is applied. Exact contents vary with instructor — differential equations, partial differential equations, optimization, combinatorics, Boolean matrix applications in social science and computers, information theory, economics and switching circuits.

670-671. **Mathematical Statistics I and II** (3,3). Distributions of random variables; conditional probability and stochastic independence; some special distributors; distribution functions of random variables; interval estimation; order statistics; point estimation; statistical hypotheses; and the analysis of variance and co-variance.

690. **Seminar** (1-3). Thesis or a study of advanced topics relating to the special needs and interests of individual students (requires consent of instructor). This may be taken more than once.

## MUSIC (MUS)

500. **Foundations of Music Education** (3). An analysis of the historical and philosophical roots of music education, which includes topics relating to current trends in educational thought and their implications for music education.

504. **Functional Piano** (2). A course to enhance the practical keyboard skills of the classroom teacher.

505. **Harmony I** (2). A unified approach to the study of music materials and structure, with emphasis on small and large forms and performance interpretation. The course includes analysis of selected works from each period of music in the Western world.

506. **Harmony II** (2). Study of the form structure and harmonic structure of representative works chosen from Baroque, Classical, Romantic and Contemporary ideas.

507. **Twentieth-Century Contrapuntal Techniques** (2). Writing of contrapuntal compositions in free style and analysis of contemporary works in these forms.

508. **Marching Band Techniques** (2). This course is designed to keep novice and in-service band directors current with recent trends of field maneuvers, which include charting of precision drills, the alphabet, pageantry, corps-style marching, flag corps, rifles and instrument placement on the field. The course covers the history of the band movement in America and preparation for both the concert and marching bands for contests.

510. **Computer Applications in Music Education** (2) This course provides music educators with the basics of MIDI setup and troubleshooting, generating scores and parts, sequencing techniques, and the educational benefits of other types of music software in the classroom. Other topics may include digital audio recording, burning CDs, and creating compressed audio files. This course requires a general understanding of computer operating systems and applications.



512. **Advanced Conducting** (2). An advanced course in choral or instrumental conducting with emphasis on interpretation.
517. **Survey of Twentieth-Century Music** (2). A study of representative works of the period as pertains to form, compositional techniques and stylistic features.
525. **Music in the Renaissance** (2). Designed to acquaint the student with the rich musical developments from 1400 to 1600.
526. **Bach and the Baroque** (2). Stylistic elements of music between the years 1600 to 1750. Special emphasis on the development of major theoretical and structural principles and the emergence of new forms.
529. **Piano Literature** (2). An in-depth study of literature for the piano. Stylistic and analytical study of selected works from representative composers.
530. **Vocal Literature** (2). A survey of vocal literature from 1640 to 1950. The solo and ensemble music from the beginning of oratorio and opera through the late 18th and 19th centuries. Stylistic and analytical studies of representative composers.
531. **Symphonic Literature** (2). A survey of symphonic styles in orchestral literature with detailed study of selected examples from representative composers.
534. **Survey of Modern Practices in Elementary School Music** (2). This course is activity-oriented with special emphasis on the latest workable techniques associated with teaching music to children.
535. **Band Administration** (2). Materials, methods, organization, and supervision of school band programs. Techniques involved with the preparation and performance of instrumental ensembles.
536. **Choral Administration** (2). Materials, methods, organization and supervision of the school vocal program. Techniques of teaching choral ensembles.
538. **Seminar: Problems and Projects in Elementary School Music** (3). A course designed for research and report projects relating to new trends in music in the elementary schools. Development and application of experimental approaches.
543. **Instrumental Pedagogy** (2). Principles of orchestra and band performances as they relate to studio instruction. Principles of how to teach woodwinds, brass and percussion instruments.
544. **Vocal Pedagogy** (2). A study of the principles of vocal instruction with special emphasis on a survey of teaching, procedure, vocal anatomy, terminology and literature.
545. **Choral Literature** (2). Sacred music from the 16th century to the present. Small forms-motets and anthems; large forms-oratorios and cantatas.
547. **Piano Pedagogy** (2). A study of the methods and materials of piano teaching.
548. **Seminar in Music History** (2). A course in selected problems and periods in music history.
- 560, 561. **Ensembles** (1,1). Study and performance of either vocal music or instrumental music. Ensemble selection depends on whether or not the candidate is a vocal or instrumental major. All candidates who major in music performance must enroll in ensemble for two semesters.
584. **Modern Trends in Public School Music** (3). Latest trends in teaching music in



the public schools. Required of all music education students.

588. **Applied Voice** (2). Advanced private study of vocal techniques and literature for the graduate student in music education emphasis.

590. **Practicum in Music** (3). Involves regular visits to schools and community centers, and/or special projects to broaden the student's perspective in the area.

591. **Directed Graduate Individual Study** (3). Offered each semester on selected musical topics approved by an adviser who guides a student's project in music history and literature, music theory or music education.

595. **Applied Music, Instrumental** (3). (formerly Music 599).

599. **Research and Thesis** (6) Optional. Research and thesis writing supervised by the student's thesis adviser.

## OCCUPATIONAL THERAPY (OTH)

510. **GROSS ANATOMY** (6). An advanced, detailed regional study of the gross structure of the human body including the back, upper limb, lower limb, thorax, abdomen, and pelvis with emphasis on the skeletal, muscular, cardiovascular, peripheral nervous, and respiratory systems. An introduction to functional anatomy and selected pathologies provides a basis for the future understanding of the kinetics of motion and dysfunction. Includes dissection of the human body, lectures, case studies, and demonstrations.

512. **OCCUPATION THROUGH THE LIFE SPAN** (3). This course serves as an introduction to normal human growth, development and maturation, emphasizing the diversity of the person, environment and occupation and how that impacts normal development and performance. The course examines the chronology of normal development and concepts of occupation from conception to death, with emphasis on the formative years (approximately 0-21 years). The course is arranged chronologically. The course includes small group projects as well as technology based learning and roundtable discussions.

514. **FUNDAMENTALS OF OCCUPATIONAL THERAPY PRACTICE** (3).

This course is designed to provide the student with a perspective of the occupational therapy profession and process. It emphasizes the key philosophical assumptions, models, frames of reference, concepts, and theories as it relates to occupational therapy practice.

516. **PSYCHOSOCIAL DYSFUNCTION 1** (3). This course is designed to introduce the student to the influence of psychosocial dysfunction on children and adolescents and its impact on occupational performance. Emphasis will be placed on establishing a foundation for evaluation and treatment based on occupational theory and evidence based practice.

518. **ANALYSIS OF OCCUPATION** (3). This course is designed to focus on the use of purposeful activity and occupation as intervention strategies in the treatment of clients/patients/consumers.

520. **PSYCHOSOCIAL DYSFUNCTION II** (3). This course is designed to focus on the dynamics of psychosocial dysfunction and its impact on the occupational

performance of adults. Emphasis will be placed on establishing a foundation for evaluation and treatment based on occupational theory and evidence based practice.

**522. DISEASE AND OCCUPATION (3).** The study of selected disease processes and conditions in all age groups, and a survey of the medical and/or surgical management, prognoses, precautions for these conditions, and care in a variety of settings across multiple cultures. Students will examine the effect diseases and conditions have on the person, the occupation and the performance and they will examine ethical issues as they apply to various aspects of illness and treatment. Students will also demonstrate a knowledge and understanding of the roles of the OT in various settings and with various diagnoses and the ability to refer to and utilize appropriate personnel, including the COTA. In addition, the student will be expected to interpret professional literature in order to assist with the treatment of clients.

