
Bulletin of The Harold Lloyd Murphy Graduate School *Announcements 2019-20*



Scan here to access
the *Bulletin of the
Harold Lloyd Murphy
Graduate School*

Although the publisher of this Bulletin has made very reasonable efforts to ensure factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or error occasioned by honest mistakes. This Bulletin presents information, which, at the time of preparation for printing, most accurately describes the course offerings, policies, procedures, regulations and requirements of the University; however, it does not establish contractual relationships. Periodically, program offerings and certification requirements will change to reflect updated State Department of Education standards. Please contact the College of Education for current requirements. The University reserves the right to alter any statement contained herein without prior notice, including any programs, etc.

The Graduate Bulletin of Alabama State University • Montgomery, AL 36101-0271

ASU
ALABAMA STATE
UNIVERSITY

BULLETIN OF THE HAROLD LLOYD MURPHY GRADUATE SCHOOL

ALABAMA STATE UNIVERSITY

ANNOUNCEMENTS

2019-2020

Although the publisher of this Bulletin has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or error occasioned by honest mistakes. This Bulletin presents information, which, at the time of preparation for printing, most accurately describes the course offerings, policies, procedures, regulations and requirements of the University; however, it does not establish contractual relationships. Periodically program changes and certification requirements will change to reflect the updated State Department of Education Standards. Please contact the College of Education for current requirements. The University reserves the right to alter or change any statement contained herein without prior notice, including any programs, etc.

POLICY STATEMENT

Alabama State University (ASU) is an equal opportunity employer and as such does not discriminate based on 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 vice-president of Human Resources at 334-229-4267 and from the vice president of 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 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(s) are available in the Office of Students Affairs, C1.19 John Garrick Hardy Student Services Center.

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 existing barriers that prevent students or employees with disabilities from enjoying any rights and privileges, advantages or opportunities enjoyed by others. Questions that may arise regarding University compliance and requests for reasonable accommodations should be addressed to the Director of the Human Resources, Alabama State University, Montgomery, AL 36101-0271.

Alabama State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Alabama State University.

Communication with the University

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

Academic Affairs / Councill Hall 118

(334) 229-4231 Carl Pettis
Interim Provost
Vice President for Academic Affairs

Murphy Graduate School / Councill Hall 201

(334) 229-4275 Edward D. Brown, Interim Dean
The Harold Lloyd Murphy Graduate School

Fees and Expenses / Councill Hall 124

(334) 229-4223 Alondrea Pritchett
Associate Vice-President for Business and
Finance/Comptroller

Financial Aid / J.G. Hardy Student Center

(334) 229-4323 Tallya Reaux
Director/Financial Aid

Housing / J.G. Hardy Student Center

(334) 229-4357 Rakesha Hines
Director/ Housing and Residential Life

Records and Registration / J.G. Hardy Student Center

(334) 229-4243 Marie McNear
Director/Records and Registration

Teacher Certification / Ralph Abernathy Hall 209

(334)229-4271 Amy Miller
Interim Director/Certification

Veterans Services / J.G. Hardy Student Center

(334) 229-4292 B. K. Haynes
Director/Veterans Affairs

Testing Center / McGehee Hall 105

(334) 229-4385 Cynthia Swain
Director/Testing and Psychological Services

Graduate Program Coordinators/Directors

Accounting	Dr. Dave Thompson.....	229-4134
Applied Technology	Dr. Kenley Obas.....	229-8660
Biology	Dr. B. K. Robertson.....	229-4423
Counseling-Clinical Mental Health and School	Dr. Linda Holloway.....	229-8577
Early Childhood Education	Dr. Huey Ling Lin	229-4268
Educational Leadership, Policy and Law	Dr. Kecia Ashley.....	229-5712
Elementary Education	Dr. Drusilla Caudle.....	229-5168
Forensic Science	Dr. Kennedy Wekesa	229-4196
Health Education	Dr. Charlie Gibbons.....	229-4504
History	Dr. Derryn Moten.....	229-4433
Instructional Leadership	Dr. Kecia Ashley.....	229-5712
Library Media	Dr. Naomi Caldwell.....	229-8582
Mathematics	Dr. Michelle Foster.....	229-4465
Microbiology	Dr. B.K. Robertson.....	229-4423
Music	Dr. Micheal Zelenak.....	229-4341
Occupational Therapy	Dr. Greshundria Raines.....	229-5602
Physical Education	Dr. Charlie Gibbons	229-4504
Physical Therapy	Dr. Charlene Portee.....	229-5614
Prosthetics and Orthotics	Mr. Scott Bretl.....	229-8777
Reading	Dr. Joyce Johnson.....	229-4256
Rehabilitation Counseling	Dr. Danita Stapleton	229-8776
Secondary Education	Dr. Calvin McTier.....	229-4765
Social Work	Dr. Denise Davis-Maye.....	229-5093
Special Education	Dr. Joyce Johnson	229-4256

Board of Trustees

OFFICERS

Governor Kay Ivy, Montgomery
Ex Officio President

** Darnell Hudson, State-at-Large
Chair

Brenda B. Hunter, Nation-at-Large
Vice-Chair

Dr. Quinton Ross, Jr., Montgomery
Secretary

MEMBERS:

Napoleon Bracy, 1st Cong. Dist.

Robert Barnett, Nation-at-Large

Tiffany Bullard McCord, 2nd Cong. Dist.

** Alfreda W. Green, State-at-Large

** Angela D. McKenzie, State-at-Large

Robert E. Gilpin, 2nd Cong. Dist.

George Gore, 5th Cong. Dist.

Eddie K. Hardaway, 7th Cong. Dist.

Larry Means, 4th Cong. Dist.

Mario Jamal Lumzy, 6th Cong. Dist.

** Pamela Ware, State-at-Large

** Joe Whitt, 3rd Cong. Dist.

Trustees may serve until their successors are appointed, but not more than 12 years.

**Denotes trustee who is an alumna or alumnus of the University.

Administrative Staff

Quinton T. Ross, Jr.	President
Carl Pettis	Interim Provost and Vice President for Academic Affairs
Davida Haywood	Vice President for Student Affairs
Larry Cobb	Interim Vice President for Institutional Technology & Innovation
William Hopper	Vice-President for Business and Finance
Lois Russell	Vice-President Institutional Advancement
Jennifer Williams	Director of Athletics
Donald Dotson	Vice-President of Facilities and Operations Management
Kevin Rolle	Chief of Staff
Kenneth Thomas	General Counsel
James Graboys	Chief of Public Safety
Christine Thomas	Associate Vice President for Institutional Effectiveness
Tanjula Petty	Interim Assistant Provost for Academic Affairs
Edward D. Brown	Interim Dean/The Harold Lloyd Murphy Graduate School
Kamal Hingorani	Dean/College of Business Administration
Alethea Hampton	Dean/College of Education
Charlene Portee	Dean/College of Health Sciences
Kennedy S. Wekesa	Dean/College of Science, Technology, Engineering, and Mathematics
Caterina Bristol	Dean/College of Visual and Performing Arts
Janice R. Franklin	Dean/Levi Watkins Learning Center
Evelyn Hodge	Dean/University College
Kathaleen Amende	Interim Dean/College of Liberal Arts and Social Sciences

Contents

Policy Statement	1
Student Responsibility	6
Graduate Council	7
Academic Calendar	9
I. General University Information	12
II. Expenses and Financial Aid.....	17
III. Graduate Admissions Requirements	22
IV. Murphy Graduate School Policies & Procedures.....	27
V. Student Activities and Services	34
VI. College and Programs	38
Accounting	M. Acc.
Applied Technology	M.S.
Biology & Biology Education	M.Ed., ALTA, M.S., AA, Ed.S.
Clinical Mental Health Counseling	M.S., Ed.S.
Early Childhood Education	M.Ed., ALTA, AA, Ed.S.
Educational Leadership, Policy and Law	Ed.D., Ph.D.
Elementary Education	M.Ed., ALTA, AA, Ed.S.
English/Language Arts	M.Ed., ALTA
Forensic Science	M.S.
Health Education	M.Ed., ALTA
History	M.A., M.Ed., ALTA, Ed.S.
Instructional Leadership Program	M.Ed., Ed.S.
Library Education Media	M.Ed., Ed.S.
Mathematics	M.Ed., ALTA, M.S., Ed.S.
Microbiology	Ph.D.
Music	M.Ed., ALTA
Occupational Therapy	MSOT
Physical Education	M.Ed., ALTA
Physical Therapy	DPT
Prosthetics and Orthotics	MSPO
Reading Specialist	M.Ed.
Rehabilitation Counseling	MRC
School Counseling	M.Ed., Ed.S.
Social Sciences	M.Ed., ALTA, AA, Ed.S.
Social Work	M.S.W.
Special Education	M.Ed., ALTA
VI. Courses of Instruction	75
VII. Graduate Faculty	123

HAROLD LLOYD MURPHY GRADUATE SCHOOL GENERAL POLICIES

Students are admitted to graduate study for the specific purpose stated by The Harold Lloyd Murphy Graduate School at the time they are notified of their acceptance. A student who fulfills that purpose is required to submit an application, 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 an advanced degree.

Admission to The Murphy 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 the initial application was made.

Graduate students are governed by the policies and procedures 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 Murphy Graduate School and of the program to which they are admitted.

All graduate students are subject to the academic regulations of The Murphy Graduate School, college, and/or department in which they are enrolled.

The Murphy 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 The Murphy Graduate School does not constitute acceptance as a degree candidate. Since degrees are awarded through academic departments and colleges and not through The Murphy 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 bulletin. Students should contact The Murphy Graduate School, the appropriate program director or the coordinator for information relating to these policies.

The Vision for Graduate Education

The Vision for graduate education is as follows:

Promoting a Synergistic Environment to Support a Transformational and World-Class Graduate Education at Alabama State University.

The Harold Lloyd Murphy Graduate School Mission

The fundamental mission of The Murphy Graduate School is to (1) provide leadership for the University's doctorate, educational specialist, master's and certificate level, post-baccalaureate degree programs; (2) serve 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 Bulletin

The Alabama State University Graduate Bulletin is the primary general information publication for the Murphy Graduate School.

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 Alabama State University.

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 The Murphy Graduate School policies and procedures. By enrolling at Alabama State University, 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 Bulletin, 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. Copies of the Graduate Bulletin are available upon request in The Murphy Graduate School.

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 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 before 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 fraudulent 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 instead 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

The responsibility for formulating policies for graduate academic programs is delegated to the Graduate Council, subject to approval of the Provost/Vice President for Academic Affairs and, where appropriate, the President of the University. The Council acts as a curriculum committee for graduate program modifications, including the addition and deletion of graduate courses. Additionally, the Council reviews proposals for new programs prior to action by the Provost/Vice President for Academic Affairs. All graduate policy changes approved by the Council are submitted to the Provost/Vice President for Academic Affairs and to the President for review and approval. The Dean of The Murphy Graduate School serves as chair of the Graduate Council.

The Council consists of one elected member of the Graduate Faculty from each of the six academic colleges offering graduate study and four members from the Graduate Faculty appointed by the Provost/Vice President for Academic Affairs in consultation with The Dean of The Murphy Graduate School. To be eligible for Graduate Council membership, full Graduate Faculty status is required for both elected and appointed members. Elections and appointments are made each March in the following academic college sequence: 1st year College of Business Administration and College of Education (election) and two appointments; 2nd year College of Health Sciences and College of Liberal Arts and Social Sciences (election) and one appointment; 3rd year College of Science, Mathematics and Technology and College of Visual and Performing Arts (election) and one appointment. Appointments made by the Provost in consultation with the Graduate Dean will include one Graduate Faculty from each of the Colleges of Education, Health Sciences, and Science, Mathematics and Technology. The fourth appointee will be made from either the College of Business Administration, Liberal Arts and Social Sciences or Visual and Performing Arts. Vacancies are filled in the same manner in which the member to be replaced was selected. The term of membership on the Graduate Council is three years. Two full consecutive terms of office are allowed. The President of the Graduate Student Association serves on the Graduate Council as a student representative and is a voting member with a term of office of one year. Consequently, there are eleven (11) voting members of the Graduate Council.

Ex-officio members of the Graduate Council include the following: Dean of The Murphy Graduate School; Provost/Vice President for Academic Affairs; Associate Provost/Vice President for Academic Affairs; Director of

Financial Aid; Director of Disability Services; Dean of the Levi Watkins Learning Center; Director of Counseling Services; and the University Registrar.

Dr. Edward D. Brown, Chair
Interim Associate Provost and
Dean of the Harold Lloyd Murphy Graduate School

Graduate Council Elected Members

Dr. Sonja Harrington-Weston 2016
Professor/Educational Leadership, Policy
and Law
College of Education

Dr. Greshundria Raines, 2017
Professor of Occupational Therapy
College of Health Sciences

Dr. Audrey Napier, 2015
Professor of Biology
College of Science, Mathematics, and Technology

Dr. Doug Bristol, 2015
Professor of Music
College of Visual and Performing Arts

Dr. Dave Thompson, 2019
Director, Master of Accountancy
College of Business Administration

Graduate Council Appointed Members

Dr. Gwendolyn King, 2016
Associate Professor of Instructional Leadership
College of Education

Dr. Sara Kiser, 2019
Professor of Management
College of Business and Administration

Dr. Qiana L. Matthews, 2018
Assistant Professor of Microbiology
College of Science, Technology, Engineering and
Mathematics

Dr. Angela Tomas-Davis
Professor of Occupation Therapy
College of Health Sciences

Graduate Council Ex-Officio Members

Ms. Tallya Reaux
Interim Director of Financial Aid

Mrs. Melonie McCord-Judkins
Director of Disability Services

Mr. Chris Johns
Director of Counseling Services

Dr. Janice R. Franklin
Dean of the Levi Watkins Learning Center

Ms. Marie McNear
Director of Records and Registration/Registrar

Ms. Gwendolyn Mann
Director of the Health Center

Dr. Christine Thomas
Associate Vice President for Institutional Effectiveness

Dr. Edward D. Brown
Interim Associate Provost and
Dean of the Harold Lloyd Murphy Graduate School

Dr. Carl Pettis
Interim Provost and Vice President for Academic Affairs

Academic Calendar Fall 2019

Regular Session August 14-November 27 8
 8 Week Session I August 14-October 4 8
 8 Week Session II October 7-November 27

February 25	Fall 2019 Academic Advisement Begins (Continuing Students Only)
March 11	Fall 2019 Registration Opens Via Hornets Web (Continuing Students Only)
August 7	Fall Faculty Conference
August 12-16	New Student Orientation August 12 New Graduate Student Orientation
August 13	LAST DAY TO DROP CLASSES (NO CHARGES, NO GRADES)
August 14	Classes start (Full Term and 8 Week Session I)- Withdrawal Period Begins –“W” Grades
August 14-20	Late Registration (fees applied)
August 20	Last Day to Add/ Drop Classes
August 20	60% of Tuition, Room and Board, Fees and Other Charges Due
August 28	Deadline to File Fall 2018 Graduation Application
September 2	Labor Day (Campus Closed)
September 9	Last Day to Withdraw and Receive 80% Refund of Tuition and Fees
September 19	University Wide Fall Convocation at 11:00 am (All students, Staff, and Faculty are Required to Attend)
September 23	Last Day to Withdraw and Receive 60% Refund of Tuition and Fees
September 30	Last Day to Withdraw and Receive 40% Refund of Tuition and Fees
October 3	Remaining 40% of Tuition, Room and Board, Fees and Other Charges Due (Classes are Subject to Cancellation for Failure to Pay)
October 4	Classes End (8 Week - Session I)
October 7	Classes Start (8 Week- Session II)
October 6-12	Mid-Semester Examinations
October 6-29	Student Course Evaluations
October 7	Spring 2020 Academic Advisement Begins (Continuing Students Only)
October 11	Spring 2020 Registration Opens Via Hornets Web (Continuing Students Only)
October 18	Last Day to Register for Graduate Comprehensive Examination
October 18	Last Day to Withdraw From a Course(s) and Receive “W” Grade
November 2	Graduate Comprehensive Examination
November 7	University Wide Memorial Service 11:00 a.m.
November 8	Last Day for Thesis/Dissertation Submission to The Murphy Graduate School
November 12	Priority Deadline for Spring 2020 Application to The Murphy Graduate School
November 18	Period to File Spring 2020 Graduation Application Begins
Nov 25-26	Final Exams for Fall 2019 Candidates for Graduation
November 27	Last Day of Classes (Full Term and 8 Week Session II)
Nov. 27-Dec. 1	Thanksgiving Holiday and Homecoming (12-noon Students/Faculty)
November 27	Last Day of Fall 2019 Graduation Clearance
Nov. 30-Dec.5	Final Exams December 2 Grades for Fall 2019 Graduates Due by 5 p.m.
December 6	End of Term December 6 Fall Commencement and Degree Conferral
December 9	All Grades Due by 5 p.m.

*Add classes - register for a class during open registration or by written approval *Drop classes - class will not show on schedule, no charges, cannot be graded *Withdrawn classes – will receive “W” grade, will be charged and will count against progress toward degree.

Board Approved: September 20, 2018

Academic Calendar Spring 2020

Regular Session January 8-May 1
 8 Week Session I January 8-February 28
 8 Week Session II March 2-April 24

October 7	Spring 2020 Academic Advisement Begins (Continuing Students Only)
October 11	Spring 2020 Registration Opens Via Hornets Web (Continuing Students Only)
January 3	Spring 2020 Faculty Conference
January 3	New Graduate Student Orientation
January 6	New Student Orientation
January 7	LAST DAY TO DROP CLASSES (NO CHARGES, NO GRADES)
January 8	Classes Start (Full Term and 8 Week Session I)- Withdrawal Period Begins –“W” Grades
January 8-11	Late Registration (late fees applied)
January 11	Last Day to Add/ Drop Classes
January 11	60% of Tuition, Room and Board, Fees and Other Charges Due
January 20	Martin Luther King, Jr. Day (Campus Closed)
January 21	Deadline to File Spring 2020 Graduation Application
January 27	Last Day to Withdraw and Receive 80% Refund of Tuition and Fees
February 3	Last Day to Withdraw and Receive 60% Refund of Tuition and Fees
February 7	Founder’s Day Convocation
February 10	Last Day to Withdraw and Receive 40% Refund of Tuition and Fees
Feb 18-22	Mid – Semester Exams
February 21	Last Day to Register for Graduate Comprehensive Examination
February 21	Remaining 40% of Tuition, Room and Board, Fees and Other Charges Due (Classes are Subject to Cancellation for Failure to Pay)
February 28	Last Day to Withdraw From a Course(s) and Receive “W” Grade
February 28	Classes End (8 Week - Session I)
March 2	Classes Start (8 Week- Session II)
March 2	Summer 2020/Fall 2020 Academic Advisement Begins (Continuing Students Only)
March 10	Graduate Comprehensive Examination
March 12	Fall 2020 Registration Opens Via Hornets Web (Continuing Students Only)
Mar 12-Apr 2	Student Course Evaluations
March 13	Summer 2020 Registration Opens Via Hornets Web (Continuing Students Only)
March 15-22	Spring Holidays (No Classes)
March 23	Classes Resume at 8:00 a.m.
April 3	Honors Convocation
April 10-12	Easter Holiday
April 13	Classes Resume at 8:00 a.m.
April 13	Last Day for Thesis /Dissertation Submission to The Murphy Graduate School
April 13	Priority Deadline for Fall Application to The Murphy Graduate School
April 16-17	Final Exams for Spring 2020 Candidates for Graduation
April 20	Period to File Summer 2020 Graduation Application Begins
April 20	Grades for Spring Graduates Due
April 20	Last Day for Spring 2020 Academic Clearance for Graduates
April 24	Last Day of Classes (Full Term and 8 Week Session II)
April 25-30	Final Exams
May 1	Commencement and Degree Conferral
May 4	End of Term *Add classes - register for a class during open registration or by written approval

*Drop classes - class will not show on schedule, no charges, cannot be graded *Withdrawn classes – will receive “W” grade, will be charged and will count against progress toward degree Please note schedule is subject to change.

Board Approved: September 20, 2018

Academic Calendar Summer 2020

Regular Session May 26 – July 17

4 Week Session I May 26- June 19

4 Week Session II June 22- July 17

March 2	Summer 2020 Academic Advisement Begins (Continuing Students Only)
March 13	Summer 2020 Registration Opens Via Hornets Web (Continuing Students Only)
May 22	Summer New Student Orientation
May 25	Memorial Day (Campus Closed)
May 25	LAST DAY TO DROP CLASSES (NO CHARGES)
May 26	Classes Start (Full Term and 4 Week Session I) Withdrawal Period Begins –“W” Grades
May 26-29	Late Registration (Late Fees Applied)
May 27	Last Day to Withdraw and Receive 80% Refund of Tuition and Fees
May 29	Last Day to Add/Drop Classes May 29 60% of Tuition, Room and Board, Fees, and Other Charges Due
June 8	Deadline to File Summer 2020 Graduation Application
June 10	Last Day to Register for Graduate Comprehensive Examination
June 11	Last Day to Withdraw and Receive 60% Adjustment of Tuition and Fees
June 15-18	Midterm Exams
June 18	Last Day to Withdraw and Receive 40% Adjustment of Tuition and Fees
June 19	Classes End (4 Week Session I)
June 27	Graduate Comprehensive Examination
June 22	Classes Start (4 Week Session II)
July 1	Remaining 40% of Tuition, Room and Board, Fees and Other Charges Due (Classes are Subject to Cancellation for Failure to Pay)
July 4	Independence Day (Campus Closed)
July 6	Last Day to Withdraw From a Course(s) and Receive “W” Grade
July 9	Last Day to for Thesis/Dissertation Submission to The Murphy Graduate School
July 13	Period to File Fall 2020 Graduation Application Begins
July 17	Last Day of Classes (Full Term and 4 Week Session II)
July 20-21	Final Exams July 24 End of Term July 25-26 Band Orientation
July 27	Grades Due by 5 p.m.
July 31	Degree Conferral Date (Posted on Transcript)

*Add classes - register for a class during open registration or by written approval *Drop classes - class will not show on schedule, no charges, cannot be graded *Withdrawn classes – will receive “W” grade, will be charged and will count against progress toward degree Please note schedule is subject to change

Board Approved: September 20, 2018

I. GENERAL UNIVERSITY 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 147-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 at the end of slavery but also in the opportunity for blacks to have the right to an 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 descendant 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 site on which a school building was constructed.

Until the new school was built, the American Missionary Association (AMA) leased a building, 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 increased 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 school 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 combined 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-establishing 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.

150 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.

In 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 ten 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 1994, 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 student's-first philosophy, which emphasized the 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 focused on transforming Alabama State University through excellence in teaching, research, service and a diverse population.

Dr. Joseph H. Silver Sr. was appointed president September 11, 2012. During his brief term, the University continued its path toward transformation. Dr. William H. Harris was called on again to lead the University in November of 2012. He served in that capacity for 13 months before returning to retirement.

Dr. Gwendolyn E. Boyd was selected by the Board of Trustees on December 20, 2013, to serve as the University's first female president. A 1977 ASU graduate, Boyd returned to her alma mater, after a stellar 33-year career at Johns Hopkins University, with a vision of promoting the University as the "Land of Opportunity."

The Alabama State University Mission

Alabama State University is a comprehensive diverse student-centered public HBCU committed to global excellence in teaching, research and service. The University fulfills its mission by:

- Fostering critical thought
- Encouraging artistic creativity
- Developing professional competence
- Promoting responsible citizenship in its students
- Adding to the academic and experiential bodies of knowledge
- Enhancing the quality of life through research and discovery
- Cultivating global citizenship through thoughtful (meaningful, purposeful conscientious, intentional) and engaging public service

ASU offers baccalaureate through doctorate degrees in an expansive array of academic programs. We maintain a scholarly and creative faculty, state-of-the-art facilities, and an atmosphere in which members of the university community live, work and learn in pleasant surroundings. ASU offers a bridge to success for those who commit to pursuing quintessential educational opportunities and lifelong endeavors.

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, fundraising, 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 are encouraged to join other friends of the University in contributing to the fund. Contributions may be handled as payroll deductions if desired.

Information concerning the 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 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, educational specialist degrees, and doctoral degrees. Alabama State University has additional accreditations from the National Council for Accreditation of Teacher Education (NCATE), Council for Accreditation of Counseling and Related Educational Programs (CACREP), National Association of Schools of Music, National Association of Schools of Art and Design, and the National Association of Schools of Theatre.

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) of the American Physical Therapy Association, 1111 N. Fairfax St. Alexandria, VA 22314; phone: 1-703-706-3245; email: accreditation@apta.org; website: capteonline.org.

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, (301) 652-AOTA (www.acoteonline.org).

The Rehabilitation Counseling Program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP), located at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; (703) 535-5990; URL: <https://www.cacrep.org/contact>.

The Prosthetics and Orthotics Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the National Commission on Orthotic and Prosthetic Education (NCOPE). CAAHEP staff can be reached at 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763; (727) 210-2350; www.caahep.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, American College Public Relations Association, Council of Graduate Schools, Conference of Southern Graduate Schools, Alabama Council of Graduate Deans, and Council of Historically Black Graduate Schools.

Facilities

Growth is a quintessential part 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 85 and is about two miles from the Montgomery interchange of Interstate 65 and 85. Air University, Maxwell Air Force Base and Gunter annex are only a few minutes' commuting distance.

II. Expenses and Financial Aid

The following schedule outlines the tuition and fees for graduate students at Alabama State University effective at the time this bulletin was printed. Other special fees for academic services available to students may apply. 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, Master Card, 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 tuition and fees apply to graduate students:

Graduate Students Tuition

	Alabama Resident	Non-Alabama Resident
Tuition - Per Credit Hour	\$412	\$824
Tuition – Master of Education (Online) Per Credit Hour	\$578	\$578

Graduate Students Fees*

Application Fee (nonrefundable)	25.00
Audit Course (without credit, per course)	50.00
Late Registration: First week, beginning with the first day of classes	15.00
Graduation fees (includes cap and gown rental)	100.00
In absentia, per degree, additional charge	10.00
Achievement certificate (noncredit programs)	5.00
Transcript:	
Transcript of record, per copy after first copy (in office)	7.00
Transcript (Online)	9.25
Transcript (Overnight Request)	31.95
Replacement I.D./meal card	25.00
Thesis binding (per copy and exclusive of mailing cost)**	30.00
Miller Analogies Test (MAT)	70.00
Campus Parking Fee:	
Vehicle registration (per year)	70.00
Traffic fines	Assessed per violation
General University Fee:	
1-5 credit hours	685.00
6 or credit hours	1,370.00
Master of Education (Online) Fee (per term)	125.00

*Fees are subject to change at the discretion of the University.

** The Murphy Graduate School requires a minimum of two bound copies of the thesis. The nonrefundable charge for binding is subject to change consistent with increased binding and postal costs.)

Registration

To receive 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.

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. Registration procedures are detailed on the Alabama State University Website and course availability can be accessed through Hornetsweb (www.alasu.edu). Students may register on-line from any computer lab located on campus or from any off-campus locations. Students are required to attain advisement prior to registration and should contact The Murphy Graduate School 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 Provost/Vice President for Academic Affairs.

Withdrawal from a Course

A student who chooses to withdraw from a course after the last day of the drop/add period may do so without the approval of the course instructor or the dean. This action will result in the student receiving a "W" for the course. A "W" denotes an official withdrawal from the course and is not calculated into the cumulative grade point average (GPA). A student may withdraw from a course up through the week after midterm examinations. The deadline date for withdrawing from a course (usually the Tuesday after midterm week) is stipulated in the academic calendar. All official withdrawals must be made through the Office of Records and Registration. Official withdrawals may be made online or through the Office of Records and Registration (If withdrawing from all courses).

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 the 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 a student registers and stops attending a course; the course must be officially dropped through the Office of Records and Registration or a grade of "WF" will be recorded by the instructor.

If a student registers and never attends any class sessions for a particular course, a grade of "X" will be recorded for the course; unless the student officially withdraws through the Office of Records and Registration. A grade of "X" may result in the reduction of a student's aid award and/or the creation of a financial balance on the student's account.

If the student improperly adds a course and does not process a schedule change form through the Office of Records and Registration, no credit will be allowed and he or she will not receive a grade for the course.

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 withdraw from the University 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.

Adjustment of Tuition for Withdrawal and Cancellation from the University during Fall and Spring Terms

For those students who withdraw from the University 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 an adjustment 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 adjusted according to the

following schedule:

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

Credit Balances

Credit balances will be issued as soon as possible. Credit balances 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.

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

Withdrawal Charges and Credit Balances during Summer Term

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

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

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 non-refundable 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) **\$1,423 - \$2,275** (per semester)
Board (required if living in campus housing,
Available to off-campus students) **\$1,275** (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 the out-state-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 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 residency status will be upon the student.

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

Any student who has a delinquent account (amounts due past the due date) may forfeit the privilege of attending classes and shall not be allowed to register for a new term until his or her account has been paid in full. The University will withhold report of grades, transcripts of records and diplomas until the indebtedness is paid.

Accounts delinquent for more than two academic terms shall be placed with collection agencies for collection and the student will bear the collection cost.

Financial Aid

The Office of Financial Aid at Alabama State University provides assistance to students seeking approval for financial support of their education. All students seeking Federal Financial Aid must complete the Free Application for Federal Student Aid (FAFSA). For further information, please call the Financial Aid Office, (334) 229-4323.

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, loans, scholarships, student employment or a combination thereof. Information describing the various financial aid programs and how to apply may be obtained online at www.alasu.edu, under Cost & Aid.

Financial Aid Application Procedures

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

- 1) Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Include Alabama State University's federal school code 001005.
- 2) Complete additional data necessary to clarify or verify the financial information you submitted. Requests for additional data will be sent to you by the University.
- 3) Complete Entrance Counseling and Master

Promissory Note for federal loans awarded at www.studentloans.gov.

- 4) Be enrolled at least half-time to receive federal loans.
- 5) Maintain Satisfactory Academic Progress (SAP). SAP policy may be reviewed at www.alasu.edu under Cost & Aid.

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

The priority date for **financial aid** applications is **April 1st**.

All student loans administered by the financial aid office are for current costs of attendance – tuition, fees, room and board, transportation, books, etc. A brief description of the loan programs follow:

Federal 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 \$40 per month and may be extended to a maximum of 10 years. Interest is not charged during periods of enrollment.

Federal Direct Unsubsidized Loan is a program whereby a graduate or professional student may borrow up to \$20,500 per academic year for educational expenses, provided they have not exceeded the aggregate limit of \$138,500. Repayment begins six months after the student leaves school.

Federal Direct Plus Loan (Grad Plus) makes long-term loans to pay for the cost of study at postsecondary schools. Graduate and professional students may borrow up to the cost of attendance minus other aid awarded. A credit check is performed. Students who are not approved have the option of obtaining an endorser or appeal the credit decision.

Graduate Assistantships and Fellowships

A limited number of graduate assistantships are available to qualified full-time students (enrolled in a minimum of nine (9) credit hours) 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 be enrolled in a minimum class load of nine (9) graduate credit hours, maintain an overall GPA of 3.0, 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 Murphy Graduate School, Council Hall 201.

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 graduate program coordinator for further information.

The **Doctoral Program in Microbiology** provides program-supported teaching assistantships and faculty-supported research assistantships. Contact the graduate program coordinator/director for further information

The Master of Science Program in Biology may provide a small percentage of its full-time students GAs or sponsored students supported by faculty research grants, federal training grants or GTA awards. M.S. students who receive GTA appointments will be assigned to assist with laboratory courses or other specialized departmental assignments designated by the Graduate Program Director and the Chair of the department. Contact the graduate program director for more information.

The **Master of Science Program in Forensic Science** offers tuition and stipend support for a percentage of its full-time program students. Contact the graduate 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. Dave Thompson, 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.

III. GRADUATE ADMISSIONS REQUIREMENTS

From its inception, The Murphy Graduate School 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, practicum, and laboratory instruction designed to develop their powers of logical and independent thought and to enable them to become familiar with research techniques. The Murphy Graduate School welcomes inquiries from prospective students who are interested in expanding their educational horizons or earning an advanced degree.

All degree-seeking students must submit items 1-5 before they may be considered for admission to The Murphy Graduate School.

1. An online application with a \$25.00 non-refundable fee.
2. Statement of Purpose (A one-page essay describing the purpose of entering The Murphy Graduate School.)
3. Test scores from the Graduate Record Examination (GRE) revised General and Subject Test for Biology and Mathematics; GRE general test or Miller Analogies Test (MAT) for Counseling (school and clinical), Educational Leadership, Policy and Law, History, Occupational Therapy, Rehabilitation Counseling, Physical Therapy, Prosthetics and Orthotics, ALT-A 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. Standardized test scores submitted must be within the last five years.
4. Official transcripts from all colleges and universities attended with degrees posted as applicable.
5. Three professional letters of recommendation from persons who are qualified to evaluate an applicant's ability to do graduate-level work.
6. A copy of a current Teaching Certificate for traditional education students (Class B or A).
7. For Alternative Fifth Year programs, applicants must submit proof of registration or a passing score on all three portions (Reading, Writing, and Mathematics) of the Alabama Educator Certification Testing Program (AECTP) Part I prior to being accepted. A passing score on all three portions must be received no later than the end of the first semester of study for individuals. Otherwise, registration for additional classes will not be allowed.
8. If required, students must submit a passing score on the

Alabama State University Graduate Writing Competency Test (GWCT) by the end of the first semester of study. The GWCT is scheduled twice each semester in the University Testing Center. Should an applicant fail to pass the GWCT by the end of the first semester of study, registration for additional classes will not be allowed. Proof of remediation must be obtained from the Writing Lab before the student will be allowed to retake the GWCT if unsuccessful in the first attempt.

Students who score at least 450 or 150 (revised GRE score) on the verbal portion of the GRE, a score of 3.5 or higher on the analytical writing portion of the GRE a scaled score of 385 on the MAT, or a 450 or above on the GMAT, or pass ASU's BWCT 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 Writing Competency Test (GW), 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. The online application is available on the website at www.alasu.edu.

To Apply to the Master of Science in Occupational Therapy Program

The Alabama State University Department of Occupational Therapy subscribes to the Occupational Therapy Centralized Application Service (OTCAS). Applicants for the entering class (Fall only) should apply online using the OTCAS application. To get started, visit the OTCAS portal at <https://portal.otcas.org/>. Directions for document submission appear on the OTCAS website. The application deadline is February 1; applications will not be accepted after the published date. All applications must go through OTCAS; paper applications will NOT be considered. If you have any questions about the application process, please call the program.

Admission Requirements

- Bachelor's degree (minimum 3.0 undergraduate grade point average [GPA] with official transcripts)
- MAT or GRE score transcripts
- ASU OT Program prerequisite courses - grade of "B" or better recommended in each
- Three letters of recommendation, one from an occupational therapist
- Early Determination (a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure)

This document will be completed at the time of the Onsite Interview.

- Observation/Volunteer Hours (minimum of 40 hours in 2 facilities/settings dated/completed within 12 months of application submission). These hours must be completed at the time of application.

Onsite Interview: Candidates selected for the required Onsite Interview will be notified in **Early Spring Semester**. The required Onsite Interviews will be scheduled for **Early to mid-Spring Semester**.

To Apply to the Master of Prosthetics and Orthotics Program

The Alabama State University Department of Prosthetics and Orthotics subscribes to the Orthotic & Prosthetic Centralized Application Service (OPCAS). Applicants for the entering class (Fall only) should apply online using the OPCAS application. To get started, visit the OPCAS portal at <http://www.ncope.org/opcas/>. Directions for document submission appear on the OPCAS website. The application deadline is January 31st; applications will not be accepted after the published date. All applications must go through OPCAS; paper applications will NOT be considered. If you have any questions about the application process, please call the program.

Admission Requirements

- Bachelor's degree (minimum 2.5 undergraduate grade point average [GPA] with official transcripts)
- MAT or GRE score transcripts
- ASU P&O program prerequisite courses
- Three letters of recommendation, one from a prosthetist-orthotist
- Field Observation Hours (minimum of 100 hours in orthotics and/or prosthetics under the supervision of a certified/licensed prosthetist-orthotist at an accredited practice). These hours must be completed by program start date.
- A completed application to The Murphy Graduate School

Students who score at least 450 or 150 (revised GRE score) on the verbal portion of the GRE, a score of 3.5 or higher on the analytical writing portion of the GRE, a scaled score of 385 on the MAT, or a 450 or above on the GMAT, or pass ASU's BWCT 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.

To Apply to the Master of Rehabilitation Counseling Program

The Alabama State University Master of Rehabilitation Counseling Program accepts applicants for the entering class in the Fall only and applicants should apply to the program by the application deadline of April 30th. If you have any questions about the application process, please call the program.

Admission Requirements

- Bachelor's degree from an accredited institution with a cumulative GPA of 2.5 or higher on a 4.0 scale.
- Recent Graduate Record Exam (GRE) or MAT scores submitted to Graduate Studies with completed application.
- Three letters of recommendation from persons qualified to evaluate the applicant's academic abilities and character.
- A completed application to The Murphy Graduate School.

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. Online application is available on the website at www.alasu.edu.

Categories of Admission

1. Special (non-degree): 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 non-degree students must satisfy all admission requirements before they can be reclassified to degree-seeking status. All non-degree students, including those pursuing certification or recertification, will be advised by the dean of The Murphy Graduate School.

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 is available in The Murphy Graduate School. Admission to The Murphy 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 Murphy Graduate School are made by the academic program faculty and graduate school. Admissions decisions will be reported in writing to each applicant by the dean of The Murphy Graduate School. 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). Decisions to admit students to candidacy are made at the academic program level and The Murphy Graduate School.

Non-Degree and Graduate Certificate Programs

Non-Degree 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 online application with \$25.00 non-refundable fee and an official transcript to be considered for admission.

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 2.75 GPA is required of all applicants to the Alternative Fifth-Year M.Ed. (ALTA) and Traditional Master's programs in Education. Students who do not have undergraduate education degrees or teaching certification that wish to pursue a master's degree in education must enter the Alternative Fifth-Year Program (ALTA). The Alternative Program consists of graduate courses that will lead to a master's degree in the selected teaching field with accompanying teaching certification. 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 Master of Accountancy program. For Occupational Therapy, a cumulative GPA of 3.0 (on a 4.0 point scale); for Prosthetics and Orthotics, a cumulative GPA of 2.5 (on a 4.0 point scale) and for Rehabilitation Counseling a GPA of 2.5 (on a 4.0 point scale) is required for all applicants.

Educational Specialist Degree Programs

Admission for the Educational Specialist Degree (Ed.S.) or AA certification programs in education require a 3.25 graduate GPA, appropriate valid Class A certification in approved areas and approval from the major department.

Doctoral Program in Educational Leadership, Policy and Law, Ed.D.

To apply for admission to the Educational Leadership, Policy and Law doctoral program, prospective students must submit an online application, supporting documents, and a \$25.00 non-refundable application fee before the deadline of March 1.

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

1. A professional resume or vita outlining their experiences, personal achievements and professional objectives that will be supported through doctoral study.
2. Three letters of reference from individuals who have worked with them in a supervisory capacity.
3. Statement of Purpose (A one-page essay describing the purpose of entering The Murphy Graduate School.)

Once applications are initially evaluated by program faculty, acceptable candidates will be invited for an interview with the program 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 program faculty interview.

Doctoral Program in Physical Therapy, DPT

Students are admitted to the Physical Therapy Program in the Fall semester only.

The Alabama State University Department of Physical Therapy subscribes to the Physical Therapy Centralized

Application Service (PTCAS). Applicants for the entering class (Fall only) should apply online using the PTCAS application. To get started, visit the PTCAS portal at <https://portal.ptcas.org/>. Directions for document submission appear on the PTCAS website. The application deadline is November 1; applications will not be accepted after the published date. All applications must go through PTCAS; paper applications will NOT be considered. If you have any questions about the application process, please call the program.