**524. NEUROANATOMY (5).** A study of the microscopic and pathologic anatomy of nervous tissue and the gross anatomy of the head, neck, and human nervous system with special attention (but not limited) to the brain and spinal cord. The functional aspects of the central nervous system and the cause and effect relations between lesions and their symptoms are presented. Includes dissection of the human body, study of human brain specimens, lectures, case studies, student presentations, and demonstrations.

**526. ETHICS AND PROFESSIONAL DEVELOPMENT (2).** This course is designed to promote professional behaviors and development, clinical reasoning, critical thinking abilities, problem solving skills, an appreciation for evidence-based practice, and self-reflective behaviors; to examine value and belief systems that embrace ethical practice in occupational therapy. A synopsis of the theoretical perspectives will be addressed along with the occupational therapy ethics documents. Students will be exposed to legal and ethical dilemmas through discussion and case study. Dilemmas presented will be representative of those typically encountered by occupational therapists in a wide variety of treatment settings and work environments including clinical practice, supervision, management, teaching, research, and consultation. Professional responsibility and personal development will also be emphasized as a guide for professional interactions. Safety issues will also be addressed.

**528. RESEARCH I (3).** Study of the research process. Students will learn the categories of research and appropriate protocol for research, identify an idea for research, and develop a rationale for the research idea.

**530. FIELDWORK LEVEL I (1 OF 3) (1).** The first of three level I fieldwork experiences provides practical experiences in carrying out professional responsibilities under appropriate supervision and professional role modeling. Level I fieldwork includes those experiences designed to enrich didactic coursework through directed observation and possibly participation in selected aspects of the occupational therapy process. This experience is not intended to emphasize independent performance. Fieldwork shall be provided with various groups across the lifespan, persons with various psychosocial and physical performance deficits, and various service delivery models reflective of current practice in the profession to include psychosocial/non-traditional and emerging areas of practice. Level I fieldwork builds competencies through guided experiences that will prepare the student for subsequent Level I and Level II Fieldwork experiences.

**532. THERAPEUTIC MEASUREMENT AND INTERVENTION (3).** This course focuses on the concepts of normal human performance and the principles of range of motion, special tests and manual muscle testing. Students will examine the effect of biomechanics and kinesiology on occupation. They will be expected to demonstrate the concepts related to these topics and be able to apply them in the professional setting. They will practice special tests, range of motion and manual muscle testing skills. Students will learn how alterations or changes to the physical status of the person affects occupation. Through laboratory experiences students will practice these skills and demonstrate respect for others and use professionalism with each other and clients. The student will also examine the role of ethics in testing assessment of clients. This course is composed of lecture, face-to-face labs, experiential learning and team-based learning.

**534. PHYSICAL DYSFUNCTION I (3).** This course will explore the effects of physical dysfunction on occupation from birth to adolescence. Students will address the study of evaluation and treatment of this patient group. The class will begin by establishing a foundation for evaluation and treatment based on occupational theory and evidence based practice. To this end, students will be introduced to the more common theories associated with physical dysfunction and occupational therapy. Once a clear understanding of theory is established, the students will utilize critical thinking and past courses to apply these theories to the occupational therapy process-initial evaluation to discharge, beginning with those disorders that affect the pediatric population and continue along a developmental continuum. They will practice professional interventions based on evidence-based practice. The student will illustrate occupationally based activities and purposeful activity. In addition to learning new skills, the student will examine his/her limitations and the importance of ethics and formal and informal professional development in order to provide appropriate occupational therapy services. The students will be exposed to lecture-discussion, team-based projects, face-to-face labs, experiential learning and self-paced learning.

**610. PHYSICAL DYSFUNCTION II (4).** This course is a continuation of OTH 534 - Physical Dysfunction 1. It focuses on the effects of physical disability and its effect on occupation in the adult population. Students will follow the occupational therapy process from evaluation through discharge and post discharge. The student will compare and debate appropriate treatments for those clients in the adult population. As the development of the student continues, he or she will learn to analyze various assessments and treatment plans for adult populations based on models, frames of reference and evidence. The learning experience will involve lecture-discussion, projects, face-to-face labs, team-based learning, case based learning and hands on evaluation of adults.

**612. PHARMACOLOGY (1).** This course is designed to familiarize the student with the concepts of pharmacology as applicable to occupational therapy practice. It is necessary for all healthcare professionals to understand basic drug functions and their potential interactions. In this course, indications, contradictions and possible side effects will be discussed for medications typically used to treat clients in varying stages of growth and development. The course will also examine the occupational therapist's role in medication management and highlight legal and ethical responsibilities of practitioners. Students will identify how this process impacts occupation within the physiological, social, cultural, spiritual and behavioral systems. An emphasis will be placed on medications used for physical and behavioral

disorders by clients referred to occupational therapy services and the pharmacological principles that apply to all groups of drugs. Safety issues will be addressed as well as medical terminology.

**614. DOCUMENTATION AND PROFESSIONAL WRITING (3).** Study of documentation procedures; payment systems and legal implications involved in patient care. This course addresses the importance of occupation, ethics and evidence based outcomes in documentation. The student will debate what constitutes ethical documentation. They will also examine the role of professional writing in the clinic, in marketing, grant writing, forming policies and effecting policy changes. The student will be exposed to lecture-discussion, experiential learning, debate, roundtable discussions and individual projects. At the end of this course, the student will be prepared to document patient care and occupational therapy activities as suitable for level 11 fieldwork.

**616. RESEARCH METHODS II (2).** Students will construct a research question and design. They will also learn how to conduct a pilot study. Students will prepare and submit an IRB and implement the research process.

**618. FIELDWORK LEVEL I (2 of 3) (1).** The second of three level I fieldwork experiences provides practical experiences in carrying out professional responsibilities under appropriate supervision and professional role modeling in an emerging area of practice environment. Fieldwork shall be conducted in specifically identified settings equipped to provide clinical application of principles learned in the academic program and appropriate to the learning needs of the student. Level I fieldwork includes those experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process in a non-traditional or emerging area of practice. This experience is not intended to emphasize independent performance. Fieldwork shall be provided with various groups across the lifespan, persons with various psychosocial and physical performance deficits, and various service delivery models reflective of current practice in the profession to include non-traditional and emerging areas of practice. Level I fieldwork builds competencies through guided experiences that will prepare the student for Level 11 Fieldwork.

**620. COMMUNITY BASED INTERVENTION (2).** This course is designed to explore both traditional and nontraditional forms of therapeutic intervention from a community perspective. It will also focus on the history of community-based practice in occupational therapy and the variety of roles for occupational therapy practitioners in various community-based practice settings. Students will participate in both classroom and community exploration activities, in which they will design, organize and plan therapeutic intervention activities.

**624. ADMINISTRATION AND MANAGEMENT (2).** This course is designed to emphasize the management of occupational therapy services, to include the application of principles of management and systems in the provision of occupational therapy services to individuals and organizations.