Following acceptance into the PT Program, applicants must also be accepted to The Murphy Graduate School.

Admission Requirements

- Bachelor's degree (minimum 3.0 undergraduate grade point average [GPA] with official transcripts from ALL universities/colleges attended): these must be verified on PTCAS by application closure date.
- MAT or GRE score transcripts; recommended at least 450 or 150 (revised GRE score on the verbal portion, a score of 3.5 or higher on the analytic writing portion of the GRE or scaled score of 385 on the MAT).
- Completion of all ASU PT Program prerequisite courses - grade of "B" or better recommended in each; however, all courses MUST be at least a C or better to be considered. Applicant can have no more than 2 courses outstanding and must have documentation of planned enrollment. If accepted into the program, ALL prerequisites must be completed with a C or better to begin the program.
- Three letters of recommendation, one from a physical therapist, one from an instructor, academic advisor or employer who can evaluate the applicant's abilities and character, the third from a person of choice of the applicant, however cannot be a relative.
- Completion of required essays available through PTCAS.org.
- 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. These hours must be completed by the time of application

All of the above items should be submitted at the time of application.

Onsite Interview: Candidates selected for the required Onsite Interview will be notified in **February**. The required Onsite Interviews will be scheduled for **March** or **Early April**.

Doctoral Program in Microbiology, Ph.D.

Applicants for admission to the program in microbiology 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:

1. All official transcripts
2. GRE revised General and Subject Test scores
3. Three letters of recommendation
4. Current curriculum vita
5. A personal statement and research philosophy (Statement of Purpose)

An appropriate minimum TOEFL score is required for all international students. The TSE spoken English test may also be required. The microbiology graduate admissions committee makes admissions recommendations on 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. Based on recommendations from the graduate admissions committee, program administrators (program director and department chair) render final departmental approval, and submit admission decisions to the dean of The Harold Lloyd Murphy Graduate School.

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). A minimum acceptable score of 500-paper-based, 173-computer based, or 61-internet based examination. In addition, the English language requirement may be met upon completion of Level 112 at a Language Center.
2. An official original copy of the student's college transcript (in English).
3. A competitive 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.

Alabama Educator Certification Testing Program

The State Department of Education (SDE) requires all students who are applying for an initial professional educator certificate to complete the Alabama Educator Certification Testing Program (AECTP). These students must be in an Alternative Fifth-Year teacher education program approved by the state of Alabama. Information on the AECTP should be obtained from the College of Education or www.act.org/alabamapttp.

Educational Specialist Programs

The Ed.S. degree is offered in the following areas:

- Biology
- Clinical Mental Health Counseling
- Early Childhood Education
- Elementary Education
- History
- Instructional Leadership
- Library Education Media
- Mathematics
- School Counseling
- Social Science
- Teacher Leader

The curricula patterns of the AA certificate programs and the Ed.S. degree both provide a greater depth of specialization than the master's level. Both programs require a minimum of 30 semester hours beyond the master's degree. Students seeking admission to a sixth-year program follow the same procedures as applicants for admission to other graduate programs. To be considered for admission to a Class AA certificate program, an applicant must have a 3.00 GPA in all graduate work attempted and hold Alabama Class B and A professional certification in the proposed area of study except as prescribed below:

1. An applicant with a valid bachelor's-level professional educator certificate in early childhood education and a **valid** master's-level professional educator certificate in reading may be admitted to a Class AA / Ed.S. program in early childhood education.
2. An applicant with a **valid** bachelor's-level professional educator certificate in elementary education and a **valid** master's-level professional educator certificate in reading may be admitted to a Class AA / Ed.S. degree program in elementary education.

3. An applicant with a **valid** bachelor's-level professional educator certificate in any teaching field and a valid master's-level professional educator certificate in English for speakers of other languages (ESOL) may be admitted to a Class AA/ Ed.S. degree program in the same teaching field for which the teacher holds a **valid** bachelor's-level professional educator certificate.
4. An applicant with a valid bachelor's-level professional educator certificate in English language arts and a **valid** master's-level professional educator certificate in reading may be admitted to a Class AA/ Ed.S program in English language arts.
5. An applicant with a **valid** master's level professional educator certificate in any teaching field may be admitted to a Class AA/ Ed.S program in special education.

The Alabama State Department of Education grants a Class AA Professional Certification to students who complete the approved graduate program of at least 30 semester hours beyond the master's degree and pass a comprehensive examination. No courses used to satisfy a Class A master's certificate can be used for AA credit.

Students seeking admission to the Educational Specialist Degree program must have a grade point average of 3.25 (on a 4.0 scale) in their master's degree program and a satisfactory admission test score. No applicant will be admitted, however, without the approval of the major advisor. The academic program faculty in the specific areas may use other 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 course work will be required.

A minimum grade point average of 3.25 in the master's degree program is required to complete the Ed.S degree program. 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. No coursework used to earn a Class A certificate may be applied to the AA or Ed.S. program.

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 required for the Ed.S. thesis. The thesis should reflect the student's ability to, conduct systematic research.

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 Alabama 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 and 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 hold only 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 Class A certification. Courses used to obtain Class A certification may not be used to add on Class AA certification.

Recertification

An expired teaching certificate may be renewed by enrolling in approved undergraduate or graduate courses, usually nine 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 Alabama 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.

IV. MURPHY GRADUATE SCHOOL POLICIES AND PROCEDURES

Academic Status

All graduate students are required to maintain a cumulative average of 3.0 (B) in all graduate work attempted to remain in good academic status. 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.

Administrative Hold

Students who have not submitted all required admission documents to The Murphy Graduate School (including all required tests) will be placed on administrative hold. This hold may delay registration for the second term of classes or registration may be denied for additional classes until such documents have been received in The Murphy Graduate School.

Admission to Candidacy

Traditional Program and Non-traditional (Alternative A)

All degree-seeking students must be formally accepted as degree candidates by their academic program. As soon as a student has successfully completed 12 graduate semester hours of graduate coursework (excluding transferred hours), an Admission to Candidacy application must be submitted to The Murphy Graduate School for formal approval to continue work toward a degree. A student, who is not in good academic standing, has not passed the BWCT, GWCT, AECTP or submitted the required GRE or MAT scores will not be admitted to candidacy. Additional requirements may be required by academic colleges.

Doctor of Philosophy in Microbiology

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. For more information on the Ph.D. in microbiology program's specific policies and guidelines, please refer to *The Graduate Student Handbook, Biological Sciences*.

Educational Leadership Policy and Law (Ed. D./Ph.D.)

Candidacy is the official recognition that the student has entered the advanced phase of the doctoral program and is officially authorized to begin formal work on the dissertation. Admission to candidacy may only occur after the student has passed the comprehensive examination, has maintained a grade-point average of at least 3.35, and has a positive recommendation from the doctoral faculty. Any incomplete grades must be removed prior to admission to candidacy. When these requirements have been met, students will request admission to candidacy by completing the

appropriate application and submitting it to their advisor. For more information on the Ed. D. or Ph.D. in Educational Leadership, Policy and Law specific policies and guidelines, please refer to *The Graduate Student Handbook, Doctoral Program in Educational Leadership, Policy and Law*.

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 Murphy Graduate School 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 the 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 Alabama State Department of Education policies and procedures.

Students must check with The Murphy Graduate School regularly to verify all test dates, registration dates, etc.

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; however, according to the Student Handbook, if the complaint is still not resolved by the dean, then the student may appeal to the provost/vice president for academic affairs and ultimately to the University President.

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

Attendance and Absences

Each student is expected to attend all lectures, seminars, laboratories and field work for each registered class, including the first class session, in order to verify registration with instructors and to complete all work assigned for the course. Failure to observe this policy may seriously jeopardize a student's academic standing.

If a student does not attend class during the first week (first five instructional days) of the semester and does not give prior notification to the instructor of reasons for absence and intent to attend the class, the student will be dropped from the course.

A student is permitted one unexcused absence for each credit hour generated by the class. For example, two (2) absences are allowed in a two-hour class. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced in an assignment of a grade of "F".

At the beginning of the class, the instructor is responsible for having listed on his or her syllabus the University Attendance Policy. The student will be held responsible for adhering to the University Attendance Policy. Instructors of courses are not obligated to provide makeup opportunities for students who are absent, unless the absences have been officially approved.

An officially approved absence, however, merely gives the individual who missed the class an opportunity to make up the work and in no way excuses him or her from the work required. Official excuses are granted by the Office of Student Affairs for authorized University activities, verified personal illness or illness or death in the immediate family.

Absences will count from the first day of registration for each course. Students receiving veteran's benefits are required to attend classes according to the regulations of the Veterans Administration in addition to those regulations set by the University for all students. It is the responsibility of the instructor to keep an accurate attendance record of all students enrolled. Students should understand that absences may jeopardize their grades. It is the responsibility of the student to withdraw from the University or drop a course.

Auditing 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.

Comprehensive Examination

Degree candidates must successfully complete a written comprehensive examination as an exit requirement **except Physical Therapy, Accountancy, Rehabilitation Counseling, and Social Work**. Degree candidates in Occupational Therapy complete a computer-based comprehensive examination that is administered by the Program as an exit requirement. Students must complete

three-fourths of their program in their major area, have been admitted to candidacy and are in good academic standing 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 graduate faculty 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 three weeks in advance, and dates are published in the academic calendar. Forms are available in the Graduate dean's office.

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.

Continuous Enrollment Policy

All graduate students matriculating in a degree program must be continuously enrolled at Alabama State University. Continuous enrollment is defined as a student being enrolled in courses in two of three academic terms per year (Fall, Spring, Summer), **one of which must be the fall term**.

In two of the three terms that a student is not enrolled in a degree program course, with the exception of those students granted a leave of absence, the student must enroll in GRAD 5000. This course will not count toward any degree credit hours. This course is an audit course and tuition for the course is \$50.00 for the one credit hour. Also, students must be enrolled in order to take their Graduate Comprehensive Examination (GCE). Students enrolled in non-thesis option programs who have completed all required coursework and have not completed a required GCE must register for GRAD 5000. Students enrolled in thesis and doctoral programs who have completed all required coursework and who are working on their thesis or dissertation must enroll in at least one credit hour of thesis or dissertation research in their academic discipline (i.e., BIO 6000 or LPL 9000). Registration for continuous enrollment will take place during regular registration periods. The Murphy Graduate School will monitor compliance with the Continuous Enrollment Policy and may retroactively enroll those students who fail to register through the graduate audit process; however, the graduate student is ultimately responsible for ensuring that the enrollment provisions of this policy are met.

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 cancelled 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, students should contact the Office of Records and Registration.

Course Load

Nine (9) credit hours are considered a normal full load; The maximum load for full-time graduate students is twelve (12) credit hours. Graduate assistants are required to take a full load of nine credit hours. Special permission to take hours beyond the maximum requires the approval of the student's advisor, academic department head, the college dean and the graduate dean.

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.

Credit Hour Institutional Definition

The President of the University, who has ultimate responsibility for the academic integrity of curricula, programs, and course offerings, exercises that responsibility through the Provost and Vice President for Academic Affairs. The provost insures that the credit hour benchmark, or its equivalent, is applicable to all programs and courses that award academic credit at the institution.

Alabama State University uses semester credit hours/units as the measure to represent evidence of satisfactory completion of student work in a course. The institutional benchmark definition of one credit is one hour of classroom or direct faculty instruction and two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or its equivalent for courses that have a different format or delivery method, such as, but not limited to, laboratory work, internships, and studio work.

Application of the Definition:

1. All existing courses, or courses pending approval, are mandated to have a syllabus representing the required quantity of student engagement and course work that is appropriate to the number of credits approved for the course, which must be consistent with the institutional benchmark definition of the credit hour.
2. All existing courses are expected to be offered and scheduled for the approved number of credit hours, which must also be appropriate for the completion of student competencies and defined learning

outcomes for each course.

3. All scheduled classes in any given semester must conform to the approved academic calendar (or approved portion for shortened format) and comply with all course activities within that time frame.
4. The above-referenced instructional requirements should draw upon instructional practices approved by the Provost and Vice President for Academic Affairs.

Doctoral Programs Policies

Educational Leadership, Policy and Law

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. and Ph.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 for the Ed.D. and 78 hours for the Ph.D, of which at least 63 hours for the Ed.D and 72 hours for the Ph.D. 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.

Doctor of Philosophy in Microbiology

Students in the Doctor of Philosophy in microbiology program should consult for *Graduate Student Handbook, Biological Sciences* to fulfill degree requirements that include: plan of study, residency requirements, comprehensive exam, oral exam, and admission to candidacy, dissertation defense and other academic requirements.

English Proficiency for Graduate Students

Applicants seeking admission to a degree program in The Murphy Graduate 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.

Registrar with a written statement from The Murphy Graduate School.

A schedule of test dates is available in the Testing Center and The Murphy Graduate School. Students must register at least two weeks prior to the test in The Murphy Graduate School 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

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/semester hour	Excellent
B	3 grade points/semester hour	Good
C	2 grade points/semester hour	Satisfactory
D	1 grade point/semester hour	Minimum Passing
F	No grade points	Failure/Completed-Counted in GPA
I	No grade points	Incomplete (See below)
WF	No grade points	Withdrawal/Failure-Counted in GPA

The following symbols are substitutes for grades, but are not grades themselves and are not counted in the GPA:

W	No grade points	Withdrawal in good standing
IP	No grade points	In progress (see below)
AU	No grade points	Audit
X	No grade points	Non-Attendance

An “I” (incomplete) grade is assigned in instances in which a student is likely to pass the course upon completion of requirements to change the “I” grade. To yield credit for a course for which a grade of “I” has been assigned, coursework must be completed by the end of the next semester of enrollment. If the student has not fulfilled the course requirements and the course instructor has not submitted the necessary documentation for the removal of the “I” by the end of the semester; the “I” grade will automatically be replaced with a grade of “F”. The next enrollment period cannot exceed two calendar years. At the end of the second calendar year, if the necessary coursework has not been completed; the grade of “I” will automatically be replaced with a grade of “F”.

An “IP” (in progress) grade is assigned in instances in which the academic term has ended and all academic work has not been completed for the course or a final grade has not been assigned or received. This grade is only used for cross-enrolled courses and/or courses resulting in the completion of a thesis, dissertation or extensive coursework. This grade is not to be assigned in the place of an “I” (incomplete) grade. Students receiving veterans benefits are required to adhere to the regulations of the Veterans Administration in addition to those requirements set by the University for all students.

Grade Change

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 “IP” grade. A grade, once reported, may be changed only with the concurrence of the instructor, the college 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.

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 The Harold Lloyd Murphy Graduate School, Council Hall 201. The deadline for filing applications is published in the academic calendar and on the University 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 an academic program 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. Students will not be allowed to graduate with a grade of “I” outstanding. Students who fail to meet the degree requirements after filing for the degree must re-file for the degree when requirements have been completed and pay another graduation fee.
9. All transfer credits must be posted to the ASU transcript.
10. Dissertations and theses should be defended, approved and submitted to The Murphy Graduate School prior to graduation.
11. Before candidates seeking teacher education certification in Alabama can be cleared for graduation, they must apply for proper certification

through the:

University Certification Office
Room 209
Ralph Abernathy Hall

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 a grade of B or better; (2) by achieving a passing score on an approved standardized foreign language competency examination; 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 coursework 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.

Leave of Absence

All graduate level students wishing to be excused from the continuous enrollment policy must request a Leave of Absence from The Murphy Graduate School. A Leave of Absence must be obtained from The Murphy Graduate School prior to the semester the absence is to take effect or within a reasonable time of learning such leave is necessary. A student may be granted a Leave of Absence for medical reasons, family necessity or dependent care, military service, or other approved personal reasons. The student must provide The Murphy Graduate School with the appropriate documentation when requesting a Leave of Absence. Examples of appropriate documentation may include military leave papers, signed medical excuses, verification of family care, etc. Students may petition The Murphy Graduate School for a Leave of Absence for a maximum of two terms; however, military deployment or extenuating circumstances could allow for an extension. The request must be filed and approved before the anticipated absence. Also, it is the student's responsibility to make sure that all readmission and re-entry requirements are satisfied within their designated program of study.

Legal Residency Policy Procedure and Requirements

Legal resident status is granted to a U.S. citizen who meets one of the following criteria:

1. A full-time permanent employee of the University or is the dependent of such an employee.
2. Verification of 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. A member or dependent of a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending school.
4. Employed as a graduate assistant or fellow by the University.
5. 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 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.

The burden of proof for changing legal resident status resides with the student. The Office of The Murphy Graduate School will assist graduate students with the completion of appropriate documents for consideration.

Practicum

Only those students who have completed at least three-fourths of their degree program are eligible to enroll in a

practicum. Also, a student who has not completed the required application form and been cleared in advance by the director of field and clinical experiences may not register for a practicum. Forms are available in the College of Education, Ralph Abernathy Hall, Room 212.

Repeat Policy

Effective Fall Term 2015, graduate students admitted to a program of study who are in good standing may repeat no more than one course with forgiveness when a grade of less than “C” is earned. When a course is repeated, the grade from the first attempt at the course will be excluded from the student’s graduate grade point average. All subsequent repeats will be included in the student’s overall graduate grade point average. To be in good standing, the graduate student(s) must maintain a cumulative grade point average (GPA) of at least a 3.0 on all graduate work during their program period.

Residency Requirements for Graduate Programs

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.

Revalidation of Coursework

Coursework that is beyond the eight-year time limit may be revalidated. The student must be in good standing to revalidate courses. To validate a course, a student must submit a petition in writing to the dean of The Murphy Graduate School 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 advisor will be consulted for recommendation on the petition. No more than nine semester hours of credit may be revalidated in a program, and no course older than ten years may be revalidated. Appeals of the decision by the graduate dean may be made to the Graduate Council. Once the petition has been approved, the student must enroll in the courses to be revalidated and proceed to take the special written examination provided by the department. The grade must be submitted to the graduate dean to be forwarded to the Registrar with a written statement from The Murphy Graduate School.

Education, Leadership, Policy and Law (ELPL) Revalidation of Course Work Policy

Alabama State University and the Educational Leadership, Policy, and Law Doctoral program have set time limits on

students to ensure that they have reasonably current knowledge in those courses that comprise the ELPL doctoral program. When coursework taken or applied toward graduation in the doctoral program has aged beyond the 8-year time constraint for dissertation completion, The Murphy Graduate School and the ELPL faculty may consider a student’s application to validate relevant coursework. Only students who: (a) have reached dissertation candidacy, (b) are in good standing with the ELPL Doctoral program, and (c) have a practical expectation that they will complete the dissertation within a semester after application for course validation, are eligible to apply for course validation in an acceptable format established by the ELPL faculty and under the following conditions. To validate coursework, a student must submit a petition in writing to the Dean of The Murphy Graduate School to take an examination which must be passed with a grade of “B” or better. The department chair and the student’s major advisor will be consulted for recommendations on the petition. Appeals of decisions by the graduate dean may be made to the Graduate Council. Once the petition has been approved, the student must enroll in the courses to be revalidated and proceed to take the special written examination provided by the department.

- No more than a maximum of nine hours of course work may be revalidated.
- No course work older than ten years may be revalidated.
- Only didactic courses, not field experiences or electives are eligible for revalidation.
- Only courses taken in the ELPL doctoral program are eligible for revalidation; credits transferred to the program must be within the eight-year (time) limit.
- A student may apply for course revalidation only once.
- If a student is unsuccessful at revalidation, he/she will be terminated from the program.

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 upon graduation may not be used toward the second master’s degree.

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 the following conditions are met:

1. Approval is obtained from the chair of the student’s current department, chair of the major department concerned, the academic deans of the respective colleges, and the Dean of The Harold Lloyd Murphy

Graduate School.

2. The student has completed at least 93 credits of undergraduate hours with a cumulative GPA of 2.75 or higher.
3. This privilege is exercised only during the senior year for a maximum of six hrs.
4. The student has demonstrated in undergraduate coursework the capability of performing graduate-level work in the area identified.

The student may qualify for this privilege by securing the required signatures on the Senior Privilege Form, available from The Murphy Graduate School, and returning to The Murphy Graduate School for final approval prior to registration. Once the senior privilege has been approved, the student must submit the form to the Office of Records and Registration to input the graduate course.