**626. PROFESSIONAL SEMINAR (1).** This course provides the occupational therapy student the opportunity to integrate knowledge and techniques through case presentations from clinical fieldwork, assigned presentations, discussions and guest speakers. Students will critically think through clinical problems encountered dur-

ing their student experience. They will evaluate and integrate the didactic material learned over the past two years and discuss how they will synthesize meaningful occupational therapy treatment in a variety of settings, taking into account the unique needs and occupations of the individual patients. This course, presented as a seminar, allows students to meet local and regional occupational therapy practitioners, employers, consumers, and other professionals who serve as advocates to the profession. This course examines topics such as ongoing professional development, advanced practice/specialty certifications, mentorship, and pursuing other career options.

628. **FIELDWORK LEVEL I (3 of 3) (1)**. The third of three level I fieldwork experiences provides practical experiences in carrying out professional responsibilities under appropriate supervision and professional role modeling in a physical dysfunction setting. Fieldwork shall be conducted in a specifically identified setting equipped to provide clinical application of principles learned in the academic program and appropriate to the learning needs of the student. Level I fieldwork includes those experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process in a physical dysfunction environment. This experience is not intended to emphasize independent performance. It does, however, require students to analyze and independently formulate occupation-based intervention. Fieldwork 1 (3 of 3) shall be provided with various groups across the lifespan, persons with various physical performance deficits, and various service delivery models reflective of current practice in the profession. Level I (3 of 3) fieldwork builds competencies through guided experiences and reflective practice that will prepare the student for Level II Fieldwork the following semester.

630. **FIELDWORK LEVEL II (A) (12)**. One of two Level II fieldwork experiences providing an in-depth experience in delivering occupational therapy services to clients. Students will perform a total of 24 weeks of Level II fieldwork. Each of the two Level II fieldwork experiences will be at least 12 weeks in length. The settings will comprise a minimum of 12 weeks at each of the following settings: physical dysfunction, psychosocial, including but not limited to pediatrics.

710. **FIELDWORK LEVEL II (B) (12)**. One of two Level II fieldwork experiences providing an in-depth experience in delivering occupational therapy services to clients. Students will perform a total of 24 weeks of Level II fieldwork. Each of the two Level II fieldwork experiences will be at least 12 weeks in length. The settings will comprise a minimum of 12 weeks at each of the following settings: physical dysfunction, psychosocial, including but not limited to pediatrics.

712. **RESEARCH III (1)**. This course is designed for students to present their research findings in a scholarly forum.

## **PHYSICAL EDUCATION (PED)**

506. **Research Methods in Health and Physical Education (3)**. An overview of the methods and tools of research as they relate to health and physical education.

511. **Physiology of Exercise (3)**. A course designed to provide an understanding of the physiological effects of exercise on the various body systems, with particular emphasis on the musculoskeletal, cardiovascular, and respiratory systems and laboratory techniques in monitoring physiological parameters.

**512. Administration and Supervision of Health and Physical Education (3).** The purpose of this course is to acquaint the candidate with the elements of administration/management of physical education and athletic programs. Emphasis is on administrative theory, the management process, management of physical education and athletic programs, and management functions.

**514. Legal Aspects of Sports and Physical Education Programs (3).** A study of law and liability in athletics, physical education and recreation. The content is followed by a thorough citing of relevant legal cases that further explain and present the legal issues and judgments rendered. This course is designed for graduate candidates, teachers, and administrators in the area of physical education and athletics.

**524. Developmental and Remedial Physical Education (3).** The purpose of this course is to develop the candidates' knowledge and understanding of competencies needed by regular physical educators and specialists in adapted/developmental physical education. Emphasis is on coping with individual differences that confront all physical educators. The curriculum reflects a multidisciplinary approach, including the disciplines of adapted physical education, therapeutic recreation and special education.

**529. Measurement and Evaluation in Physical Education (3).** A course designed to provide learning experiences in the measurement and interpretation of physical education program components.

**533. Methods and Materials for Secondary School Physical Education (3).** The purpose of this course is to develop the students' knowledge of theoretical and practical methods in the approach to the teaching of physical education in grades 7-12. It is designed for teacher preparation and is appropriate for students in teacher training, physical education teachers and directors of physical education programs. Emphasis is given to methods of teaching, curriculum development, and organization and administration of physical education.

**534. Methods and Materials for Elementary School Physical Education (3).** A course designed to provide the elementary physical educator with an understanding of the philosophy and objectives of elementary physical education and an understanding of the characteristics of children in grades P-6. Emphasis is placed on the selection of appropriate activities for each grade level, on proper teaching techniques and class management. Pedagogical strategies and curriculum design is emphasized.

**603. Planning and Administration of Physical Education (3).** The purpose of this course is to develop the candidate's understanding and knowledge of the planning, organization, and management of school physical education and athletic programs.

**604. Interpretations in Physical Education (3).** This course is designed to provide the professional physical educator with the opportunity to investigate current trends and issues in the field.

**605. Psychology of Coaching (3).** This course focuses on the role and influences of the coach, team dynamics, and psychological aspects of coaching. Particular attention is given to leadership and team-building, motivational strategies and stress reduction.

## **PHYSICAL THERAPY (PTH)**

**Prerequisites:** *Admission to the Physical Therapy program, concurrent enrollment and completion of all physical therapy courses and Program Director's consent.*

**511. Gross Anatomy (6).** An advanced, detailed regional study of the gross structure of



the human body including the back, upper limb, lower limb, thorax, abdomen, head and neck, with emphasis on the skeletal, muscular, cardiovascular, peripheral nervous and respiratory systems. An introduction to functional anatomy and selected pathologies provides a basis for the future understanding of the kinetics of motion and dysfunction. Includes dissection of the human body, lectures, case studies demonstrations.

**514. Professional Healthcare (1).** This course gives the students a perspective on the history, standards of practice, ethical code, and philosophical assumptions of the physical therapy profession. The past, present and future roles of the physical therapist within the changing health care system are explored and the importance of teamwork in a diverse, multicultural environment is examined. This course lays the foundation for ethics, teamwork and communication necessary to successfully complete the curriculum.

**518. Functional Anatomy (2).** This course introduces students to relevant medical, anatomical, and basic biomechanical terminology. It will emphasize anatomical structures and function as they relate to the human body. Students will begin to use handling, palpation, and problem-solving skills to apply basic movement principles related to bone, muscle, joint, and other related structures.

**521. Neuroscience (5).** A study of the microscopic and pathologic anatomy of nervous tissue and the gross anatomy of the head, neck and human nervous systems with special attention (but not limited) to the brain and spinal cord. The functional aspects of the central nervous system and the cause-effect relations between lesions and their symptoms are presented. Includes study of human brain specimens, lectures and demonstrations.

**522. Mechanical Kinesiology (4).** Introduction to Kinesiology by study of biomechanics, including statics and dynamics; and related aspects of human muscle mechanics and physiology. Emphasis will be placed on the importance of mechanical principles in relation to analysis of human body rest and motion both normal and selected pathological examples.

**524. Patient Care Concepts I (4)** This course lays the foundation for patient care. Safety issues including but not limited to biohazards/ infection control, body mechanics, use of gait belts and wheelchair locks and assessment of the environment will be discussed. Patient care skills such as draping techniques, transfers, bed mobility, wheelchair mobility and gait training with ambulatory assistive devices will be introduced. An emphasis is placed on the ability to establish positive interpersonal relations and effective communications with patients, family members and other team members in the healthcare setting and during specific patient care skill activities. Students will address examination and evaluation techniques and rationale related to anthropometric characteristics, physiologic responses (vital signs and emergency situations), joint integrity and range and motor function and performance.

**526. Clinical Human and Exercise Physiology (4)** This course provides detailed study of the function of human organ systems with emphasis on mechanisms of control and regulation. Selected disorders of the organ systems and associated clinical manifestations will be discussed. The physiological effects of exercise with particular attention to the musculoskeletal, cardiovascular, and respiratory systems will be detailed. Disorders that impact normal tissue responses to exercise and the associated clinical implications will be discussed as they relate to exercise prescription.

**531. Pathology and Medical Management (3)** This course will provide an introduction to general pathology. A systematic study of specific disease processes, their clinical manifestations and medical/surgical management will be explored. Emphasis will be placed on those diseases which produce neuromuscular and/or musculoskeletal dysfunction.



533. **Orthopedics I** (3) This course will expose students to the medical, surgical and physical therapy management of patients with musculoskeletal injuries and disorders of the extremities. Students will be introduced to the scientific basis for treatment of these conditions and the tools used to treat these conditions.

534. **Patient Care Concepts II** (3) This course will teach evaluation, assessment, diagnosis, prognosis and clinical decision-making skills primarily for the orthopedic patient population. An emphasis will be placed on patient-therapist interaction and effective teaching strategies with patients and family members.

535. **Physical Therapy Interventions** (4) This course introduces students to the scientific basis for the mechanisms of action of various therapeutic interventions, their indications for use and their proper administration. The student will be required to integrate anatomical and physiological principles and demonstrate the proper application of cold, heat, light, sound, electricity and therapeutic massage to the human body. Emphasis will be placed on the development of clinical rationale and decision-making. This course will consist of lecture, lab and practicals.

536. **Therapeutic Exercise** (3) The course is designed to build on basic knowledge and provide a foundation of appropriate exercise principles and techniques. The student will learn current rationale for basic approaches to exercise of joints, muscles and other soft tissue conditions. They will also learn to effectively prescribe and administer therapeutic exercise programs. The opportunity to practice skills through a problem-oriented approach will be provided in the laboratory component of this course.

537. **Clinical Education** (1) This course is intended to be a clinical orientation/observational experience. It will emphasize the policies and procedures of clinical education, use of the clinical assessment tool, professional/ethical conduct in the clinic, writing behavior objectives, and fulfilling the requirements for participation in clinical affiliations. This course will lay a foundation for the clinical internships in the curriculum.

631 **Pathophysiology** (3) This course provides the foundational basis for physical therapists to engage in screening and differential diagnosis in each of the preferred practice patterns defined in the Guide to Physical Therapist Practice: Musculoskeletal, Neuromuscular, Cardiopulmonary, and Integumentary/Systems. This course integrates tissue pathology with clinical signs and symptoms of dysfunction, tests/measures used in the physical therapy examination, prognosis, plan of care and interventions (TRANSITIONAL TRACK ONLY).

646. **Orthopedics II** (2) This course will expose students to the medical, surgical and physical therapy management of patients with musculoskeletal injuries and disorders of the spine. Students will be introduced to the scientific basis for treatment of these conditions and the tools used to treat these conditions.

647. **Clinical Internship I** (6) This course is the first full time clinical experience in the student's professional educational program. It is intended to provide direct patient care under the supervision of a licensed physical therapist. Students are expected to begin initial evaluations, discharge summaries treatment planning, treatment implementation and modification.

650. **Research I** (2) This course is designed to encourage students to be critical, analytical consumers of professional literature and to value the need of problem-solving and research in the field of physical therapy. Basic research methodology is explored and students are given the opportunity to analyze research studies, discuss conclusions and derive implications from research. Emphasis is placed upon reviewing scientific literature to verify rationale for selecting therapeutic procedures.

653. **Psychology of Disability** (2) This course is intended to give the student an appreciation of and insight into the culture of the person who is disabled throughout the lifespan. It relates adjustments of patients and responses of health professionals to illness, injury, disease, death and dying.

654. **Development and Management of the Pediatric Patient** (formerly Patient Care Concepts III) (3) This course emphasizes child and adolescent development, clinical examinations, standardized tools for evaluations, and intervention. It will cover the relationship of human development and family dynamics to overall pediatric physical therapy management. Differential diagnosis related to pertinent pediatric conditions will also be addressed.

655. **Fundamentals of Rehabilitation I** (3) This course introduces students to the models of neurologic dysfunction and neurophysiological principles of physical therapy. Motor control and motor learning as they relate to specific pathologies of the nervous system are explored. Evaluation and clinical decision-making pertaining to the adult with neurologic dysfunction will be emphasized.

658. **Cardiopulmonary** (3) This course reviews cardiopulmonary physiology, pathophysiology and normal and abnormal cardiopulmonary responses to exercise. Students will receive an introduction to diseases of the cardiopulmonary system. Emphasis will be placed on patient evaluation, treatment implementation and treatment progression.

659. **Pharmacology** (2) This course will expose students to the indications, mechanisms of action, precautions, common side effects and adverse reactions of routinely prescribed medications (and classes of medications) used to treat diagnoses commonly encountered in physical therapy practice. The pharmacokinetics and pharmacodynamics of prescription and (frequently used) over the counter medications will be discussed. This course integrates and expands chemistry, biology and physiology.

660. **Research II** (2) This course is designed to allow the student to collect and analyze the data for their research project. This activity will result in the student having completed the first draft of their project by the end of the course.

665. **Fundamentals of Rehabilitation II** (4) This course is a continuation of PTH 655, Fundamentals of Rehab I. The focus is on applying the principles of motor control and motor learning to the evaluation and treatment of motor dysfunction in the adult with neurologic dysfunction. Current theory and practice of neurotherapeutic exercise including, but not limited to, NDT, PNF, CI and Brunstrum are covered. Clinical case models will include hemiplegia, parkinsonism, SCI, and TBI.

667. **Clinical Internship II** (8) This is the second level of planned clinical experience in the student's professional education program. It is intended to provide direct patient care under the supervision of a licensed physical therapist. Students are expected to perform initial evaluations, treatment planning, treatment implementation and modification, and discharge summaries. An attempt will be made to place students who desire a concentrated area of clinical training in centers that offer specialty areas in the clinical settings.

670 **Research Methods** (3) This course provides an introduction to the concepts which guide physical therapy scientific inquiry and evidence for practice. The structured requirements for both quantitative and qualitative studies are explored along with their respective threat to validity, research error, and generalized ability. Sample hypotheses will be matched with appropriate designs and statistical computation (TRANSITIONAL TRACK ONLY).

**674 Clinical Research (3)** This course is designed to introduce or reintroduce students to the basic and advanced concepts, techniques, and principles of critical inquiry using applied clinical research. The focus will be on understanding quantitative aspects of clinical research literature. Topics to be investigated include measurement theory and the scientific method; the research process, experimental design, hypothesis construction and testing, measurement scales, sampling, indices of validity and reliability, statistical analyses, and critical evaluation of occupational language of statistics and what those statistics mean (TRANSITIONAL TRACK ONLY).