Transfer Credit

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

Any graduate work to be transferred must meet the following requirements: (1) courses must be taken within the time limits as stated for the graduate program of study (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 Murphy Graduate School. Students desiring to have graduate credits transferred must complete a Transfer of Credit form (available in The Murphy 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.

Transfer credits may not be used to satisfy the requirements for Admission to Candidacy.

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 and would like to enroll in transient courses at another university must complete an approved

Transient Form prior to enrollment. Once transient courses are completed at the other university, students must request an official transcript and complete a Transfer Credit Form in order to place transient courses on an ASU transcript (Transient Forms and Transfer Credit Forms are located in The Murphy Graduate School Office or on the Website.)

Time Limitation

All degree requirements must be completed within eight years.

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 educational specialist students will serve as the thesis committee.

Students must complete the Thesis Topic Approval Form (obtained from The Murphy 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," from 101 Buskey Building.

Students should submit their Protocol for Research Involving Human Subjects to the chair of the Institutional Review Board, currently located in 101 Buskey Building. 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 Murphy 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 Murphy Graduate School. For specific policies and guidelines pertinent to the M.S. in biology program, refer to *The Graduate Student Handbook*, Biological Sciences.

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 require the payment of a fee. The University shall withhold transcripts due to delinquent accounts.

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 may 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 I 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 must consist of chapters. Each chapter should include contents of one manuscript,. For specific policies and guidelines pertinent to the Ph.D. in microbiology program, refer to *The Graduate Student Handbook, Biological Sciences*.

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
- Epsilon Tau Sigma National Honor Society of the National Society of Allied Health
- Kappa Delta Pi - an education honor society
- Phi Delta Kappa - a professional education fraternity
- Phi Gamma Mu - a professional social science society
- Phi Mu Epsilon - an honorary mathematics fraternity
- Sigma Alpha Iota-a professional music fraternity for women
- Sigma Rho Sigma - social science recognition society
- Sigma Tau Delta - an English honor society
- Tau Beta Sigma - a music organization
- Graduate Student Association (GSA)

Career Services

Mr. Jeremy Hodge
229-4156

www.alasu.edu/career_services

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 handout material as well as a computerized occupational information terminal. In addition, the center also provides a testing program that helps students evaluate values, interests, aptitude, and identification of careers and specific occupational information. Career counseling is provided by appointment, and numerous seminars/workshops on interpersonal topics are conducted.

The Office of Career Services 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 Career Services and must annually update this registration to remain active. To register with the office call (334) 229-4156 or register online at www.alasu.edu/career_services.

Counseling Services

Mr. Chris Johns, Director
334-229-4382

www.alasu.edu

Alabama State University is firmly committed to providing for the emotional wellness of students. Counselors provide confidential mental health counseling services to assist students in developing healthy relationships, and positive coping skills that will enable them to solve problems effectively, resolve conflicts and make informed decisions. To experience academic achievement without growing personally, emotionally and socially inhibits students from developing to their full potential. Counseling services are free to all students enrolled in the University. Services may be accessed via appointments, walk-in, telephone or referrals from faculty and staff.

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, stressed 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. Mandated groups for conflict resolution and alcohol substance abuse intervention are available.
- 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. Counselors are on call 24 hours to provide after-hour and weekend crisis counseling.

Food Service

Several food service options are available to graduate students. Students living in campus housing are included in the board plan. The University provides carry-out style restaurants located in the John G. Hardy University Center.

Additionally, students who commute may purchase a meal card from the business office.

Graduate Student Association (GSA)

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

Health Services Center

Ms. Gwendolyn Mann
334-229-4436
www.alasu.edu

University Health Services supports the University in academia, healthy lifestyles, professional competence and citizenship that steers individual and organizational well-being. Quality care services are available for all enrolled students and are cost-effective.

The following services are offered by the University Health Center:

Allergy injections, diagnostic tests, educational programs, individual counseling, insurance information, limited dental services, psychiatric/emotional care, STI testing, T.B. skin tests and readings, treatment of injuries, treatment of sickness and individual support. Educational programs are presented to promote wellness and maintain health.

Complete privacy and confidentiality of records are enforced according to the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA).

All registered students are covered by the Fixed Indemnity Accident and Sickness Plan. The insurance brochures that outline student benefits and claim forms are available in the Health Center.

Health Compliance

Health Evaluation Form

Completion of this form is REQUIRED of all students entering Alabama State University. This means students entering the University, must furnish documented proof of having immunity to **measles, negative TB tests within the last 12 months and a physical examination signed by a licensed M.D., D.O. or nurse practitioner.**

Location and Hours

The Health Services Center is located on the ground floor of Willease Simpson Hall and is open Monday – Friday, from 8:00 a.m. to 5:00 p.m.

After-Hour Emergencies

In the event of a life-threatening emergency, students are directed to call 911 or go to Baptist Health emergency room.

Diversity and International Affairs

Dr. Linwood Whitten
334-229-4713

<https://www.alasu.edu/student-life/diversity-and-international-affairs>

The mission of the Office of Diversity and International Affairs (DIA) is to provide quality programs, educational services for all students and scholars with diverse cultures. We serve as the chief advocate for these groups and play a key role in efforts to encourage a global perspective for all in our campus community.

DIA works to offer cross-cultural programming and information to enhance the global mission of the University. Students, scholars, faculty and staff continue to be involved in a variety of inclusive programming and intercultural dialogue with affiliated student organizations and the broader community.

The office organizes inclusive, globally enriching programs for all members of the ASU community to contribute to the development of student life.

Diversity and International Affairs offers the following services:

- F-1 Student Advising
- J-1 Student/Scholar Advising
- Work Authorization
- Access to SEVIS Information Resource Library
- Safe Space Training
- Diversity Workshops
- Study Away Advising

The Office of Diversity and International Student Affairs is located at Suite C1.64, John Garrick Hardy Student Services Center.

Disabilities Services

Mrs. Melonie Judkins, Director
334-229-5127
www.alasu.edu

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 others. Questions that may arise regarding University compliance and/or requests for reasonable accommodations should be directed to the Director of Disability Services, Alabama State University, P.O. Box 271, Montgomery, Alabama 36101-0271; (334) 229-5127 / (334) 229-5134.

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 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 documentation provided by a professional source. Examples of services provided or coordinated include note-takers, scribes, extended time, interpreter services and isolated testing.

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 Disability Services.

Motor Vehicle Regulations

While the University does not assume responsibility to provide parking spaces for a large number of student-operated vehicles, several 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. 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 Public Safety. 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 Department

Post Office

Mr. Troy Nettles
334-229-4481
www.alasu.edu

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.

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 place of worship 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.

Student Activities

334-229-4151
www.alasu.edu/student-life/activities/index.aspx

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 the larger community.

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

The Marching Hornets — a nationally acclaimed high-stepping marching band — 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.

Testing Services

Dr. Christine Thomas
334-229-4385
www.testing@alasu.edu

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.

University Bookstore

Ms. Jessica Glass

334-229-4143

www.alasu.bkstr.com

The University Bookstore, located in the John G. Hardy Student Center, 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.

The University Library and Learning Resources Center

Dr. Janice R. Franklin

334-229-4106

www.lib@alasu.edu

The University provides library facilities, resources and services to its faculty, students, staff and academic community through a centrally located, newly renovated and enlarged Levi Watkins Learning Center (LWLC). The LWLC encompasses 147,800 square feet of space, housing multimedia learning resources to support teaching, research, scholarship and cultural activities at Alabama State University and its global communities. The five-story structure faces the academic mall of the campus and includes the main Library and Learning Resources departments, the Curriculum Materials Center which serves the teacher education program, the Archives and Special Collections, the National Center for the Study of Civil Rights and African-American Culture and the Media Center.

The library is designed to allow open access to all floors. It holds more than three million items of materials, including books and periodicals, a growing collection of microform and media materials, electronic information sources and numerous other instructional technologies in all formats. The library collections reflect the history, mission and curriculum of the University, including the University's historical emphasis in education, African-American history and culture, as well as extensive research holdings supporting its more recent addition of doctoral programs in education and in the sciences. Interactive exhibits, information commons areas, individual and group study rooms, a lecture hall, internet café and wireless connections to emerging online technologies are available for scholarly research, cultural discussion and discovery. As the focal point for learning, the LWLC provides access to digitization centers, multimedia and archival collections while networking and linking to information systems worldwide.

A highly competent staff of information specialists, managers, and information technicians assist the teaching and learning mission of the University through the provision of professional

research services to engage fully ASU faculty, staff and students. The Public Services staff conducts tours and lectures in information literacy and cultural heritage, providing outreach services to local and international communities.

The LWLC houses internationally renowned special and archival collections. These special materials include the Ollie L. Brown African-American Heritage Collection, a compilation of multimedia materials representing the contributions of blacks to society and multimedia archives that focus on the history and culture of African-Americans and Alabama State University. 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. Such cultural heritage collections and programs lay the basis for the National Center for the Study of Civil Rights and African-American Culture, with administrative oversight in the library, which serves as a clearinghouse for the preservation and dissemination of information concerning Montgomery, Alabama's pivotal role in shaping the development of the modern Civil Rights Movement. The center fosters research, teaching and learning as an outgrowth of several special collections housed therein.

The 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, videography, digitization services and assistance in the creation of instructional materials.

The LWLC performs its mission through compliance with the Southern Association of Colleges and Schools Commission on Colleges' accreditation requirements for libraries, and, in accord with discipline-specific accreditation criteria. The facilities and services of the library are available to all students, faculty, and staff, and on a selective basis, to all members of the local community. The library holds membership in the American Library Association, the Lyrasis Library Network, the Montgomery Higher Education Consortium that facilitates reciprocal borrowing privileges with area universities, the HBCU Library Alliance, and the Network of Alabama Academic Libraries (NAAL). As part of the NAAL and OCLC (Online Computer Library Network), 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.

Today, the LWLC is the hallmark of the University and has been transformed through its re-design and mission as the center for intellectual life, creativity and life-long learning on campus and beyond its walls. As a "cultural learning place," it symbolizes the importance of academic excellence at ASU.

V. COLLEGES AND PROGRAMS

COLLEGE OF BUSINESS ADMINISTRATION

Office of the Dean

201 Business Administration
Kamal Hingorani, Interim Dean

The College of Business Administration (COBA) 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	Required Admission Test
M.Acc.	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 Murphy Graduate School.
2. The applicant has an acceptable GMAT Score.
3. The requirements for admission are based on total points according to the formula. The formula is $200 \times \text{the GPA requirement} + \text{the GMAT score}$. The minimum total points for unconditional acceptance are 915 points. Students who are accounting graduates of Alabama State University may be considered for admission without the GMAT score requirement; but, must have a minimum of 2.75 GPA.
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 Murphy 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 Murphy Graduate School Office with an 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 the TOEFL with a score of 550 or better and have the score submitted to The Murphy Graduate School Office.
8. The Admissions Committee evaluates all applicants and submits its findings and recommendations to The Murphy Graduate School.
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

30 Credit Hours

Required Courses: (15 credit hours)

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 credit 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 credit hours)

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

Non-Accounting Elective Courses: (3 credit 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

COLLEGE OF EDUCATION

Office of the Dean

210 Ralph Abernathy Hall

Dr. Alethea Hampton, Dean

Dr. Sonya Webb, Associate Dean

The College of Education (COE) seeks to prepare teachers, instructional support personnel and other professionals to be decision makers who are equipped with the knowledge, skills and dispositions necessary to ethically and effectively integrate theory and practice their professions. These professionals will possess the understanding of our diverse culture, the technological capabilities, the intellectual rigor and the critical thinking and problem-solving skills required to make informed and responsible decisions, to engage in reflective assessment, to implement positive change and to pursue learning as a lifetime endeavor. As an integral part of the University, the COE is committed to serving the communities in Alabama through its educational programs and related activities. As it works to carry out its mission, the COE ensures that initial and advanced programs for the preparation of teachers and other professional education personnel are aligned with the expectations of national, state,

professional and institutional standards. A non-certifiable M.S. degree is offered for those persons desiring instruction in the area of general counseling.

Graduate students are bound to the academic requirements of the bulletin under which they enter the University, and Alabama State University confers the degree. The Alabama State Department of Education awards certificates; therefore, the student must satisfy the requirements of the state's administrative code applicable teacher certification and licensure.

Degree

Required Admission Test

M.Ed. (traditional program)	GRE General or MAT
M.Ed. (alternative program)	GRE General or MAT
M.S.	GRE General or MAT
Ed.S.	GRE General or MAT (if not previously taken)
AA Certificate	Same as Ed.S.
Ed.D.	GRE General or MAT
Ph.D.	GRE General or MAT

In addition to being formally admitted to The Harold Lloyd Murphy Graduate School, all applicants to traditional teacher education or instructional leadership programs (M.Ed., AA, Ed.S.) must provide the following information to the Graduate School Dean:

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

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:

- Reading Specialist: Two full years of successful classroom teaching experience prior to admission.
- Library Media Specialist: Two years of teaching experience prior to applying for certification
- School Counseling: Two years of teaching experience and a passing score on the Praxis II Professional School Counselor Test or passing the AECAP Basic Skills Test, Praxis II Professional School Counselor Test and the National Counseling Licensure examination prior to applying for certification.
- Instructional Leadership: a minimum of three full years of full-time, acceptable professional educational experience in a P-12 setting, which must include at least one full year of full-time P-12 teaching experience.

Traditional Educator Preparation Programs

These programs are restricted to persons already certified at the Class B or Class A levels. These programs lead to Master (Class A) or Educational Specialist (Class AA) degree(s) and certification. A valid Class B or A educator certificate must be submitted before enrollment in more than 9 semester hours of courses.

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.

Alternative Educator Preparation Programs

Alternative Fifth-Year Programs (ALT-A) leading to the Master of Education (M.Ed.) degree and certification at the A level are designed for those who did not complete an educator preparation program at the undergraduate level.

Most ALT-A programs require a minimum of 39 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), as determined by the adviser's evaluation of an applicant's transcript(s). Elementary Education ALT-A requires 12 hours of English, sciences, social studies, and math if the required passing score for the Praxis II examinations has not been met.

ALT-A programs require a pure academic major; 32/19 for all secondary majors; 4x12 for collaborative teaching, early childhood education and elementary education; or passing scores on the appropriate Praxis II examinations for unconditional admission

Students must be admitted to the educator preparation program by meeting the following criteria:

- A baccalaureate degree from a regionally accredited institution.
- All official transcripts showing all courses attempted.
- A minimum overall grade point average of 2.5 (on a 4.0 scale) from the regionally accredited degree-granting institution. Please consult an academic advisor in the major area for more specific requirements relevant to each program.

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

- The Graduate Record Examination (GRE General Test) or Miller's Analogies Test (MAT) scores before or during the first term of enrollment.
- Students must pass all undergraduate prerequisite coursework prior to unconditional admission.

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

- Early Childhood
- Elementary
- Secondary
- Biology
- English/Language Arts
- Health Education (6-12)
- History
- Mathematics
- Social Studies
- 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.

Applied Technology Master of Science (M.S.) Degree 33 Credit Hours

This program is taught both online and face to face.

Core Courses (24 credit hours)

APT 501	Instructional Design System	3
APT 503	Graphic Design Principles	3
APT 504	Production of Digital Media	3
APT 505	Organization and Administration of Information Technology	3
APT 508	Networking Administration and Maintenance	3
APT 509	Management Information System	3
APT 510	Legal Issues in Applied Technology	3
APT 592	Research and Development in Applied Technology	3

General Track courses are listed below:

General Track (9 hours)

APT 502	Distance Technologies	3
APT 507	Assistive Technology	3
APT 591	Practicum in Applied Technology	3

Biology Master of Education (M.Ed.) Degree 34-37 Credit Hours

Education Courses (18-21 credit hours)

EDU 515	Instructional Strategies for Teachers	3
EDU 505	Curriculum in the Secondary School	3
EDU 511	Statistical Techniques, Research and Evaluation OR	3
EDU 512	Educational Research	
EDU 531	Modern Issues in Education	3
EDT 574	Computer-Based Instr. Technologies	3

Approved Diversity Course (3 credit hours)

SED 590	Communication, Collaboration & Diversity	3
---------	--	---

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Teaching Field (16 credit hours)

BIO Prefix	Advisor Approved Graduate Level Biology Courses	16
------------	---	----

Biology**Master of Education (M.Ed.) Degree****Alternative A (ALT-A)****50- 53 Credit Hours**

Students must either complete undergraduate pre-requisite courses in biology or have a passing score on the Biology Praxis II exam before starting graduate coursework.

Teaching Field Specific Methods Course (3 credit hrs.)

EDU 590	Advanced Methods of Teaching Science in the Secondary School	3
---------	--	---

Teaching Field : (15 credit hours)

BIO	Fifteen hours of advisor approved graduate level Biology courses	15
-----	--	----

Learner Development, Learner Differences , & Learning Environments: (6 credit hours)

EDU 586	Classroom Management	3
EDU 527	Human Dev and Behavior	3

Professional Learning and Ethical Practice

SED 505	Curriculum in Secondary Schools	3
---------	---------------------------------	---

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Additional Courses (10 credit hours)

EDU 500	Prep for Admission to EPP	1
EDU 511	Statistical Techniques, Research and Evaluation	3
EDT 574	Computer-Based Instructional Technologies	3
REA 578	Reading in the Content Area	
*SED 590	Communication, Collaboration & Diversity	3

* Approved Diversity Course

Internship (9 credit hours)

EDU 564	Professional Internship in Secondary	9
---------	--------------------------------------	---

School Counseling**Master of Education (M.Ed.) Degree****48-51 Credit Hours**

In addition to meeting The Murphy Graduate School requirements for admission, students must pass the AECAP, Praxis II Professional School Counselor Exam (if Traditional Route or pass the Alabama Basic Skills Assessment, the Praxis II Professional School Counselor exam, and the National Counseling Licensure examination (if Alternative route and no class B teaching certificate is held) prior to applying for certification.