**680 Evidence Based Practice (3)** This course is designed to prepare physical therapists with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their careers. This course will focus on the concepts of evidence-based practice with emphasis on forming answerable clinical questions and effective literature search strategies. The evaluative approach to appraising the research literature will prepare the students to judge the evidence on: 1) the accuracy and validity of diagnostic tests; 2) the effectiveness of clinical interventions; 3) the natural history of medical conditions; 4) risk of harm from select preventative and therapeutic interventions. Based on presentation of case scenarios, students will be required to formulate the key question(s), rapidly search the medical databases, appraise the evidence with a critical analysis and describe application of the evidence in a clinical context (TRANSITIONAL TRACK ONLY).

**690 Differential Diagnosis (3)** This course covers advanced concepts of probability based differential diagnosis as related to physical therapist practice. This course describes how to determine the current evidence for diagnosis using properties of diagnostic tests such as sensitivity, specificity, likelihood ratios and predictive values. Pathology of the major body systems and regions will be covered with current evidence based practice diagnostic standards as they are available in the professional literature. Competencies gained through the course are intended to help prepare the physical therapist to function as a direct access provider capable of making highly accurate diagnostic decisions according to the best available evidence (TRANSITIONAL TRACK ONLY).

**694 Diagnostic Tests (2)** This course is designed to cover the fundamental principles of radiographic imaging procedures, clinical laboratory methods, and interpretation of EKG, EEG, and EMG data. Students are expected to integrate the diagnostic utility of these procedures into clinical decision-making. Skill development necessary to recognize common normal and abnormal findings is the primary focus of this course (TRANSITIONAL TRACK ONLY).

**759 Clinical Pharmacology (2)** This course is designed to increase the experienced therapist's understanding of the latest concepts in drug pharmacology. The principles of pharmacotherapeutics, pharmacodynamics, and pharmacokinetics of broad categories of drugs will be emphasized. Special emphasis is placed on applying this knowledge to a spectrum of clinical problems which interact with various physical therapy interventions (TRANSITIONAL TRACK ONLY).

**777. Clinical Internship III (8)** This is the third level of planned clinical experience in the student's professional education program. It is intended to provide direct patient care under the supervision of a licensed physical therapist. Students are expected to perform initial evaluations, treatment planning, treatment implementation and modification, and discharge summaries. An attempt will be made to place students who desire a concentrated area of clinical training in centers that offer specialty areas in the clinical settings.

**780. Management and Administration (2)** This course will focus on the development and operation of physical therapy services in a variety of settings. Management theories

and procedures in planning, staffing, budgeting, marketing, and quality assurance will be considered.

782. **Geriatrics** (2) This course examines the physical, cognitive, psychosocial, physiological and functional changes associated with normal and pathologic aging, general principles of geriatric rehabilitation and unique considerations specific to the elderly. Laboratory experiences may include patient demonstrations, audiovisual presentations and field observations.

785. **Health Practice and Prevention** (2) This course develops skill in patient assessment and problem-solving, with emphasis on preventive health practices. It will explore strategies used by physical therapists to promote health in the work environment and various patient populations.

788. **Prosthetics/Orthotics** (2) This course will examine the causes of upper and lower extremity amputations, pre and post surgical management, indications and contraindications for orthotic/prosthetic devices. Evaluation and treatment of patients with amputations, selection, ordering, fitting and training in the use of prosthetic/orthotic devices will also be covered. Guest speakers will be utilized to present topics within their areas of expertise.

790. **Research III** (1) This course is designed to allow the students to complete and make a formal presentation of their research projects. Students will be evaluated by faculty as well as their peers.

797. **Clinical Internship IV** (16) This course is the fourth level of planned clinical experience in the student's professional education program. It is intended to provide the opportunity for students to administer direct patient care, administrative and consultative services under the supervision of a licensed physical therapist. Emphasis is placed on initial evaluations, treatment planning, treatment implementation, modification, delegation and discharge summaries.

794 **Primary Care** (2) This course presents the framework for physical therapists to assume roles and responsibilities as primary care practitioners with respect to clinical reasoning and decision making. Disablement models, reflective practice theories and patient care management models are examined in depth. This course emphasizes the patient as the primary source of data. It presents the principles of evidence-based practice and provides opportunity to develop skills in constructing, finding and analyzing evidence. The concept of responsibility for the level of decision making expected in a doctoring profession permeates the course (TRANSITIONAL TRACK ONLY).

795 **Health Disparities** (3) This course is designed to introduce graduate physical therapists to the concepts of health disparities which exist as a consequence of race, ethnicity, social economic status or culture. The roles of health status indicators, cultural competency, and access to health services are debated. Students use national data from then Centers for Disease Control (CDC), The US Office of Minority Health, and the National Institutes of Medicine to construct arguments for the elimination of health disparities. The capstone experience in the course requires that students present a "model" for interventions designed to reduce health disparities in their local PT Practice (TRANSITIONAL TRACK ONLY).

799. **Professional Seminars** (1) This course will expose students to new theories and treatment techniques that are utilized by physical therapy practitioners. Advanced training in a technique may also be covered in this seminar. Students may enroll in and receive credit for this class up to four times.

799.3 **Professional Seminar: Applied Clinical Research In PT Practice** (1). In this seminar, students will identify a clinically appropriate research topic. The student

will critically appraise the current literature on the chosen topic, identify an appropriate method/research design (case report, single-system, quasi-experimental, experimental, etc.) and describe in detail how the applied research project would be completed (TRANSITIONAL TRACK ONLY).

**799.4 Professional Seminar: Contemporary Issues In PT Practice (1).** In this seminar, students will identify a specific contemporary issue in physical therapist practice in which clear process guidelines have not been established. The student will critically appraise the current literature on the chosen topic, present findings in the form of a meta-analysis, and indicate the clinical implications of their findings in the form of a professional paper or presentation (TRANSITIONAL TRACK ONLY).

**799.5 Professional Seminar: Case Analysis In PT Practice (1).** In this seminar, students will identify a specific patient/population case and analyze the case using a model of enablement, disablement, or clinical decision making appropriate for current physical therapist practice. A thorough literature review, and implications for clinical practice will be components of the case analysis process (TRANSITIONAL TRACK ONLY).

**799.6 Professional Seminar: The Doctoring Profession (1).** In this seminar, students will be introduced to the roles and responsibilities of members of doctoring professions. Topics include autonomous practice, professionalism, legal and ethical issues, life-long learning, and professional competency (TRANSITIONAL TRACK ONLY).

## READING (REA)

**559. Reading in the Elementary Grades (3).** This course is designed for in-service teachers. Its purpose is to help in-service teachers function more effectively in the area of teaching reading. To facilitate a more in-depth understanding of the role reading plays in everyday learning, the student is exposed to a variety of instructional approaches and techniques. Through this broad overview of reading, the teacher is expected to acquire a working knowledge of the many facets of reading that comprise a meaningful reading program.

**560. Techniques and Skills of Reading (3).** This course is designed for students in the Alternative Master's and N-12 programs. This course presents an overview of skills and techniques necessary to teach reading in the elementary grades. Such practical skills as phonics, vocabulary, comprehension and management will be addressed and examined in the course, as well as developing a working knowledge of lesson planning and development.

**561. Reading in Primary Grades (3).** Designed to promote an understanding and appreciation of the many complex cognitive, affective, and performance-oriented skills required of young children in this grade range. Course content focuses on language foundations for reading, word analysis, comprehension, diagnostic teaching, program planning and improvement, and methods and materials.

**562. Reading Diagnosis and Remediation (3).** Designed to develop an understanding of diagnosis, remediation, and related terms and concepts; the ability to administer and interpret standardized and informal diagnostic instruments and techniques in real or simulated situations; and the ability to prescribe appropriate individualized instruction based upon interpretation of test data.

**564 Reading Internship (3)** Designed to provide intervention and tutorial experiences in conducting individualized and small group instruction in supervised, in-the-field situations with struggling readers in grades K-12. Students may not enroll in INTERNSHIP until they have completed all the core courses, electives, and any other requirement(s) as may arise. Students will spend 300 clock hours as interns during the internship, under the supervision of a reading specialist.



578. **Reading in the Content Areas (3)**. Designed to develop competence in teaching reading skills instruction in the areas of language arts, literature, mathematics, the sciences and the social studies; to briefly review research on the relationship between reading and success in a particular content area; and to examine practical suggestions and materials for effectively developing relevant reading skills.

602. **Advanced Seminar in Reading: Special Topics (3)**. Designed to provide in-service teachers in primary and intermediate grades the opportunity to research and analyze specific topics, problems and projects of collective concern in the area of reading acquisition.

610. **The Reading Process: Current Trends and Theories (3)**. Oriented toward an examination of current research and practices of: (a) effective reading instruction; (b) the reading process; (c) readers' cognitive and linguistic processes; and (d) teacher/student behavior and cognition as they impact the classroom environment.

## REHABILITATION COUNSELING (RCOU)

502 **Counseling Theories & Techniques (3)** This course is designed to provide rehabilitation counseling students with the skills, information, and resources necessary to develop a clear understanding of basic counseling theories and develop basic counseling/helping skills.

503 **Vocational and Career Development (3)** In this course students will be exposed to the vocational aspects of disabilities, including theories and approaches to career development and exploration as well as occupational information, labor market trends, and the importance of meaningful employment with a career focus.

511 **Foundations of Rehabilitation Counseling (3)** This course allows for an introduction to the field of vocational rehabilitation by presenting information on the history and development of the field, legal and legislative aspects of vocational rehabilitation, the role and function of the vocational rehabilitation professional, current practices and trends in the field, and various groups of persons with disabilities. The purpose of this course is to help students gain knowledge of the history of disability in the United States and the development of the field of vocational rehabilitation.

513 **Medical Aspects of Disability (3)** This course is designed to address basic medical terms, functional limitations, developmental consequences and other impacts of disabling conditions commonly encountered by rehabilitation professionals. Vocational implications for rehabilitation professionals are explored.

514 **Psychosocial Aspects of Disability (3)** Students will be provided with an overview of the psychological and social aspects of disability with an emphasis placed on diversity of experience among individuals with disabilities and their families. The impact of social and psychological aspects of disability on public attitudes, public policy, and law will be examined. The adjustment process experience by individuals with disabilities and their families will be examined from the perspective of the individual and social context in which adjustment occurs.

515 **Legal and Ethical Aspects of Rehabilitation Counseling (3)** This course provides identification and implementation of laws and ethical standards affecting rehabilitation counseling practice, with examples of their application and use in professional decision making.

518 **Multi-Cultural Counseling Issues (3)** This course will provide students with current knowledge of appropriate multicultural competencies as it pertains to providing rehabilitation counseling to individuals with disabilities. In addition, students' awareness and attitudes based on such factors as age, race, religious association, disability, gender, sexual orientation, ethnicity, family patterns, and socioeconomic status will also be explored.

**524 Group Counseling (3)** This course is a survey of theories and methodologies used in group counseling in the field of rehabilitation with emphasis on utilization with diverse populations.

**531 Job Development and Placement (3)** Students will be given an overview of employment development, job seeking and job retention factors that pertain to employment, and job seeking skills training for persons with disabilities who participate in rehabilitation programs will be examined. Students will complete a professional portfolio, labor market O\*Net assignment, transferability of work skills analysis, and job analysis.

**533 Case Management in Rehabilitation Counseling (3)** This course is designed to help students understand the case management process, including case finding, service coordination, referral to and utilization of other disciplines and client advocacy. Students will learn how to plan for the provision of independent living services and vocational rehabilitation services. Students are required to identify and use community resources and services in rehabilitation planning utilizing computer applications and technology for caseload management, functional assessment and job matching.

**611 Rehabilitation Practicum (3)** This course is to provide students with experiences within the clinical experience. Students will observe and learn basic rehabilitation counseling skills from trained rehabilitation counselors with CRC credentials. Students will incorporate on campus classroom experiences while dealing with rehabilitation counseling concerns and clinical experiences. Successful completion of this 100 hour course is a prerequisite to the supervised rehabilitation counseling clinical internship experience.

**613 Assistive Technology in Rehabilitation Counseling (3)** This course will provide students with a general overview of theoretical and applied concepts of assistive technology. Students will be exposed to assistive technology resources for individuals with disabilities; best practices in assessing individuals with disabilities that include referral, evaluation, and planning for home and work place accommodations.

**615 Vocational Assessment and Evaluation (3)** This course will provide students with an understanding of basic statistical concepts; a working knowledge of test selection, administration, interpretation of test results and communication of findings in a comprehensive vocational evaluation report. A major emphasis will be on the application of the procedures and utilization of work related behavioral observations, individual evaluation plans, vocational counseling, standardized tests, work samples, and situational assessments.

**617 Research Methods (3)** This course is designed to provide students with the skills, information, and resources necessary to develop a clear understanding of research methods for rehabilitation counseling. Specifically, students will learn to review appropriate literature, participate in library and database research for rehabilitation related information, read and understand basic statistics and research methods (qualitative and quantitative), understand importance of outcomes-based research for effective practice, and apply ethical, legal, and cultural competence to basic research and evaluation.

**621 Rehabilitation Internship (6)** The internship is designed to provide rehabilitation counseling students with a variety of professional leading experiences through the completion of prescribed activities in a rehabilitation organization under the supervision of a rehabilitation counselor with CRC credentials. The major focus of the course will be the integration and application of classroom and field based knowledge gained throughout the Rehabilitation Counseling program. Students are required to complete a minimum of 600 clock hours during Internship.



**632 Human Growth and Development (3)** This course will provide rehabilitation counseling students with a comprehensive study of human growth development for helping professionals. This course will review theories related to human development across the life span and their implications and applications with persons with disabilities. Topics will include physical, emotional, moral, and cognitive development and the interaction of development and disability; human sexuality and disability; spiritually and religious aspects; transition issues as they relate to family, school, employment, aging, and disability; social and learning needs of individuals across the life span, and ethical and legal issues impacting individuals and families related to adjustment and transition.

## SOCIOLOGY (SOC)

**502. Sociological Theory (3).** An analysis of the development and contributions of major sociological theories, with special emphasis on contemporary theories and theorists.

**503. The Community (3).** A survey of sociological perspectives and research on community; the Institutional structure of rural, urban, and suburban communities; and community leadership patterns, action, and change.

**504. Sociology of Aging (3).** A study of sociological concepts, theories, and research findings related to understanding the aged and their relationship with other segments of population.

**505. Sociology of Education (3).** A study of the structure and function of education as a social institution in modern societies; and analysis of the interrelationships between education and other societal institutions such as the family, political, economic, and religious institutions; an examination of the impact of current social policies on education.

**506. Foundations of Sociological Analysis (3).** An analysis of social scientific inquiry, with special emphasis on research concepts, procedures, and techniques that are employed in sociological research.