Instructional Support Area (30 credit hours)

COU 501	Introduction to Counseling	3
COU 502	Theories in Counseling I	3
COU 503	Career Development	3
COU 504	Theories in Counseling II	3
COU 505	Pre-practicum in Counseling	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 538	Elementary School Counseling	3

Research in Education (3 semester hours)

COU 512	Counseling Research	3
---------	---------------------	---

Foundations of Professional Studies and Other Supporting Disciplines (6-9 credit hours)

SED 500*	The Exceptional Student	3
COU 527	Counseling Across the Lifespan	3
EDT 574	Computer-Based Instructional Technology	3

Clinical Experiences (9 credit hours)

COU 506	Practicum	3
COU 528	Internship	3
COU 615	Advanced Internship	3

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

Clinical Mental Health Counseling**Master of Science (M.S.) Degree (Non-Teaching)
60 Credit Hours****Core Counseling Courses (39 credit hours)**

COU 501	Introduction to Counseling	3
COU 502	Theories in Counseling I	3
COU 503	Career Development	3
COU 504	Theories in Counseling II	3
COU 505	Pre-practicum in Counseling	3
COU 507	Counseling Diverse Populations	3
COU 509	The Helping Relationship	3
COU 514	DSM	3
COU 524	Introduction to Group Counseling	3

COU 526	Psychological Testing	3
COU 530	Family Counseling	3
COU 537	Agency Resources and Placement	3
COU 539	Readings in Guidance & Counseling	3

Foundations of Education (6 credit hours)

COU 512	Counseling Research	3
COU 527	Counseling Across the Lifespan	3

Supportive Courses (6 credit hours)

RCOU 511	Foundations of Rehabilitation Counseling	3
RCOU 531	Job Development and Placement	3

Clinical Experiences (9 credit hours)

COU 506	Practicum	3
COU 528	Internship	3
COU 615	Advanced Internship	3

**Early Childhood Education
Master of Education (M.Ed.) Degree
33-36 Credit Hours**

Teaching Field Specific Methods Courses: 6 At least 1/3 of the program shall be teaching field course. **(18 credit hours)**

EDU 540	Research in Early Childhood	3
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 credit hours)**

SED 500	The Exceptional Student	3
---------	-------------------------	---

Additional Courses: (15 credit hours)

EDU 511	Statistical Tech, Research, & Eval	3
EDU 527	Human Dev and Behavior	3
REA 561	Reading in Primary Grades OR	3
REA 560	Techniques and Skills in Reading	
EDT 574	Computer-Based Instr. Technology	3
SED 590	Communication, Collaboration & Diversity	5

**Early Childhood Education
Alternative A (ALT-A)
Master of Education (M.Ed.)
46-49 Credit Hours**

Teaching Field Specific Methods Course(s) 6 credit hrs

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

Learner Development, Learner Differences & Learning Environments: 12 credit hours

REA 560	Techniques and Skills in Reading	3
EDU 527	Human Dev and Behavior	3
EDU 531	Modern Issues in Education OR	3
EDU 554	contrasting Philosophies in Education	
EDU 586	Classroom Management	3

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

EDU 540	Research in Early Childhood	3
EDU 552	The Theory of Play in Early Childhood	3
EDU 567	Seminar in Early Childhood Edu	3
EDU 568	Parent Involvement in Early Childhood Education	3
EDU 545	Literature for Children	3

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Technology: (3 credit hours)

EDT 574	Computer-Based Inst Technology	3
---------	--------------------------------	---

Professional Studies: (7 credit hours)

EDU 500	Prep for Admission to TEP	1
EDU 527	Human Dev and Behavior	3

Evaluation of Teaching and Learning (3 credit hours)

EDU 511	Statistical Techniques, Research and Evaluation	3
---------	---	---

Curriculum and Teaching (6 credit hours)

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

Internship (9 credit hours)

EDU 562	Prof Internship in Early Childhood	9
---------	------------------------------------	---

**Elementary Education
Master of Education (M.Ed.) Degree
36-39 Credit Hours**

Teaching Field: At least 1/3 of the program shall be teaching field course. **(18 credit hours)**

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

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Evaluation of Teaching and Learning (3 credit hours)

EDU 511	Statistical Tech, Research and Eval	3
---------	-------------------------------------	---

Additional Courses: (15 credit hours required)

EDU 504	Elementary School Curriculum	3
EDT 574	Computer-Based Instr Technology	3
EDU 511	Statistical Tech, Research, & Eval	3
EDU 531	Modern Issues in Education	3
EDU 527	Human Dev and Behavior	3
EDU 541	Advanced Educational Psychology	3

Elementary Education**Alternative A (ALT-A)****Master of Education (M.Ed.) Degree****55-58 Credit Hours****Teaching Field Specific Methods Course(s) 6 credit hrs**

EDU 504	Elementary School Curriculum	3
EDU 550	Techniques and Skills in Reading	3

Learner Development, Learner Differences & Learning Environments: 6 credit hours

EDU 527	Human Dev and Behavior	3
EDU 586	Classroom Management	3

Professional Learning and Ethical Practices: 3 credit hours

EDU 513	Problems Teaching in Elem School	3
---------	----------------------------------	---

Leadership and Collaboration: 3 credit hrs

SED 590	Communication, Collaboration & Diversity OR	3
	Approved Diversity Course	

Teaching Field: At least 1/3 of the program shall be teaching field courses. 15 credit Hrs

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

Survey of Special Education Coursework (Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Additional Courses: 7 credit hrs.

EDU 500	Prep for Admission to TEP	1
EDT 574	Computer Based Instructional Tech	3
EDU 511	Statistical Techniques, Research & Evaluation	3

Internship (9 credit hours)

EDU 563	Prof Internship in Elem Ed	9
---------	----------------------------	---

English/Language Arts**Master of Education (M.Ed.) Degree
30-33 Credit Hours****Additional Courses (18 credit hours)**

EDU 515	Instructional Strategies For Teachers	3
EDU 505	Curriculum in the Secondary School	3
EDT 574	Computer-Based Instr. Technology	3
EDU 511	Stat. Tech., Research & Evaluation	3
EDU 531	Modern Issues in Education OR	3
EDU 554	Contrasting Philosophies of Education	
EDU 541	Adv. Educational Psychology OR	3
EDU 527	Human Development & Behavior	

Survey of Special Education Coursework (Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

SED 590	Communication, Collaboration & Diversity or Approved Diversity Course	
---------	---	--

Teaching Field (12 credit hours)

Advisor approved graduate level Courses in English, literature, grammar, reading, writing, speech, theater, or print and broadcast journalism. (Courses must be in at least two (2) areas.	12
---	----

English/Language Arts**Alternative A (ALT-A)****Master of Education (M.Ed.) Degree
43-46 Credit Hours****Teaching Field Specific Methods Course(s)**

EDU 587	Advanced Methods of Teaching English Language Arts in the Secondary School	3
---------	--	---

Learner Development, Learner Differences & Learning Environments

EDU 586	Classroom Management	3
EDU 527	Human Dev and Behavior	3

Professional Learning and Ethical Practice:3

EDU 505	Curriculum in Secondary Schools	3
---------	---------------------------------	---

Survey of Special Education Coursework

(Required if not previously completed: 0-3 credit hours)		
SED 500	The Exceptional Student	3

Additional Courses (18 credit hours)

EDU 500	Prep. for Admission to EPP	
EDT 574	Computer-Based Instr. Technology	
EDU 511	Stat. Tech., Research & Eval	
REA 578	Reading in the Content Areas	
SED 590	Communication, Collaboration &	

	Diversity or Approved Diversity Course	
--	--	--

Internship (9 credit hours)

EDU 564	Prof Internship in Sec Education	9
---------	----------------------------------	---

Teaching Field (12 credit hours)

Advisor approved graduate level courses in English, literature, grammar, reading, writing, speech, theater, or print and broadcast journalism. (Courses must be in at least two (2) areas.	12
---	----

***If a course in each of the areas of the broader area has not been completed prior to unconditional admission, a graduate course in that area will be required unless the student has earned a passing score on the appropriate Praxis II examination**

Health Education

**Master of Education (M.Ed.) Degree
30-33 Hours**

Additional Courses (15 credit hours)

EDU 505	Curriculum in Secondary Schools	3
EDU 531	Modern Issues in Education	3
EDU 527	Human Development and Behavior	3
PED 529	Measurement and Evaluation in Physical Education	3
EDU(EDT) 574	Computer-Based Instructional Technologies	3

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

SED 500	The Exceptional Student	0-3
---------	-------------------------	-----

Teaching Field (15)

HEA Prefix	Advisor Approved Graduate Level HEA or appropriate prefix	15
------------	---	----

Internship (if required)

EDU 564	Prof Internship in Sec Education	
---------	----------------------------------	--

Health Education

Alternative A (ALT-A)

**Master of Education (M.Ed.) Degree*
43-46 Credit Hours**

Professional Studies: 12 Hrs.

Teaching Field Specific Methods Course (s) (3 credit hours)

EDU 505**	Curriculum in Secondary School	3
HEA 502	Methods of Secondary Health	0

	Education (FE)	
--	----------------	--

Learner Development, Learner Differences, and Learning Environment: (3 credit hours)

EDU 527**	Human Development and Behavior	3
HEA 502	Methods of Secondary Health Education (FE)	0
EDU 564	Professional Internship In Secondary Education/ALT	0

**Professional Learning and Ethical Practice:
(3 credit hours)**

EDU 531	Modern Issues in Education	3
---------	----------------------------	---

EDU 564	Professional Internship In Secondary Education/ALT	0
---------	--	---

Leadership and Collaboration: 3

EDU 515	Instructional Strategies	3
HEA 502	Methods of Secondary Health Education (FE)	
EDU 564	Professional Internship In Secondary Education/ALT	

Survey of Special Education Course (0-3 credit hours)(if the course is completed prior to unconditional admission to ALT-A program another approved diversity course is required.)

SED 500 Exceptional Students in Inclusive Schools (FE) 0-3

Teaching Field: At least 1/3 of the program shall be in the teaching field courses. 15 Hrs.

Fifteen (15) hours of advisor approved graduate level Health Education course **(Must have HEA or appropriate prefix)**

Teaching Field (15 credit hours)

HEA Prefix	Fifteen hours of advisor-approved graduate level courses.	15
------------	---	----

Internship (6 credit hours)

EDU 564	Prof Internship in Sec Education	6
---------	----------------------------------	---

Additional Courses:10 Hrs.

**EDU 500	Prep for Admission for EPP	1
PED 529	Measurement and Evaluation in Health and Physical Education	3
EDT 574**	Computer Based Instructional Technologies	3

EDU 541	Advanced Educational Psychology	3
PED 524	Developmental and Remedial Physical Education (FE)	0-3

***Required:** baccalaureate degree; 32 semester hours in health education teaching field courses (see academic advisor for approved undergraduate teaching field courses)

These courses may be taken prior to unconditional admission (The completion of **ALL program admission requirements must be met before any other courses are completed).

History

Master of Education (M.Ed.) Degree 30 Credit Hours

Additional Courses (18 credit hours)

EDU 515	Instructional Strategies For Teachers	3
EDU 505	Curriculum in the Secondary School	3
EDT 574	Computer-Based Instr. Technology	3
EDU 511	Stat. Tech., Research & Eval	3
EDU 531	Modern Issues in Education OR	3
EDU 554	Contrasting Philosophies of EDU	3
EDU 541	Adv. Educational Psychology OR	3
EDU 527	Human Development & Behavior	3

Survey of Special Education Coursework

(Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Teaching Field (12 semester hours)

	Advisor Approved Graduate Level History courses	12
--	---	----

History

Alternative A (ALT-A)

Master of Education (M.Ed.) Degree 37-40 Credit Hours

Teaching Field Specific Methods Course(s) 3 credit hrs

EDU 589	Advanced Methods of Teaching Social Studies in the Secondary School(Required if student began after Fall 2011)	3
---------	--	---

Learner Development, Learner Differences & Learning Environments 3credit hrs

EDU 586	Classroom Management	3
---------	----------------------	---

Professional Learning and Ethical Practice : 3

EDU 505	Curriculum in Secondary Schools	3
---------	---------------------------------	---

Survey of Special Education Coursework

(Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Additional Courses: 10 credit hrs.

EDU 500	Prep for Admission to EPP	3
EDT 574	Computer Based Instructional Tech	
EDU 511	Statistical Techniques , Research & Evaluation	
REA 578	Reading in the Content Area	
SED 590	Communication, Collaboration, & Diversity OR	
	Approved Diversity Course	

Teaching Field : At least 1/3 of the program shall be in teaching field courses

Fifteen (15) hours of advisor-approved graduate level History courses.	15
--	----

Internship (6 semester hours)

EDU 564	Prof Internship in Sec Education	6
---------	----------------------------------	---

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 submitted to The Murphy Graduate School. 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 Teaching certificate required.
2. Take and obtain satisfactory scores on specified national tests (GRE or MAT)
3. Submit three 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 2.5
5. Have a minimum of three (3) years of successful teaching experience. Experience form is required.
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 30-33 credit hours. Candidates will complete 24 credit hours of core courses, including technology and internship. Electives include 3 credit hours of special education (if not previously completed) and 6 credit hours of foundations of Education or other advisor approved courses. Course requirements are listed below:

Instructional Leadership Core Courses (24 Credit Hours)

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 I	3
ILP 596	Internship in Instructional Leadership II	3
ILP 597	Internship in Instructional Leadership III	3

Survey of Special Education Coursework (Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Additional Courses Required For the Degree (9 credit hours)

Electives	Advisor approved electives appropriate for Instructional Leadership Courses are	6
-----------	---	---

	3 credit hours each	
--	---------------------	--

Internship Requirements:

Prior to being admitted into internship courses students must achieve a passing score on the Praxis II (0411 Leadership and Supervision) and have the score forwarded to Alabama State University.

It is **mandatory** for students to take and pass ILP 510, ILP 520, ILP 570, ILP 572 and attend an ILP faculty sponsored Praxis II workshop **prior to attempting** the examination.

The ten consecutive day residency portion of ILP 595 cannot be performed simultaneously with duties of employment.

Certification Only Option (24 Credit Hours)

Students must meet the same admission requirements for admission to Instructional Leadership and hold a Class A Teaching Certificate. Certification option is a 24 credit hour option. Course requirements are listed below:

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 I	3
ILP 596	Internship in Instructional Leadership II	3
ILP 597	Internship in Instructional Leadership III	3

Library Media P-12 (ONLINE)

Master of Education (M.Ed.) 30-33 Credit Hours

Instructional Support Area (24 semester hours)

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, & Design 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

Advisor approved electives (3 semester hours)

	Advisor approved elective	3
--	---------------------------	---

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Internship (3 semester hours)

LEM 520	Intern in Library Media I	1
LEM 521	Intern in Library Media II	1
LEM 522	Intern in Library Media III	1

Mathematics Education**Master of Education (M.Ed.) Degree
30-33 credit hours****Additional Courses (18 credit hours)**

EDU 515	Instructional Strategies For Teachers	3
EDU 505	Curriculum in the Secondary School	3
EDT 574	Computer-Based Instr Technology	3
EDU 511	Stat. Tech., Research & Eval	3
EDU 531	Modern Issues in Education OR	
EDU 554	Contrasting Philosophies of EDU	3
EDU 541	Adv. Educational Psychology OR	
EDU 527	Human Development & Behavior	3

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Teaching Field (12 credit hours)

	Twelve (12) hours of advisor approved graduate level Mathematics courses	12
--	--	----

**Mathematics Education Alternative A
(ALT-A) Master of Education (M.Ed.) Degree
43-46 credit hours****Teaching Field Specific Methods Course(s): 3 credit hrs**

EDU 588	Advanced Methods of Teaching Math in the Secondary School	3
---------	---	---

Learner Development, Learner Differences, and Learning Environments: 6 credit hrs

EDU 586	Classroom Management	3
EDU 527	Human Dev and Behavior	3

Professional Learning & Ethical Practice : 3credit hrs

REA 578	Reading in the Content Area	3
---------	-----------------------------	---

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Additional Courses (10 credit hours)

EDU 500	Prep for Admission to Epp	3
EDT 574	Computer-Based Instr Technology	3
EDU 511	Stat. Tech., Research & Eval	3
REA 578	Reading in the Content Areas	3
SED 590	Communication Collaboration, & Diversity OR Approved Diversity Course	

Teaching Field (15)

	Fifteen (15) hours of advisor approved graduate level Mathematics courses	15
--	---	----

Internship (9 semester hours)

EDU 564	Professional Internship in Secondary School	9
---------	---	---

DEPARTMENT OF MUSIC

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

Admission to graduate study is first secured through The Murphy Graduate School. 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;
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; and
5. Three 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 general music knowledge, music history, music education and music theory.

Evaluative Interview

Applicants will be asked to have an evaluative interview and diagnostic written examination in music content knowledge as part of the application process. 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 or 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 of general music knowledge, music history, music education 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 coursework. Unconditional acceptance in the program will be granted only after such remediation is completed

Basic Exit Criteria for Advanced Degrees

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

Master of Education in Music (M.Ed.) Vocal/Choral Emphasis or Instrumental Emphasis 36 + credit hours

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+ Credit Hours
Teaching Field: Music 18 Credit Hours
Curriculum and Teaching (9 credit hours)

EDU 515	Instructional Strategies for Teachers	3
EDU 504	Elementary School Curriculum	3
EDT 574	Computer-Based Instr Tech	3

Foundation of Professional Studies (6 credit 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 Coursework

(Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Evaluation of Teaching and Learning (3 semester hours)

EDU 511	Statistical Techniques, Research and Evaluation	3
---------	---	---

Internship (if required) (3 credit hours)

EDU 591	Practicum in Education	3
---------	------------------------	---

Teaching Field (18 semester hours)

	Must include at least 18 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	18
--	---	----

Master Of Music Education (M.Ed.) Alternative Class A Program 48-51 credit hours

The Alabama State Department of Education has approved an ALTA Class A program for graduate students who present baccalaureate credentials from a degree in music other than the Bachelor of Music Education. Completion of this program, in instrumental music or 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 additional undergraduate courses in music education.

Curriculum and Teaching (6 credit hours)

EDU 515	Instructional Strategies for Teachers	3
EDU 504	Elementary School Curriculum	3

Professional Studies (6+ credit hours)

EDU 500	Prep for Admission to TEP	1
EDU 531	Modern Issues in Education OR	3
EDU 554	Contrasting Philosophies (Choral Only)	
EDU 586	Classroom Management	3

Survey of Special Education Coursework (Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Technology (3 credit hours)

EDT 574	Computer-Based Instr Tec	3
---------	--------------------------	---

Evaluation of Teaching and Learning (3)

EDU 511	Statistical Techniques, Research and Evaluation	3
---------	---	---

Method of Teaching Reading (3 credit hours)

REA 578	Reading in the Content Area	3
---------	-----------------------------	---

Internship (9 credit hours)

EDU 566	Prof Internship N-12	9
---------	----------------------	---

Teaching Field (18 semester hours)

	Teaching Field	18
--	----------------	----

Physical Education**Master of Education (M.Ed.) Degree
30-33 Credit Hours****Curriculum and Teaching (3 semester hours)**

**EDU 504	Elementary School Curriculum OR	3
**EDU 505	Curriculum in Secondary Schools	3

Foundations of Professional Studies (3 semester hours)

EDU 531	Modern Issues in Education OR	3

Survey of Special Education Coursework (Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Evaluation of Teaching and Learning (3 credit hours)

**PED 529	Measurement and Evaluation in PED	3
-----------	-----------------------------------	---

Teaching Field (18 credit hours)

	Adviser-approved courses (PED prefix *PED 524 Developmental and Remedial Physical Education)	18
--	---	----

Technology (3 credit hours)

EDT 574	Computer-Based Instr Tec	3
---------	--------------------------	---

*Denotes Diversity Course (required)

**These courses may be taken prior to unconditional admission (The completion of ALL program admission requirements must be met before any other courses are completed).

Physical Education**Alternative A (ALT-A)****Master of Education (M.Ed.) Degree
43-46 Credit Hours****Professional Studies 12 Hrs.****Teaching Field Specific Methods Course (s) (6 credit hours)**

PED 533	Methods and Materials for Secondary School PED	3
PED 534	Methods and Materials for Elementary School PED	3

Professional Learning and Ethical Practice: 3 Hrs.

PED 514	Legal Aspect of Sports and Physical Education	
EDU 566	Professional Internship in P-12 Certification Area/ALT	0

Leadership and Collaboration: 3 Hrs.

PED 533	Methods and Materials for Secondary School (FE) PED	3
PED 534	Methods and Materials for Elementary School PED (FE)	0
EDU	Professional Internship in P-12 Certification Area/ALT	0

Survey of Special Education Course: 0-3 Hrs.

If course was completed prior to unconditional admission to ALT-A program, another approved diversity course is required.)

Teaching Field: 15 Hrs. (At least 1/3 of the program shall be in teaching field courses.)

Twelve (12) hours of advisor approved graduate level

Physical Education courses (**Must have PED or appropriated prefix.**)

PED 524	**Developmental and Remedial Physical Education	3
---------	---	---

***Denotes required Diversity Course**

Internship: 6 Hrs.

EDU 566	Professional Internship in P-12 Certification Area/ALT-A	6
----------------	--	---

Additional Courses: 10 Hrs.

**EDU 500	Prep for Admission for EPP	1
**EDT 574	Computer-Based Technologies	3
**EDU 541	Advanced Educational Psychology (FE)	3
PED 529	Measurement and Evaluation in Physical Education	3

*Required: Baccalaureate degree; 32 semester hours in physical education teaching field courses to include five semester hours of 200-level PED activity courses (See academic advisor for approved undergraduate teaching field courses)

**These courses may be taken prior to unconditional admission (The completion of ALL program admission requirements must be met before any other courses are completed).