**507. Racial and Cultural Minorities in the United States (3).** An examination of problems of minorities in the United States. Evaluation of theories and research findings on prejudice discrimination, desegregation, and assimilation.

**512. Social Movements (3).** A survey of theoretical models and study cases of social movements, with particular emphasis on contemporary movements that have succeeded in influencing the larger society.

**514. Sociology of Childhood (3).** A study of representative theories and research findings related to child development, with particular emphasis on the influence of the socialization process and agents of socialization on child development.

**527. Marriage and Family (3)** A comparative analysis of dating, courtship, sexuality, marriage and family forms: singlehood, marriage, dual-career families, divorce, stepfamilies and widowhood. Alternative living arrangements discussed: cohabitation, homosexual relationships and open marriages. Exploration of cultural/racial differences, abusive relationships and aging families.

**570. Sociology of Health and Illness (3)** Study of social psychosocial influences of illness, including overview of theories, epidemiology and demographics. Exploration into relationships of patients and physicians, nurses and other health professionals, study of available health alternatives, current update into environmental effects on individual health, medical cost, preventive health and national health insurance

## SPECIAL EDUCATION (SED)

**500. Exceptional Students in Inclusive Schools (3).** This course will focus on discussing exceptional students and students from diverse backgrounds in inclusive settings. It will address and discuss (1) background knowledge of special education as well as current knowledge on disabilities and attitudes, (2) the impact of legislation on services for exceptional students, and how to adapt and/or modify instructional approaches for teaching exceptional and diverse students in general classes. (Formerly SED 574)

**520. Context of Education (3).** This course will discuss the philosophical assumptions of the College of Education's model, "Educator as Decision Maker." It will also focus on: (1) paradigm shifts on education, e.g., changing roles of administrators, teachers, parents, and support personnel in site-based management; (2) university/school partnerships and/or Professional Development Schools (PDS); (3) preparing teachers for diverse student populations in both rural and urban school settings through communication, collaboration, coaching and technology; (4) evaluation process through traditional grading and performance-based assessment, e.g., use of portfolios; and (5) professionalism and national teacher certification.

**530. Dynamics of Administration & Supervision for Exceptional Students (3).** This course will focus on aspects of educating exceptional and diverse students which are impacted by litigation, legal issues and litigation, rights and responsibilities, assessment, and ethical concerns. Discussions will include assessments and safeguards, supervision, evaluation of teachers and related personnel, evaluation and grading of students, safe schools, discipline issues, overrepresentation of minority students in special education, charter schools and their impact on public schools, and partnerships among administrators, teachers, students, parents, and interagency personnel.

**550. Research, Publication, & Granting Writing (3).** This course will consist of four modules: (1) design, (2) statistics, (3) publications, and (4) grant writing. Design module will focus on how to set up and conduct a research project; statistics module will focus on the application of statistical software to generate quantitative data; publication module will focus on preparing manuscripts for possible publication; and grant writing module will focus on funding sources, mechanics of proposal writing, and submission guidelines and follow-ups.

**574. Exceptional Children (3).** See SED 500.

**590. Communication, Collaboration, & Diversity in Education (3).** This course will focus on parents, general and special educators, administrators, and professionals from related areas who will discuss the instructional needs and refuted services for diverse, exceptional students. Discussions will include: team building techniques, use of technology, e.g., instructional software, e-mail, Internet, adaptive devices; issues of diversity, e.g., global multicultural English as a Second Language (ESL), gender, alternative and augmentative communication and home-school collaboration, e.g., communication strategies, home involvement, due process, family priorities and EPIISFP, assessment, and cultural inclusion.

**602. Medical Challenges in Inclusive Setting (3).** The focus of this course is on the complexity of care and the treatment requirements for critically ill newborns, children with diseases that can interfere with normal growth and development, pathological, genetic, chromosomal, and harmful environmental conditions that cause disabilities; and factors that place children at-risk for developmental disabilities. Special educators who work in early childhood settings must be aware of the impact that impairments have on the development of children in order to make decisions, as a member of the transdisciplinary team, about care and programming.

**620. Facets of Disordered Behaviors (3).** This course will focus on the major types of emotional/behavioral disorders of children and youth. Content will involve exploring and discussing detailed and systematic consideration to different ways in which emotional/behavioral

disorders can be manifested. Types of disorders will include: attention and activity; conduct (overt and covert); delinquency and substance abuse; anxiety-withdrawal and related disorders; and depression and suicidal behavior.

**622. Autism & Psychotic Behaviors (3).** This course will focus on students who exhibit severe autistic or psychotic behavior. Discussions will examine definitions, causes, characteristics, diagnostic criteria, research findings, and programs or practices, e.g., facilitated communication, related to autism.

**630. Interventions for Emotional/Behavioral Disorders (3).** This course will focus on interventions which will facilitate the teaching and learning process while working with students with emotional/behavioral disorders. Discussion will focus on approaches, methods, and strategies which can be adapted or modified when necessary. Interventions will include behavioral approach, cognitive approach, educational approach, motivational strategies, instructional methods and areas, e.g., direct instruction, active teaching, cooperative learning. Peer tutoring, peer mediated approach for social skills, problem solving, moral reasoning, and alternate approaches and therapies, e.g., milieu, crisis intervention, group, drama, music, dance, art.

**632. Seminar in Emotional/Behavioral Disorders (3).** This course will focus on issues, trends, and challenges related to students with emotional/behavioral disorders and their families. It will look at a systems approach to programming students with emotional/behavioral disorders which will include the following systems: family, social (social/welfare; juvenile justice, correctional, and mental health), and teacher/educator's role as consultant, liaison and as part of a social system. Other issues/challenges will include substance-exposed infants and young children; sexual abuse of children and adolescents; inclusion/full inclusion; and suspension and expulsion of students with emotional/behavioral disorders.

**640. Language Interventions for Students With Disabilities (3).** The focus of this course is on language problems of students with learning disabilities; the causes and intervention models. Students must be knowledgeable for the impact that language disorders have on the development of academic skills and social skills to make decisions regarding appropriate teaching strategies, instructional approaches and to provide effective instruction in academic and non-academic areas for students with learning disabilities in inclusive settings.

**642. Strategy Interventions for Students with Disabilities (3).** The focus of this course is strategy instruction approaches to teach students with learning disabilities to use study skills and strategies effectively to become independent learners. The emphasis of the course is on providing children with learning disabilities the tools they will need throughout their school experience in inclusive settings to meet academic and social demands in four specific areas; academics, social, motivational, and organization and management. Students are expected to gain knowledge in how to plan, present and explain the strategies, to help children in making decisions about which strategies to use.

**650. Current Practices in Special Education from Historical Perspectives (3).** This course is a comprehensive study of the complex field of learning disabilities. Students will become knowledgeable the historical foundations and developmental states of learning disabilities as a field of study. The early contributions from the field of medicine are noted with the role advocates for the growth of the field. An overview theory and how theory is implemented and integrated with diagnostic methods and teaching strategies to provide a broad view of, empirically based, best practices. Emphasis is placed on the interrelated parts of a continuous process that will assist teachers of students with learning disabilities make good knowledgeable decisions for children in inclusive settings.