Reading Specialist

Master of Education (M.Ed.) Degree 36 Credit Hours

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 (18 credit hours)

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 or	3
EDU 515	Instr Strategies for Teachers	3

English Language Arts, General Science, and General Social Studies 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
---------	------------------------------------	---

Survey of Special Education Coursework

(Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Internship:

REA 564	Reading Internship	3
---------	--------------------	---

Additional Courses:

Foundations of Professional Studies

(6 credit hours required)

EDU 531	Modern Issues in Education OR	3
EDU 554	Contrasting Philosophies	3
EDU 527	Human Development & Behavior OR	3
EDU 541	Advanced Educational Psy	3
	Electives: 6 semester hours required If a special education course is required, then elective hours may be reduced.	
EDT 574	Computer-based Instr. Tech	3
EDT 575	Curr. & Emerging Instr. Tech	3
EDT 576	Integr of Tech into K-12 Curr	3

Social Sciences

Master of Education (M.Ed.) Degree 33-36 Credit Hours

Additional Courses (18 credit hours))

EDU 515	Instructional Strategies For Teachers	3
EDU 505	Curriculum in the Secondary School	3
EDT 574	Computer-Based Instr. Technology	3
EDU 511	Stat. Tech., Research & Eval	3
EDU 531	Modern Issues in Education OR	3
EDU 554	Contrasting Philosophies of EDU	3
EDU 541	Adv. Educational Psychology OR	3
EDU 527	Human Development & Behavior	3

Survey of Special Education Coursework

(Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Teaching Field (15 credit hours)

	Fifteen hours of advisor-approved graduate level courses in history, geography, political science or economics (Courses must be in at least two areas.)	15
--	---	----

Social Studies

Alternative A (ALT-A)

Master of Education (M.Ed.) Degree 43-46 Credit Hours

Professional Studies: 15

Teaching Field Specific Methods Course (3)

EDU 589	Advanced Methods of Teaching Social Studies in the Secondary School (Required if student began after Fall 2011)	3
---------	---	---

Learner Development, Learner Differences, & Learning Environment: 6

EDU 586	Classroom Management	3
EDU 527	Human Dev and Behavior	3

Professional Learning & Ethical Practice: 3

EDU 505	Curriculum in Secondary School	3
---------	--------------------------------	---

Survey of Special Education (0-3)

(If course was completed prior to unconditional admission to Alt-A program another approved diversity course is required)

EDU 500	Exceptional Student Inclusive Schools	3
---------	---------------------------------------	---

Teaching Field (15 credit hours)

Advisor approved graduate level courses in History, Geography, Political Science or Economics (Courses must be in at least two areas within the broader field)	15
--	----

Internship (9 credit hours)

EDU 564	Internship (9)	9
---------	----------------	---

Additional Courses (15 credit hours)

EDU 500	Prep for Admission to EPP	3
EDT 574	Computer-Based Instr. Technology	3
EDU 511	Stat. Tech., Research & Eval	3
REA 578	Reading in the Content Areas	3
EDU 590	Communication, Collaboration and Diversity Or	3
	Approved Diversity Course	

***If a course in each of the areas of the broader area has not been completed prior to unconditional admission, a graduate course in that area will be required unless the student has earned a passing score on the appropriate Praxis II examination.**

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

Master of Education (M.Ed.) Degree 30 Credit Hours

Additional Courses: (12 credit hours)

SED 520	Context of Education	3
SED 530	Dynamics of Admin. & Sup. OR	3
SED 550	Research, Publ. & Grant Writing	3
EDT 574	Computer Based Instr. Technology	3

Survey of Special Education: 3 credit hours, Required if not previously taken)

SED 500	The Exceptional Student Or Approved Diversity Course	
SED 590	Communication Collaboration & Diversity	

Teaching Field (18 credit hours)

Advisor-approved graduate level courses in Collaborative Education	18
--	----

Internship (if required)

*SED 690	Practicum in Inclusive Settings (K-6)	3
*SED 695	Practicum in Inclusive Settings (6-12)	3

*Required

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

Alternative A (ALT-A)

Master of Education (M.Ed.) Degree 40-43 Credit Hours

Professional Studies: 15

Teaching Field Specific Methods Course (es) 6

SED 640	Language Interventions for Students w/ Disabilities	3
SED 642	Strategies & Interventions for Students w/ Disabilities OR	3
SED 662	Behavioral & Educational Interventions for ID/DD	

Learner Development, Learner Differences, & Learning Environments: 3

EDU 652	Assessment Instruments for Special Populations	3
EDU 527	Human Dev and Behavior OR	3
EDU 531	Modern Issues in Education	3

Professional Learning & Ethical Practices: 3

EDU 500	Prep for Admission to EPP	0
SED 520	Context of Education	3

Survey of Special Education Coursework

(Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Teaching Field (18 credit hours)

REA 578	Reading in the Content Area	3
SED 622	Autism Spectrum	3
SED 652	Assessment Instruments for Special Populations	3
	Select Two (2) of the following:	6
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 548	Sem: Language Arts in the Elem	3

Internship (9 credit hours; Full-time in the teaching; 16 weeks required)

SED 680	Student Teaching in Inclusive Setting, K-6 OR	9
SED 685	Student Teaching in Inclusive Setting, 6-12 OR	9
SED 687	Student Teaching in Inclusive Setting, K-6 and 6-12	9

Educational Specialist Degree Programs of Study

The general academic policies and regulations for the educational specialist programs are the same as those for the sixth-year programs in this catalog.

Biology/Secondary Education (AA) Educational Specialist (Ed.S.) 30 Credit hours

Curriculum and Teaching: (6)

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

**Survey of Special Education Coursework 3
(Required if not previously completed: credit hours)**

SED 500	The Exceptional Student OR	3
	Approved Diversity Course	3

Professional Studies (3 credit hours)

EDU 512	Educational Research	3
---------	----------------------	---

Evaluation of Teaching and Learning (3 credit hours)

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

Teaching Field (12 credit hours)

Twelve hours of advisor approved graduate level courses in Biology. (Must have BIO or appropriate prefix) *At least two of the courses must be at the 600 level or above.	12
--	----

Advisor Approved Electives: 6

EDU 696 and 697	Thesis I & II OR	6
EDU 698 and 699	Field Study and Research I and II	6

Instructional Leadership (AA) Educational Specialist (Ed. S.) 30 – 33 Credit hours

The Educational Specialist in Instructional Leadership at Alabama State University builds on the knowledge and abilities developed at the Class A (Master's degree) level. Candidates will use their skills to create and practice successful instructional leadership. Program emphasis will be placed on the development of shared leadership practices with stakeholders in improving student achievement, especially parents and teachers. Any questions regarding the Instructional Leadership Program should be directed to the Chairperson of Instructional Support Programs (334) 229-6829.

Application forms can be downloaded online and should be completed and submitted to The Murphy Graduate School. Prior to an applicant being fully admitted to the program, he or she must complete a portfolio and an interview.

Admission to the Instructional Leadership Program

Admissions Requirements

The Alabama State Department of Education requires that candidates for advanced certification for Instructional Leadership shall be at the Class AA level and shall minimally ensure the following:

- (a) All candidates must undergo a criminal history background check. Additional information is provided in Rule 290-3-3-.02(5).
- (b) All candidates must hold a Class A Professional Educator Certificate in Instructional Leadership or one of the other Class A leadership certificate designations [instructional leader, principal,

superintendent, superintendent-principal, educational administrator, supervisor (any subject and/or grade level), administrator of career and technical education].

- (c) Candidates must meet one of the following criteria:
1. Possess a Class A Instructional Leadership certificate earned after completing a redesigned program at a university in Alabama;
 2. Be currently serving as a superintendent, Assistant or associate superintendent, Assistant to the superintendent, principal, Assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator; and
 3. Document three years of employment in an instructional leadership position for which one of the certificates in Rule 290-3-3-.53.01(2)(b) is proper certification according to the current edition of the *Subject and Personnel Codes* of the Alabama State Department of Education.
- (d) Applicants who completed a Class A program **other than** one approved by the State Board of Education on or after September 8, 2005, must submit a portfolio which includes:
1. Three letters of recommendation;
 2. Most recent performance appraisals;
 3. Evidence of ability to lead student achievement;
 4. Evidence of leadership and management potential; and
5. Reasons for pursuing the Class AA certificate in instructional leadership.
 6. Minimum grade point average requirement for admission to the Instructional Leadership Program ED.S/AA Level Certification is 3.25.

As with the Master of Education in Instructional Leadership, applicants will be interviewed prior to admissions. ILP faculty and LEAs will be involved in the process of determining which applicants should be interviewed and admitted based on the interview process itself.

Program Requirements

The Educational Specialist Program in Instructional Leadership includes 30-33 credit hours with no fewer than 30 of the semester hours of course work being at the sixth-year level or above. Candidates will complete 21 credit hours of core courses, including technology, 6 credit hours of problem analysis, and a

three-credit hour advisor elective. If candidates have not successfully taken a Survey of Special Education course, they will need to take SED 500 – the Exceptional Student.

Comprehensive Examination

To complete program requirements, candidates must pass a comprehensive assessment that documents mastery of the Class AA Instructional Leader program curriculum.

Core Courses (21 credit hours)

ILP 680	Organizational Theory and Practice	3
ILP 681	The Superintendency and School Organization Seminar	3
ILP 682	School Business Management and Accountability	3
ILP 683	Curriculum and Teaching for Instructional Leaders	3
ILP 684	Ethical and Legal Decision-Making for Superintendents	3
ILP 685	Advanced Human Resource Development	3
ILP 686	Clinical Study in Instructional Leadership I	
ILP 687	Clinical Study in Instructional Leadership II	3

Elective (3 credit hours)

	Candidates will select <u>one</u> advisor-approved elective	3
--	---	---

Clinical Mental Health Counseling Non-Certification Option

Educational Specialist (Ed.S.) Degree 33-36 credit hours

Admission based on Masters GPA plus MAT/GRE

Instructional Support Area (15 credit hours)

COU 636	Introduction to Play Therapy	3
COU 680	Seminar in Counseling	3
COU 690	Supervision in Counseling	3
COU 638	Ethical and Legal Issues in Counseling	3
COU 637	Advanced Play Therapy	3

Internship (3-6 credit hours)*

COU 692	Advanced Internship in Counseling I	3
COU 679	Advanced Internship in Counseling II	3

Research in Education (9 credit hours)

COU 614	Topical Seminar in Counseling	3
COU 656	Research and Evaluation in Counseling Programs	3
COU 628	Research in School and Agency Counseling	3

Electives (6 credit hours)

COU 632	Consultation and Collaboration	3
EDT 575	Instructional Technology OR	3
EDT 576	Integration of Tech K-12 Curriculum	
EDU 696	Thesis I In Area of Spec II OR	3
EDU 697	Thesis II In Area of Spec II	

SED 500	The Exceptional Student OR other advisor approved elective	3
---------	---	---

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

School Counseling Certification Option

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

Admission based on Masters GPA plus MAT/GRE

Instructional Support Area (15 credit hours)

COU 636	Introduction to Play Therapy	3
COU 680	Seminar in Counseling	3
COU 690	Supervision in Counseling	3
COU 638	Ethical and Legal Issues in Counseling	3
COU 637	Advanced Play Therapy	3

Internship (3-6 credit hours)*

COU 692	Advanced Internship in Counseling I	3
COU 679	Advanced Internship in Counseling I	3

Research in Education (9 credit hours)

COU 614	Topical Seminar in Counseling	3
COU 656	Research and Evaluation in Counseling Programs	3
COU 628	Research in School and Agency Counseling	3

Electives (6 credit hours)

COU 539	Readings in Guidance and Counseling	3
COU 514	DSM	3
COU 632	Consultation and Collaboration	3
EDT 575/576	Instructional Technology or other advisor approved elective	3

Early Childhood Education (AA) Educational Specialist (Ed.S.) Degree 33-36 credit hours

Teaching Field ECE (15 credit hours)

EDU 625	Current Trends & Practices in ECE	3
EDU 633	Practicum in ECE	3
EDU 635	Sem: Problems in ECE	3
	Six hours of advisor approved graduate level courses, and appropriate to ECE curriculum	6

Survey of Special Education Coursework

(Required if not previously completed: 0-3 credit hours)

SED 500	The Exceptional Student	3
---------	-------------------------	---

Additional Courses (18 credit hours)

EDU 512	Educational Research	3
EDU 602	Intermediate Statistical Techniques and Evaluation	3
EDU 611	Advanced Curriculum Development	3
EDU 634	Advanced Studies in Cognitive Development	

Advisor Approved Electives (6 credit hours)

Select either EDU 696 & 697, OR 698 & 699

EDU 696	Thesis In Area of Spec I	3
EDU 697	Thesis II In Area of Spec II	3
	OR	3

EDU 698	Field Study and Research I	3
EDU 699	Field Study and Research II	3

**Elementary Education (AA)
Educational Specialist (Ed.S.) Degree
Credit hours 33-36**

Teaching Field EED (15 credit hours)

	Advisor approved graduate level courses, and appropriate to ECE curriculum	6
REA 602	Advanced Seminar in Reading	3
REA 610	Reading Process: Curr. Trends	3
EDU 603	Adv. Teach. Math in Elem. Sch	3

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Additional Courses (18 credit hours)

EDU 512	Educational Research	3
EDU 602	Intermediate Statistical Techniques and Evaluation	3
EDU 611	Advanced Curriculum Development	3
EDU 626	Research Study in Elem EDU	3

**Advisor Approved Electives (6 credit hours)
Select either EDU 696 & 697, OR 698 & 699**

EDU 696	Thesis In Area of Spec I	3
EDU 697	Thesis II In Area of Spec II	3
	OR	3
EDU 698	Field Study and Research I	3
EDU 699	Field Study and Research II	3

**History/Secondary Education (AA)
Educational Specialist (Ed.S.)**

30-33 Credit Hours

Curriculum and Teaching (6)

EDU 611	Advanced Curriculum Development	3
---------	---------------------------------	---

EDU 627	Current Trends in Secondary Schools	3
---------	-------------------------------------	---

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Professional Studies (3 credit hours)

EDU 512	Educational Research	3
---------	----------------------	---

Evaluation of Teaching and Learning (3)

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

Teaching Field (12 credit hours)

	Advisor approved graduate level courses in History. *At least two of the courses must be at the 600 level or above.	12
--	--	----

**Advisor Approved Electives (6 credit hours)
Select either EDU 696 & 697, OR 698 & 699**

EDU 696	Thesis In Area of Spec I	3
EDU 697	Thesis II In Area of Spec II	3
	OR	3
EDU 698	Field Study and Research I	3
EDU 699	Field Study and Research II	3

**Library Media (AA / ONLINE)
Educational Specialist (Ed.S.)
30-33 Credit Hours**

Instructional Support Area (15 credit hours)

LEM 501	Readings in Instructional Technology	3
LEM 570	Legal Basis of library Education	3
LEM 600	Seminar in Library Media	3
LEM 613	Advanced Educational Media Programs	3
LEM 625	Research in Library Media	3

Research (6 credit hours)

LEM 696	Thesis I	3
---------	----------	---

LEM 697	Thesis II	3
OR		
LEM 698	Field Study I	3
LEM 699	Field Study II	3

Practicum (3 credit hours)

LEM 691	Practicum in LEM	3
---------	------------------	---

Electives (6 semester hours)

	Advisor Approved	6
--	------------------	---

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

**Mathematics/Secondary
Education (AA)
Educational Specialist (Ed.S.)
30-33 Credit Hours Required**

Curriculum and Teaching (6 credit hours)

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

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Professional Studies (3 credit hours)

EDU 512	Educational Research	3
OR		
EDU 655	Issues in Educational Foundations	3

Evaluation of Teaching and Learning (3 credit hours)

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

Teaching Field (12 credit hours)

	Twelve hours of advisor approved	12
--	----------------------------------	----

	graduate level courses in Mathematics. *At least two of the courses must be at the 600 level or above.	
--	---	--

Advisor Approved Electives (6 credit hours)

Select either EDU 696 & 697, OR 698 & 699

EDU 696	Thesis In Area of Spec I	3
EDU 697	Thesis II In Area of Spec II	3
OR		
EDU 698	Field Study and Research I	3
EDU 699	Field Study and Research II	3

**Social Sciences /Secondary Education
(AA)**

**Educational Specialist (Ed.S.)
30-33 Credit Hours Required**

Curriculum and Teaching (6 credit hours)

EDU 611	Advanced Curriculum Development	3
EDU 627	Current Trends in Secondary schools	3

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

SED 500	The Exceptional Student	3
---------	-------------------------	---

Professional Studies (3 credit hours)

EDU 512	Educational Research	3
OR		
EDU 655	Issues in Educational Foundations	3

Evaluation of Teaching and Learning (3 credit hours)

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

Teaching Field (12 credit hours)

	Twelve hours of advisor approved graduate level courses in Social Studies. *At least two of the courses must be at the 600 level or above. *One graduate course must be from at	12
--	---	----

	least two areas within the Social Studies discipline.	
--	---	--

Advisor Approved Electives (6 credit hours)

Select either EDU 696 & 697, OR 698 & 699

EDU 696	Thesis In Area of Spec I	3
EDU 697	Thesis II In Area of Spec II	3
	OR	3
EDU 698	Field Study and Research I	3
EDU 699	Field Study and Research II	3

Doctoral Programs in Educational Leadership, Policy and Law
(Ed.D – 69 Credit Hours)
(Ph.D. – 78 Credit Hours)

The College of Education offers a research-oriented Doctorate of Philosophy (Ph.D) and an Education Doctorate (Ed.D.) in Educational Leadership, Policy and Law.

The Ed.D. program is a 69-hour post-master’s program designed for individuals who will be engaged in upper-level leadership positions in an educational organization. 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 begin each year in the Fall Term. 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 (69 semester hours)

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 Education 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 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	3-12

The Ph.D. is a 78 semester hour program that focuses on preparing adult students to engage in research that addresses issues that occur across the educational spectrum. The focus is on P-12, higher education, and educationally related organizations where practice serves as a research base from which new understandings and theory are developed and established within the educational knowledge base. The program is a separate / independent degree track from the Ed.D program. Contact either the Office of the Graduate Dean or the Doctoral Program Coordinator for further requirements and general information.

Additional course requirements for the Ph.D.

LPL 900	Dissertation	3-15
LPL 802	Field Applications Related to Andragogy	3
	OR	
LPL 803	Field Applications of Research	3
LPL 830	Advanced Statistical Analysis	3
LPL 840	Advanced Qualitative Research	3
LPL 850	Legal Research	3
LPL 860	Theory and Research in Adult Learning	3
LPL 870	Writing for Research Publications	3

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

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

Degree	Required Admission Test
MSOT -	Occupational Therapy GRE General or MAT
MSPO -	Prosthetics and Orthotics GRE General or MAT
MRC -	Rehabilitation Counseling GRE General or MAT
DPT -	Physical Therapy GRE General or MAT

The Mission of the College of Health Sciences at Alabama State University educates and graduates health related professionals characterized by academic excellence, the use of critical/clinical reasoning skills, and ethical decision making. Our graduates contribute to improving health care delivery and are committed to the elimination of health disparities and the provision of evidence based, interdisciplinary care with special emphasis on underserved communities.

Each prospective student must meet the entrance requirements for the individual program of study, in addition to The Murphy Graduate School requirements, for admission. Each professional program has a rigorous curriculum and is fully accredited by the discipline specific accreditation agency. The college offers programs leading to: Master of Science in Occupational Therapy, Master of Science in Prosthetics and Orthotics, Master of Rehabilitation Counseling, and Doctor of Physical Therapy degrees. The college also offers the Graduate Certificate in Rehabilitation Counseling and the Graduate Certificate in Disability Studies, Policy and Services. Courses with the designation HSC are interprofessional courses and include students from more than one discipline.

Clinical Doctor of Physical Therapy 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 elderly, 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 of care 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.

PTs 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, of the American Physical Therapy Association, 1111 N. Fairfax St, Alexandria, VA 22314; phone: (703) 706-3245; email: accreditation@apta.org; website: www.capteonline.org. Current and prospective students who have concerns related to the Physical Therapy Program may contact CAPTE in writing.

Our Vision

The vision of the Alabama State University's Physical Therapy Program (ASU PT) is to graduate entry-level general practitioners who develop lifelong learning skills, adapt to the ever changing health care environment, and utilizes evidence based practice in serving the diverse population with emphasis on the medically underserved areas/populations.