**652. Assessment Instruments for Special Populations (3).** The focus of this course is assessment methods and strategies for a comprehensive variety of childhood disorders. Many types

of assessment procedures are available which require varying degrees of expertise; and the instrument must meet federal guidelines. Although most standardized tests are designed for use by professionals who have mastered the skills of test administration and scoring, it is essential for special education teachers to receive training in some measures such as achievement tests. Students will practice skills and should become proficient in the use of manuals for specific administration rules, using test protocols, scoring test accurately, administering test items, and interpreting test results. Current trends favor less reliance on the use of norm-referenced testing and an increased reliance on informal assessment. Students will become familiar with the important differences in approaches to informal assessment and the trend of curriculum-based measurement.

**660. Developmental Disabilities (3).** The focus of this course is on students with severe, chronic disabilities which continue indefinitely. Topics to be discussed and examined will include: inclusion; assistive technology devices and services; verbal and nonverbal communication; special health concerns and procedures; social skills and self-care skills; functional academics and daily living; vocational preparation and transition; recreation and leisure time; and informing and involving the family about all aspects of planning and implementing necessary services.

**662. Behavioral/Educational Interventions for MR/DD (3).** The focus of this course is on planning behavioral and educational interventions to adequately meet the needs of students with MR/DD. Topics of discussion will include: (1) Traditional assessment as well as alternate assessment and instructional planning and implementation; (2) special health care procedures, and physical management and handling procedures; (3) nonsymbolic, augmentative and alternative communication, and functional communication; (4) effective behavior support plans; (5) self-care skills curriculum, functional academics, daily living and community skills; and (6) vocational preparation and transition.

**670. Seminar in MR/DD (3).** This course will discuss issues, trends, and future challenges relevant to mental retardation and development disabilities. Topics of concern will include; service delivery options for MR/DD students and adults of all ages; assessment issues with MR/DD and culturally diverse students; drugs and alcohol-related problems; employment; housing; family consideration; rights and legal issues; and biomedical ethical and social issues.

**680. Student Teaching in Inclusive Settings, K-6 (6).** Student teaching is a full-time twelve week culminating internship at a public school site. With the assistance and guidance of an experienced teacher, the student/intern will gradually assume full-time teaching responsibilities. Practice teaching is a required experience and must be completed satisfactorily to earn the education degree and recommendation for professional licensure. Student teaching provides the student the opportunity to develop and demonstrate their ability to and skill of the development of long-range planning and in-depth understanding on school life and to complete the development of their portfolio.

**685. Student Teaching in Inclusive Settings, 6-12 (6).**

**687. Student Teaching in Inclusive Settings, K-12 (6).**

**690. Practicum in Special Education, K-6 (3).** This practicum is a full time six week culminating internship at a public school site. With the assistance and guidance of an experienced teacher, the student/intern with gradually assume full time teaching responsibilities. The practicum is required for teachers who hold a certification in the field of education and are seeking additional certification and recommendation for professional certification.

**695. Practicum in Special Education, 6-12 (3).**

## TECHNOLOGY (EDT)

574. **Computer-Based Instructional Technologies (3)**. A study of the principles of computer operations, with special emphasis on applications in computer aided instruction and educational administration.

575. **Current and Emerging Instructional Technologies (3)**. Provides the student with knowledge, comprehension, performance skills and hands-on experience with current and emerging instructional technologies. Also, students will be required to produce desktop published documents.

576. **The Integration of Technology into the K-12 Curriculum (3)**. Provides the inservice K-12 teacher with culminating course in a series of three sequential technology courses. Application and integration of the use of computers in lesson planning and management of classroom instruction using software for IBM/DOS and Macintosh systems. Includes the evaluation of instructional software and the writing and evaluation of documentation for using software. The successful completion of Courses I and II is a prerequisite to registering for this course.

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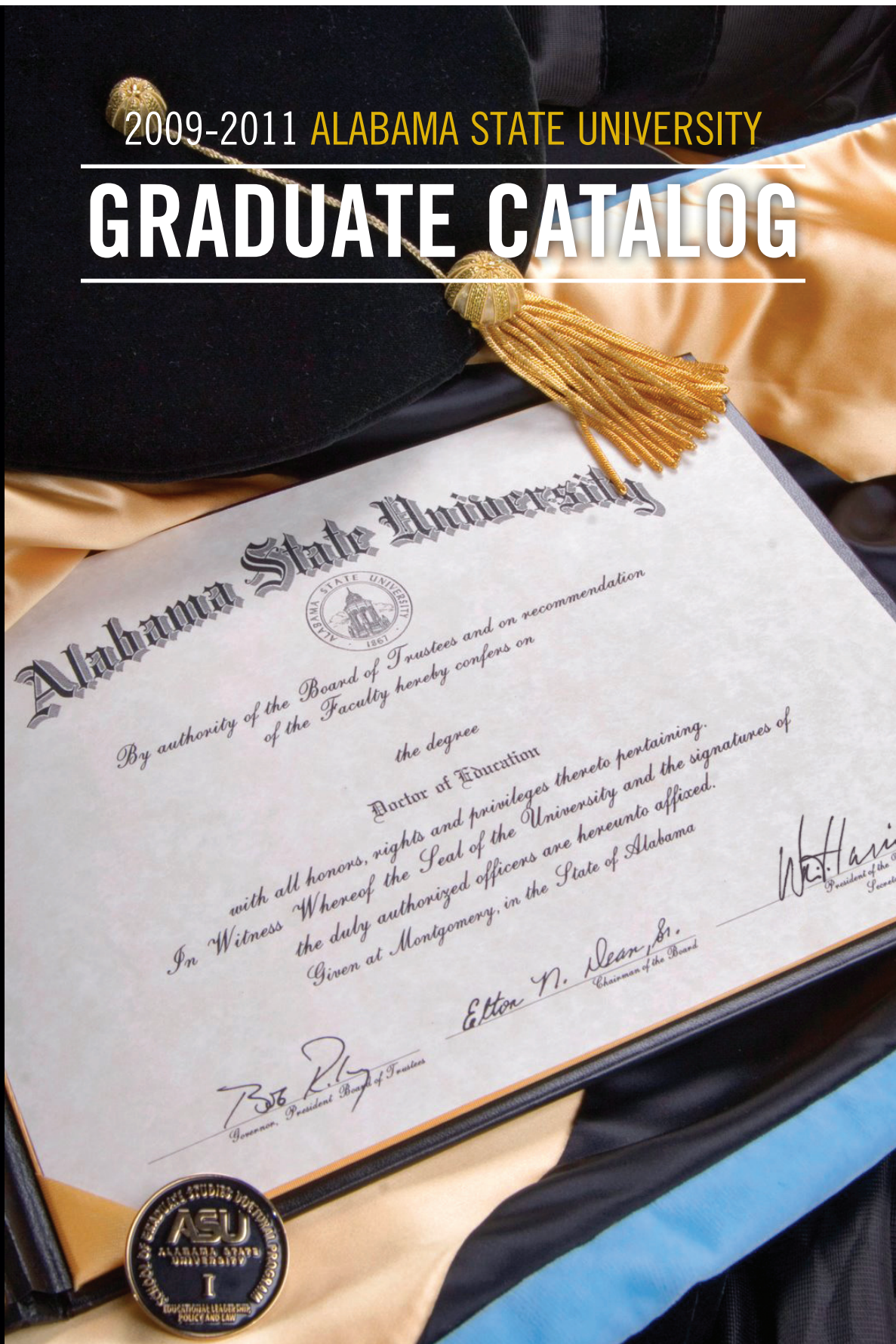


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