Our Mission

The Mission of ASU PT program is to prepare and graduate reflective physical therapy practitioners from underrepresented populations, as defined by the American Physical Therapy Association, who are lifelong learners and can provide culturally competent physical therapy services in a global society.

Our Philosophy

The philosophy of the ASU PT is based on the belief that concepts from the physical, biological, and social sciences serve as the 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 patient's physical, psychological, and social condition, 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 achieving 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 are arranged so 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, on a continuous basis, the opportunity to express their needs and obtain the tools to self-assess for lifelong learning.

We believe that our program will prepare students to function in specific ways. The program, through its curriculum (including evidence for current practice), supports an appropriate learning environment, and exemplary professional behavior reflects our attempt to produce practitioners 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 graduates with the potential to respond effectively to the ever-changing demands of the profession, society, and the healthcare environment.

ASU PT Student Educational Goals

To achieve the Program Mission and recognizing the expanding role of the physical therapist, the increasing complexity of healthcare delivery, and the ever changing health needs of society, the Alabama State University’s Physical Therapy Program strives to prepare graduates to be reflective practitioners who meet the following goals/objectives.

Goal 1: Graduate students who demonstrate sensitivity and professional behavior recognizing the role of the PT in a diverse healthcare environment during all practitioner-client interactions.

Objective 1: Students recognize the influence of social, economic, legislative, and demographic factors on the delivery of healthcare.

Objective 2: Students communicate with diverse audiences demonstrating sensitivity and awareness of individual differences such as age, race, gender, and socioeconomic background.

Goal 2: Graduate students who are proficient practitioners of physical therapy interventions utilizing evidence-based practice, clinical decision making skills and self-reflection to promote the role of the PT across the continuum of care.

Objective 1: Students demonstrate professionalism through practicing physical therapy in an ethical, legal, safe, caring, and effective manner.

Objective 2: Students serve as advocates for health promotion and disease prevention through screening individuals across the lifespan and continuum of care to determine the need for

physical therapy examination or referral to other health professionals and/or community services.

Objective 3: Students utilize the patient/client management model to examine, evaluate, assess, in order to make an appropriate physical therapy diagnosis or referral as well as utilize clinical decision making skills to design/manage a comprehensive physical therapy plan of care.

Objective 4: Students collaborate with other healthcare professionals in ways that reflect their roles and responsibilities as professional physical therapists and as part of the healthcare team.

Objective 5: Students advance the profession of PT through critical analysis of published literature and research to appropriately integrate into daily clinical practice as well as challenge change for the future.

Goal 3: Graduate students who strive to become lifelong learners and leaders in the practice of physical therapy and/or physical therapy education/research.

Objective 1: Students participate in consultative, educational, administrative /managerial, and supervisory roles in diverse practice and educational environments.

Objective 2: Students value the role of the PT in service and leadership through ongoing participation in the Professional Service Development Program.

Objective 3: Students participate in teaching and research opportunities available in the classroom, clinic, university and community.

Prerequisite Courses (entry-level DPT degree program)

In addition to satisfying the general admission requirements of The Harold Lloyd Murphy Graduate School at Alabama State University, the following special requirements must be satisfied by students seeking admission to the physical therapy program:

PREREQUISITE COURSE /SUBJECT AREA	TOTAL NUMBER OF CREDIT HOURS REQUIRED
Biological Sciences w/Lab	8
Human Physiology w/Lab	4
Human Anatomy w/Lab	4
General College Chemistry I & II w/ Lab	8
College Physics w/ Lab I&II	8
General Psychology	3
Statistics	3
Calculus, Pre Cal/Trig or higher	3

Speech	3
English Writing Composition (beyond the basic English Composition)	3
Developmental Psychology	3
Upper Level Psychology, Sociology or Ethics	3

1. Completion of a baccalaureate degree from an accredited educational institution with a minimum cumulative GPA of 3.0 on a 4.0 scale;
2. Prerequisite GPA of 3.0 on a 4.0 scale;
3. Completed application package for the physical therapy program. (www.PTCAS.org);
4. Completion of required prerequisite courses with a “C” or above Grade of “B” is recommended.
5. A minimum of 80 hours of observation, 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).
6. Graduate Record Exam (GRE) or Miller Analogies Test (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 exam results should be received by the application deadline.
7. Three recommendations are required: one from a physical therapist documenting applicant’s exposure to a physical therapy clinical setting; the other two can come from another physical therapist, college professor, academic advisor or recent employer who can evaluate the applicant’s academic abilities and character.
8. A written personal statement demonstrating the student’s ability to communicate clearly his or her interest in pursuing the clinical doctorate in physical therapy. The essays will be submitted through PTCAS.org.

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.**

Clinical Doctor of Physical Therapy

Required Professional Curriculum:

114 semester hours

Fall, Year 1

HSC 5000	Interprofessional Education for the Health Sciences	1
HSC 5001	Advanced Gross Human Anatomy	6
HSC 5002	Functional Human Anatomy	2
HSC 5003	Patient Care Concepts I	1
PTH 5110	Introduction to Physical Therapist Practice	1
PTH 5120	Human Embryology	1
	Total Credits	12

Spring, Year 1

HSC 5005	Neuroscience	4
HSC 5006	Intro to Res & Evidence-Based Practice	2
HSC 5010	Patient Care Concepts II	2
HSC 5011	Biomechanics	2
HSC 5014	Psychosocial Aspects of Disability	3
PTH 5221	General Pathophysiology	3
PTH 5335	Physical Agents	2
	Total Credits	18

Summer, Year 1

HSC 5007	Research in Health Professions	2
PTH 5236	Introduction to Therapeutic Exercise	2
PTH 5321	Applied Pathophysiology and Histology	2
PTH 5390	Clinical Affiliation I (4 weeks)	3
PTH 5391	Introduction to Clinical Practice	1
	Total Credits	10

Fall, Year 2

HSC 5008	Pharmacology	2
HSC 5009	Assistive Technology in Rehabilitation	2
HSC 5013	Intro to the Integumentary System	1
PTH 5325	Educational Interventions	1
PTH 6433	Intro to Prosthetics & Orthotics	1
PTH 6443	Intro to Orthopedic Physical Therapy	3
PTH 6444	Introduction to PT Management of the Spine	1
PTH 6453	Intro to Neurologic Physical Therapy	3
PTH 6573	Clinical Integumentary PT	1
PTH 7789	Directed Independent Study	1
	Total Credits	16

Spring, Year 2

PTH 6534	Differential Diagnosis and Imaging	3
PTH 6543	Clinical Orthopedics	3
PTH 6544	PT Interventions for Patients with Spinal Conditions	1
PTH 6553	Clinical Neurologic Physical Therapy	3
PTH 6564	Physical Therapy Management for Patients with Cardiovascular/Pulmonary Conditions	4
PTH 6583	Acute Care Practice	2
	Total Credits	16

Summer, Year 2

HSC 5099 or HSC 6000	Capstone or Thesis	3
PTH6690	Clinical Affiliation II (10 weeks)	6
	Total Credits	9

Fall, Year 3

PTH 7782	Geriatrics	3
PTH 7783	Pediatrics	3
PTH 7784	Gender Health	2
PTH 7785	Health Promotion and Wellness	2
PTH 7849	Spinal Thrust Manipulation	2
PTH 7886	Sports Physical Therapy	2
PTH 7887	Clinical Decision Making for the Complex Patient	1
	Total Credits	15

Spring, Year 3

PTH 7825	Health Disparities	2
PTH 7826	Administration and Practice Management	2
PTH 7827	Ethics in Health	2
PTH 7790	Clinical Affiliation III (10 weeks)	6
	Total Credits	12

Summer, Year 3

PTH 7890	Clinical Affiliation IV	6
	Total Credits	6

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 10 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; and
2. Completed graduate school application.

Transitional Doctor of Physical Therapy (tDPT) Curriculum

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.).

PTH 631	Pathophysiology	3
PTH 670	Research Methods	3
PTH 674	Clinical Research	3
PTH 678	Documentation	2
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

Master of Science in Occupational Therapy Degree

John L. Buskey Health Sciences Center
Suite 211
(334) 229-5056 (voice)
(334) 229-5882 (fax)
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, creates 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 lifelong

- 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; and
 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). 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. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. 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. (web address)

Program 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, as well as the role of other health professionals and the importance of the inter-professional team.
 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.
 12. In some instances, represent the pool of underrepresented minorities in the field of occupational therapy.

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 Requirements

- Bachelor's degree (minimum 3.0 undergraduate grade point average [GPA] with official transcripts)
- MAT or GRE score transcripts
- ASU OT Program prerequisite courses - grade of "B" or better recommended in each
- Three letters of recommendation, one from an occupational therapist
- Early Determination (a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure) document. This will be completed at the time of the Onsite Interview.
- Observation/Volunteer Hours (minimum of 40 hours in 2 facilities/settings, dated/completed within

12 months of submission). These hours must be complete at the time of application.

Onsite Interview: Candidates selected for the required Onsite Interview will be notified in **Early Spring Semester**. The required Onsite Interviews will be scheduled for **Early to Mid-Spring Semester**. In accordance with the admissions dates/deadlines provided online at www.alasu.edu in the "Occupational Therapy Application Instructions" section.

The Alabama State University Department of Occupational Therapy subscribes to the Occupational Therapy Centralized Application Service (OTCAS). To get started, visit the OTCAS portal at <https://portal.otcas.org/>. Directions for document submission appear on the OTCAS website. The required application materials are available on the ASU OT homepage.

PREREQUISITE COURSE/SUBJECT AREA	TOTAL NUMBER OF CREDIT HOURS REQUIRED
Introduction to Psychology	3
Developmental (Lifespan) Psychology	3
Abnormal Psychology	3
Behavioral Science Elective Course *	3
English/Writing/Literature	6
College Algebra or above	3
Statistics	3
General Biology with Lab	4
Biological Science Elective with Lab **	4
Human Anatomy with Lab ***	4
Human Physiology with Lab ***	4
Physics with Lab(Biomechanics or Kinesiology may be substituted)	4

* Recommended behavioral science elective courses include sociology, psychology of learning, theories of personality, psychology of gender, etc.

** Recommended biology elective courses include cell biology, histology, molecular biology, microbiology, or immunology

*** Human Anatomy and Physiology (A&P) I and II may be substituted for separate courses in human anatomy and physiology. Courses must be taken in sequence. If you take A&P I, you must take A&P II. If you take Anatomy, you must take Physiology.

Prerequisites and program courses are subject to change without notice.

PROGRAM TECHNOLOGY: The learning formats will include traditional face-to-face classroom learning with faculty and other students, WEB-enhanced learning (such as Blackboard), face-to-face interaction via audio and video technologies (distance education technology), and combinations of these formats. The classrooms, labs, technology, and resources in the ASU OT Program support distance learning.

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

Occupational Therapy Curriculum Sequence

Total Credit Hours Required: 91

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

Fall 1 Year 1

HSC 5000	Interprofessional Education for the Health Sciences	1
HSC 5001	Advanced Gross Human Anatomy w/Lab	6
HSC 5003	Patient Care Concepts I-Lab course	1
OTH 5110	Fundamentals of Occupational Therapy	2
OTH 5120	Ethics and Professional Development	2
OTH 5130	Theory of Occupational Therapy	2
	Total Credits	14

Spring 1 Year1

HSC 5005	Neuroscience w/Lab	4
HSC 5006	Intro to Research & Evidence Based Practice	2
OTH 5210	Occupation Through the Life Span	3
OTH 5211	Analysis of Occupation	3
OTH 5212	Therapeutic Measurement	3
	Total Credits	15

Summer 1 Year 1

HSC 5007	Research in the Health Professions	2
HSC 5008	Pharmacology	2
OTH 5301	Administration and Management	2
OTH 5302	Disease and Occupation	3
OTH 5304	Fieldwork Level 1 (1of 2)	1
	Total Credits	10

Fall 2 Year 2

HSC 5009	Assistive Technology in Rehabilitation	2
----------	--	---

OTH 6404	Fieldwork Level I (2 of2)	1
OTH 6408	Research Topics	1
OTH 6410	Community Based Intervention	2
OTH 6412	Therapeutic Intervention & Special Topics	3
OTH 6434	Physical Dysfunction w/Lab	4
OTH 6435	OTH 6435 Psychosocial Dysfunction w/Lab	3
Total Credits		17

Spring 2 Year 2

HSC 5099	Capstone	3
OTH 6505	Clinical Intervention Practicum	1
OTH 6509	Professional Seminar	2
OTH 6520	Documentation & Professional Writing	3
OTH 6534	Physical Dysfunction II w/Lab	4
OTH 6535	Psychosocial Dysfunction II w/Lab	4
Total Credits		17

Summer 2 Year 2

OTH 6604	Fieldwork Level II [A]	9
Total Credits		9

Fall 3 Year 3

OTH 7704	Fieldwork Level II [B]	9
Total Credits		9

Master of Science Degree in Prosthetics and Orthotics (P&O)

1600 Forest Avenue
(334) 229-5888 Voice
(334) 229-5878 Fax
ASUPandO@alasu.edu Email

Accreditation

The Prosthetics and Orthotics Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the National Commission on Orthotic and Prosthetic Education (NCOPE). CAAHEP staff can be reached at 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763; (727) 210-2350; www.caahep.org.

Mission

The mission of the entry-level prosthetics and orthotics professional program is to prepare student practitioners with the knowledge, skills, and attitudes needed to provide services to both the traditional and underserved communities in the field of prosthetics and orthotics.

Students will learn how to assess patients with impairment of human movement or musculoskeletal abnormalities, formulate appropriate prescription recommendations, implement O&P treatment plans using effective clinical

decision-making and problem-solving skills, comply with practice management plans, and integrate in lifelong learning skills. Students will engage in educational activities in foundational and applied sciences, clinical decision-making, principles of research, application of evidence-based practice, and other necessary areas in the context of effective prosthetics and orthotics practice.

Program Goals and Objectives

The specific aims of the proposed Masters of Science in Prosthetics and Orthotics program are to:

- Prepare prosthetics and orthotics practitioners who possess the knowledge, skills, and attitudes needed to provide services to both the traditional and underserved communities;
- Produce prosthetics and orthotics practitioners who will join the workforce of certified prosthetists, orthotists and pedorthists in Alabama, the Southeastern United States and beyond;
- Facilitate the American Board for Certification in Orthotics and Prosthetics goal to increase the number of entry level practitioners with master's degrees; and
- To improve prosthetics and orthotic care in the treatment of persons with neuromuscular and musculoskeletal impairments.

Graduates of Alabama State University's graduate program in prosthetics and orthotics will:

- Become certified prosthetists-orthotists;
- Apply effective clinical decision making and problem solving skills;
- Demonstrate the integration of knowledge, theory and application of the clinical and technical aspects of the prosthetics and orthotics disciplines;
- Exemplify the role of the prosthetist-orthotist in providing ethical, patient-centered care experiences that are congruent with the core values and code of ethics and standards of the American Board for Certification in Orthotics and Prosthetics (ABC) Code of Professional Responsibilities in clinical practice;
- Comprehend and demonstrate knowledge of the collaborative role of the prosthetist-orthotist as a member of the interdisciplinary rehabilitation team in providing patient-centered care;
- Demonstrate an awareness and respect for all patients and related individuals within a diverse and multicultural society;
- Demonstrate the ability to participate as a critical consumer of research and to integrate research findings as evidence in clinical practice; and
- Demonstrate an appreciation for the value of life-long learning and a commitment to public/community service.

Graduates from the program will seek employment at residency sites and complete 12 months in the discipline of prosthetics or orthotics, or 18 months for both disciplines simultaneously. Completion of residency is required for eligibility in professional certification, and board certification exams are completed after this time as well.

Admission Requirements

In addition to satisfying the general admission requirements of The Harold Lloyd Murphy Graduate School at Alabama State University, the following special requirements must be satisfied by students seeking admission to the Prosthetic and Orthotic Program:

1. Bachelor's degree from an accredited institution with a cumulative GPA of 2.5 or higher on a 4.0 scale;
2. Completed application package for the prosthetic and orthotic program via the Orthotic and Prosthetic Centralized Application Service (OPCAS) at <http://www.ncope.org/opcas/>;
3. Completion of the required prerequisite courses;
4. A minimum of 100 hours of volunteer or paid service in orthotics and/or prosthetics under the supervision of a certified/licensed prosthetist- orthotist at a hospital, nursing home, rehabilitation center, outpatient clinic or community center. Two different settings are recommended.
5. Three recommendations are required: one from a Prosthetist-Orthotist documenting the applicant's exposure to prosthetics and orthotics in a clinical setting and one from an instructor, academic advisor or recent employer who can evaluate the applicant's academic abilities and character.
6. A written personal statement demonstrating the student's ability to communicate clearly his/her interest in pursuing the Master of Science in Prosthetics and Orthotics.
7. 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.
8. A completed application to The Murphy Graduate School.

Prerequisite Courses

PREREQUISITE COURSE	TOTAL CREDIT
---------------------	--------------

	HOURS REQUIRED
Biological Science w/lab*	4
Human Anatomy w/lab**	4
Human Physiology w/lab**	4
Chemistry w/lab	4
Physics w/lab	4
Math (beyond Algebra)	3
Statistics	3
General Psychology	3
Developmental OR Abnormal Psych	3

**Courses in any aspect of microscopic, vertebrate or human biology are recommended. Botany courses are not accepted as prerequisites.*

***Human Anatomy and Physiology I and II will meet these requirements when both are taken*

Note: Meeting the minimum criteria does not guarantee acceptance into the Prosthetics and Orthotics program. In many cases, competitive applicants will demonstrate credit hours beyond those indicated. Prerequisites are subject to change without notice.

Prosthetics and Orthotics Curriculum

The full P&O curriculum is a total of 66 credit hours, designed to be completed in five semesters. All courses must be taken during the semesters and sequence outlined as follows:

Fall Year 1

HSC 5000	Interprofessional Education for the Health Sciences	1
HSC 5001	Advanced Gross Human Anatomy w/Lab	6
HSC 5002	Functional Human Anatomy	2
HSC 5003	Patient Care Concepts I	1
MPO 5110	Introduction to Prosthetics and Orthotics	2
MPO 5190	Clinical Rotation I	1
Total Credits		13

Spring Year 1

HSC 5006	Introduction to Research & Evidence-Based Practice	2
HSC 5010	Patient Care Concepts II	2
HSC 5011	Biomechanics	2
MPO 5210	Lower Limb Orthotics I	3
MPO 5220	Lower Limb Prosthetics I	
MPO 5230	Neuroscience for P&O	2
MPO 5290	Clinical Rotation II	1
Total Credits		15

Summer Year 1

HSC 5007	Research in the Health Professions	2
MPO 5310	Spinal Orthotics	3
MPO 5330	Introduction to Pediatric P&O	

MPO 5340	Pathology in P&O	3
MPO 5350	Career Development in P&O	
MPO 5390	Clinical Rotation III	
	Total Credits	11

Fall Year 2

HSC 5013	Introduction to the Integumentary System	
MPO 6410	Lower Limb Orthotics II	3
MPO 6420	Applied Clinical Research	1
MPO 6430	Lower Limb Prosthetics II	3
MPO 6440	Advanced Prosthetics and Orthotics Technologies	3
MPO 6490	Clinical Rotation IV	1
	Total Credits	12

Spring Year 2

HSC 5014	Psychosocial Aspects of Disability	3
MPO 6510	Upper Extremity Orthotics	3
MPO 6520	Upper Extremity Prosthetics	3
MPO 6530	Practice Management and Administration in P&O	2
MPO 6590	Clinical Rotation V	
HSC 5099	Capstone	3
	Total Credits	15

Master of Rehabilitation Counseling

John L. Buskey Health Sciences Center
Suite 313

(334) 229-8776 Voice

(334) 229-5884 Fax

(334) 229-8822; (800) 548-2546 (Alabama Relay TDD)

Mission

The mission of the Master of Rehabilitation Counseling (MRC) Program is to prepare admitted students to become professional rehabilitation counselors who work in partnership with people with disabilities.

The primary ongoing goals of the MRC Program include:

1. Developing and maintaining an educational curriculum focused on effective student learning and development in rehabilitation counseling;
2. Preparing students to become professionals who are committed to effectively partnering with people with disabilities in achieving their maximum vocational, psychological, social, and economic independence; and
3. Creating a multicultural learning environment that embraces empowering students to become professionals who facilitate empowerment for their consumers and community.

Learning 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 consumer who requires counseling interventions that are appropriate to the consumer's status and desired goals;
5. Demonstrate management skills, including planning, organizing, supervising, delegating and practicing as a member of a multidisciplinary team;
6. Practice in a professional, ethical, and legal manner;
7. Safely, reliably, effectively and efficiently perform appropriate rehabilitation counseling procedures used to assess, evaluate and coordinate vocational services for individuals with disabilities;
8. Utilize appropriate verbal, nonverbal and written communication with consumers, families and other healthcare providers;
9. Serve as an advocate for the rehabilitation counseling field;
10. Participate as consumers of evidence based research; and
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.
2. Recent Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) scores submitted to The Murphy Graduate School with completed application;
3. Three letters of recommendation from persons qualified to evaluate an applicant's academic abilities and/or character;
4. A completed application to The Murphy Graduate School; and
5. A completed application to the Master of Rehabilitation Counseling Program.

Please note: Students must be admitted separately to The Harold Lloyd Murphy Graduate School.

Curriculum (CORE Master of Rehabilitation

Counseling Courses)

Fall, Year 1

RCOU 503	Vocational and Career Development	3
RCOU 511	Foundations of Rehabilitation Counseling	3
RCOU 513	Medical Aspects of Disability	3
RCOU 515	Legal and Ethical Aspects of Rehabilitation Counseling	3

Spring, Year 1

RCOU 502	Counseling Theories and Techniques	3
HSC 5014	Psychosocial 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 in Rehabilitation Counseling	3

Fall, Year 2

RCOU 611	Rehabilitation Practicum	3
RCOU 613	Assistive Technology in Rehabilitation Counseling	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

Graduate Certificate in Rehabilitation Counseling (Online)

21 Credit Hours Required

The goal of the 21-credit hour certificate is to target employed/experienced vocational rehabilitation counselors and other closely related counseling professionals for the purpose of completing required core rehabilitation counseling courses to become eligible to take the national certification (CRC) examination.

The curriculum has three core domains:

- Counseling
- Vocational Rehabilitation
- Research

Employment Opportunities

Employment opportunities for persons with this Certificate exist with State/Federal Vocational Rehabilitation programs, Department of Veterans Affairs, Disability Service Providers in Higher Education.

Admission Requirements

- A qualifying Master's degree from an accredited institution in either category D or category R as defined by the Commission on Certified Rehabilitation Counselors (CRCC)
- A completed application to the Alabama State University (ASU) Murphy Graduate School
- Personal interview with an ASU Master of Rehabilitation Counseling program faculty member or a designated representative
- For candidates who will be seeking to sit for the Certified Rehabilitation Counselor Exam, please contact Commission on Rehabilitation Counselor Certification at www.crc certification.com

Transfer Credit

A minimum of **15** semester hours of the graduate certificate program **must be completed** at ASU. A maximum of 6 semester credit hours **may** be transferred from other accredited graduate programs.

Curriculum Sequence

21 Credit Hours

I. Counseling (6 hours)

RCOU 502	Counseling Theories and Techniques	3
RCOU 518	Multi-Cultural Counseling Issues	3

II. Rehabilitation (select 12 hours)

RCOU 503	Vocational and Career Development	3
RCOU 511	Foundations of Rehabilitation Counseling	3
RCOU 513	Medical Aspects of Disability	3
HSC 5014	Psychosocial Aspects of Disability	3
RCOU 533	Case Management in Rehabilitation Counseling	3
RCOU 615	Vocational Assessment and Evaluation	3

III. Research (3 hours)

RCOU 617	Research Methods OR other approved RCOU course substitutions	3
----------	--	---

Graduate Certificate in Disability Studies, Policy & Services (Online)

18 Credit Hours Required

The goal of the 18-credit hour certificate is to provide matriculating and non-matriculating graduate students a comprehensive supplement to Bachelor's or Master's degrees previously granted, including those in disability-related fields e.g. Special Education, Rehabilitation Studies, or Social Work, as well as those that do not typically offer courses with disability-related content (e.g. Criminal Justice and Engineering).

The Certificate is open to graduate students in any discipline, as well as individuals who are post-baccalaureate or post-masters who are not enrolled in a graduate program. Students who are not currently enrolled in a graduate degree program at ASU must be admitted to ASU Murphy Graduate School as non-degree students to take courses for the certificate program.

The curriculum has four core domains:

- Disability Policy
- Administration
- Assistive Technology
- Accommodations

Employment Opportunities

Upon completing the Certificate students may qualify for work as Education Administrators, Disability Service Providers in Higher Education, Equal Opportunity Program Administrators, Veterans Program Administrators, Executives (Managers) of Community Disability Services Programs, Disability Rights Advocates, and Educational Consultants.

Admission Requirements

- A completed application to the Alabama State University (ASU) Murphy Graduate School and the Graduate Certificate Program in Disability Studies, Policy and Services
- Personal interview with an ASU Master of Rehabilitation Counseling program faculty member or a designated representative
- Applicants who are not currently enrolled in a graduate degree program at ASU must be admitted to the ASU Murphy Graduate School as non-degree students to take courses for the certificate program.

Transfer Credit

A minimum of 12 semester hours of the graduate certificate program shall be taken at ASU. A maximum of 6 semester credit hours shall be transferred from other accredited graduate programs.

**Curriculum Sequence (Online)
18 Credit Hours**

I. Administration (3 hours)

RCOU 618	Rehabilitation Administration	3
----------	-------------------------------	---

II. Rehabilitation (select 12 hours)

RCOU 513	Medical Aspects of Disability	3
----------	-------------------------------	---

RCOU 515	Legal and Ethical Aspects of Rehabilitation Counseling	3
HSC 5014	Psychosocial Aspects of Disability	3
RCOU 613	Assistive Technology in Rehabilitation Counseling	3

III. Elective (3 hours)

RCOU 511	Foundations of Rehabilitation Counseling	3
RCOU 531	Job Development and Placement	3
RCOU 533	Case Management in Rehabilitation Counseling	3
RCOU 615	Vocational Assessment and Evaluation	3
RCOU 617	Research Methods	3

College of Liberal Arts and Social Sciences

Office of the Dean

110 Science Building
Anthony Troy Adams, ~~Interim~~ Dean

In the cooperation of the College of Liberal Arts and Social Sciences, we provide Graduate course work to support the Master of Education and AA certification in secondary education. These courses are offered by the departments languages and literatures, history and political science and sociology and criminal justice.

Degree

Required Admission Test

M.A.

GRE General or MAT

The Master of Arts Program in 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 39 semester hours are necessary to earn the M.A. degree in history. Required courses include Historiography (HIS 500), Two World Wars (HIS 530), Colonial Period in American History (HIS 552), and American Constitutional History (HIS 587). Seminar in American History (HIS 590), Seminar in African-American History Before 1865 (HIS 564), and Seminar in African-American History II Since 1865 (565) also are required courses. Students also must complete four electives (two American history, and two non-American history) and a master’s thesis. Research and Thesis I (HIS 595), as well as Research and Thesis II (HIS 596), are taken before the final document is submitted to the department for review.

All M.A. candidates have to demonstrate competency in an approved foreign language. The department administers a written examination which assesses candidates' reading knowledge of the language they select. In lieu of the written exam, candidates can complete at least six hours, or a minimum of two classes of undergraduate or graduate coursework in one foreign language. In this instance, an A or B must be earned in each class to satisfy the foreign-language requirement. (The completion process is explained further in section three, admissions and academic regulations, of the graduate catalog.)

A new option in Public History is available beginning Fall 2015. Students interested in this option are required to take 9 hours in general history courses and 18 hours of required courses in Archives and Museum studies. In addition, students need to complete 12 hours of electives which could include 6 hours toward a field study project or 6 hours toward a special topics study or 6 hours for writing a Master of Arts thesis. The goal of the Public History program is to prepare students for careers as archivists, public historians, and curators. Places of employment would include museums, cultural centers, cultural, state, and national parks, presidential libraries, and historic sites.

An applicant to the graduate program in history must hold a bachelor's degree from an accredited institution. A degree in history is preferred; however, a degree in an allied field with a strong concentration in history is acceptable provided that the applicant meets the minimum standards of the graduate school.

All M.A. candidates must pass a comprehensive examination and have the option of writing a thesis that meets departmental approval. Students forgoing the thesis are required to take an additional 6 credits or two courses.

History

Master of Arts (M.A.) Degree

Total Number Credits: 39 semester hours minimum required

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 1865	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 (12 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)	
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 U.S. to Latin America	3

Social Work

Master of Social Work (MSW)

Alabama State University has a new Master of Social Work (MSW) degree program, approved by the Alabama Commission on Higher Education (ACHE) which began summer 2016. The program offers three degree tracks: advanced - standing (12 months); traditional (two-year, full-time); and part-time (four-year). Students have the choice of the following concentrations: Gerontology (GSW), Forensic Social Work (FSW) or Mental Health (MHSW).

The program will prepare students for advanced social work training/academic leadership in the areas of Forensics, Gerontology, Behavioral and Mental Health. The program is designed to attract highly motivated students who demonstrate a strong commitment to promoting social and economic justice. Students will learn to systematically apply social work knowledge and skills (theory, research methods, and best practices) to assist "at-risk" populations.

The Master of Social Work program has begun the three year process of accreditation by the Council on Social Work Education (CSWE). The program anticipates full accreditation to be final by 2018.

Mission of the Master of Social Work Program

The mission of the MSW program at ASU is to prepare students for advanced professional practice and research. As related to the University's mission, the Department's mission is to prepare students with requisite advanced social work knowledge, skills, and values in specialized areas of practice, the use of scientific inquiring. Students will be able to apply critical thinking skills to their understanding and

commitment to diverse populations to promoting human and community well-being while alleviating social and economic injustice to diverse populations nationally and internationally, particularly those that are unique to Alabama's poor and oppressed communities.

Goals of the MSW Program are to:

1. Integrate scholarship into practice through an evidence-based knowledge that encourages formative and summative evaluation, and which subscribes to best practices in the field.
2. Take an advocacy role in addressing social problems, including crime and violence, social welfare, family and community dysfunction.
3. Prepare students to practice in a manner consistent with using ethical principles in the development of research to further advance and enhance social work knowledge and skills.
4. Prepare students to apply critical thinking skills in their understanding and commitment to alleviating social problems within the context of research theory and social work practice.
5. Provide students with requisite knowledge, values, and skills to become independent and effective leaders who can mobilize resources to transform and empower communities.
6. Prepare students to take an active professional role in addressing social problems in order to ensure social justice.
7. Apply the principles of Social Work to the legal system. This includes applicable local, state, and Federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies, and correctional facilities.

Objectives:

The objectives of the M.S.W. Program are to ensure that students will:

1. Apply knowledge and skills learned in the research curriculum by conducting (a) literature reviews, (b) learning to frame research questions, and (c) determining appropriate statistical techniques to assess and evaluate circumstances for the betterment of clients.
2. Develop and use scientifically-based knowledge, evidence based practice approaches, and self-

evaluations of their practice to advance professional knowledge and become life-long learners.

3. Apply effective strategies of advocacy and social change to promote social and economic justice by empowering at-risk populations characterized by age, class, color, disability, ethnicity, gender, national origin, race, religion, and/or sexual orientation. Use strategies of advocacy to promote social change that leads to social and economic justice.
4. Commit to visions of social work practices based on equitable human rights and economic, social and political justice, particularly in underserved urban and rural areas.
5. Understand the importance of diversity and its relationship to individuals, families and groups, communities and cultures. Theory, research, practice, and policy will guide social work interventions
6. Employ knowledge through the use of a strengths-based policy perspective and demonstrate effective use of social work theories, techniques and interventions.
7. Utilize methods of scientific inquiry competently to inform social work practice and affect positive outcomes.
8. Engage in cross-disciplinary research collaborations and scholarship to advance the discipline and determine ways to best serve clients.
9. Develop valid and reliable assessment tools to mitigate social problems plaguing underserved populations.

Admission Requirements:

- Advanced Standing- minimum 3.00 undergraduate grade point average [GPA] **AND** a Bachelor of Social Work Degree from a CSWE accredited social work program within the last eight (8) years
- Traditional/Part-time- Bachelor's degree minimum 2.7 undergraduate grade point average [GPA]
- GRE or MAT score transcripts
- A completed application to the Murphy Graduate School
- A completed application to the Master of Social Work Program
- Three letters of recommendation from persons qualified to evaluate an applicant's academic abilities and/or character

Social Work Curriculum Advanced Standing (one-year) (36 hours)

Summer Bridge Term

SWK 600	Advanced Standing	2
SWK 509	Psychopathology	3
SWK 510	Group Dynamics	3
	Total Credits	8

Select One Concentration**Forensic Social Work (FSW)****Fall Semester**

SWK 605	Intro. To FSW	3
SWK606	Policy, Leadership & Admin in FSW	3
SWK 607	Expert Testimony in FSW	3
SWK 608	Comm. Supervision w/Spec. Pop	3
	Total Credits	12

Spring Semester

SWK 601	Adv. Research & Prog. Evaluation	3
SWK 609	Adv. Theory & Practice in FSW	3
SWK 602	Integrative Seminar	3
SWK 603	Field Practicum II	6
SWK 604	Field Practicum Seminar II	1
	Total Credits	16

Gerontology (GSW)**Fall Semester**

SWK 610	Intro. To GSW	3
SWK611	Policy, Leadership & Admin in GSW	3
SWK 612	Evid.-Based Practice in Gerontology	3
SWK 613	Gerontology Case Management	3
	Total Credits	12

Spring Semester

SWK 601	Adv. Research & Prog. Evaluation	3
SWK 614	Adv. Theory & Practice in GSW	3
SWK 602	Integrative Seminar	3
SWK 603	Field Practicum II	6
SWK 604	Field Practicum Seminar II	1
	Total Credits	16

Mental Health (MHSW)**Fall Semester**

SWK 615	Multi-Cultural App. of DSM-V	3
SWK617	Policy, Leadership & Admin in MHSW	3
SWK 616	Dual Diagnosis & Assessments	3
SWK 623	Special Topics in Mental Health	3
	Total Credits	12

Spring Semester

SWK 601	Adv. Research & Prog. Evaluation	3
SWK 614	Adv. Theory & Practice in MHSW	3

SWK 602	Integrative Seminar	3
SWK 603	Field Practicum II	6
SWK 604	Field Practicum Seminar II	1
	Total Credits	16

**Traditional Full-Time (two-year)
(60 hours)****Foundation Year (1st year)****Fall Semester**

SWK 501	Foundations of SWK Practice	3
SWK 502	Human Behavior and the Social Environment I	3
SWK 504	Social Welfare Pol. & Serv. I	3
SWK 510	Group Dynamics	3
	Total Credits	12

Spring Semester

SWK 503	Human Behavior and the Social Environment II	3
SWK 505	Social Welfare Pol. & Serv. II	3
SWK 506	Intermediate Research	3
SWK 507	Field Practicum I	4
SWK 508	Field Practicum Seminar I	1
	Total Credits	14

***Summer Term**

	Elective 1	3
	Elective 2	3
	Total Credits	6

**Selected course electives must be approved by MSW Faculty Advisor*

Concentration Year (2nd year)**Select One Concentration****Forensic Social Work (FSW)****Fall Semester**

SWK 605	Intro. To FSW	3
SWK606	Policy, Leadership & Admin in FSW	3
SWK 607	Expert Testimony in FSW	3
SWK 608	Comm. Supervision w/Spec. Pop	3
	Total Credits	12

Spring Semester

SWK 601	Adv. Research & Prog. Evaluation	3
SWK 609	Adv. Theory & Practice in FSW	3
SWK 602	Integrative Seminar	3
SWK 603	Field Practicum II	6
SWK 604	Field Practicum Seminar II	1
	Total Credits	16

Gerontology (GSW)

Fall Semester

SWK 610	Intro. To GSW	3
SWK611	Policy, Leadership & Admin in GSW	3
SWK 612	Evid.-Based Practice in Gerontology	3
SWK 613	Gerontology Case Management	3
	Total Credits	12

Spring Semester

SWK 601	Adv. Research & Prog. Evaluation	3
SWK 614	Adv. Theory & Practice in GSW	3
SWK 602	Integrative Seminar	3
SWK 603	Field Practicum II	6
SWK 604	Field Practicum Seminar II	1
	Total Credits	16

Mental Health (MHSW)

Fall Semester

SWK 615	Multi-Cultural App. of DSM-V	3
SWK617	Policy, Leadership & Admin in MHSW	3
SWK 616	Dual Diagnosis & Assessments	3
SWK 623	Special Topics in Mental Health	3
	Total Credits	12

Spring Semester

SWK 601	Adv. Research & Prog. Evaluation	3
SWK 614	Adv. Theory & Practice in MHSW	3
SWK 602	Integrative Seminar	3
SWK 603	Field Practicum II	6
SWK 604	Field Practicum Seminar II	1
	Total Credits	16

* **Elective Courses-** Upon review and approval from the MSW faculty advisor, students may be approved to take elective graduate courses offered by the Murphy Graduate School that are complementary to the selected concentration of study.

PLEASE NOTE ALL STATEMENTS IN THIS CATALOG DESCRIPTION OF THE MSW PROGRAM ARE ANNOUNCEMENTS OF CURRENT POLICIES AND ARE SUBJECT TO CHANGE

College of Science, Technology, Engineering and Mathematics

Office of the Dean
110 Life Sciences Building

Kennedy S. Wekesa, Dean
(334) 229-4196
(334) 229-4316

In cooperation with the College of Science, Technology, Engineering and Mathematics, the following degrees are offered: Doctor of Philosophy in microbiology, Master of Science in biology, Master of Science in mathematics, and the Master of Science in forensic science. Graduate coursework to support the Master of Education and AA certification in secondary education is also offered by the Departments of Biological Sciences and Mathematics and Computer Science.

Degree

M.S., Biology
M.S., Mathematics
M.S. Forensic Science
Ph.D., Microbiology

Required Admission Test

GRE revised General and Subject
GRE revised General and Subject
GRE revised General
GRE General and Subject

Biology

Master of Science (M.S.) Degree

Total Credit Hours: 35 semester hours minimum required

Required Core 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 (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
BST 500	Biostatistics	3

In addition to satisfying the general admission requirements of The Harold Lloyd Murphy Graduate School at Alabama State University, all students admitted to the Master of Science in biology degree program are expected to have a bachelor's degree in biology, chemistry or a 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 Graduate Record Examination revised General and Subject tests 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 or 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 or 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 in biology students may elect to substitute in lieu of the foreign language six semester hours of acceptable computer language coursework 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.

**Forensic Science
Master of Science (M.S.) Degree
42 credit hours minimum required**

Required Course (16 semester hours)

FRS 642	Principles of Forensic Toxicology	4
FRS 663	Forensic Biology	4
FRS 664	Forensic Chemistry	4
FRS 665	Forensic Analysis, Crime Scene Investigation, Ethics and Professional Responsibilities	4

Support Courses (17 semester hours)

FRS 550	Forensic Science Seminar (1 SH/semester –Must attend 3 semester)	3
FRS 560	Research Proposal Presentation	1
FRS 565	Thesis Research (10 SH minimum – May substitute Laboratory Internship for 3 SH of Thesis Research)	10
FRS 699	Thesis Defense	1
FRS 570	Ethics & Professional Responsibilities	2

Elective Courses (9 semester hours)

FRS 566	Forensic Science Internship	3
FRS 644	Advanced Forensic Toxicology	3
FRS 650	Forensic Serology & DNA Analysis	2
FRS 651	Forensic Serology & DNA Analysis (Lab)	1
FRS 655	Expert Testimony in Forensic Science	3
FRS 661	Analysis of Pattern Evidence (lecture/laboratory)	2
FRS 662	Firearms & Toolmark Identification (lab)	1
FRS 672	Chemistry and Analysis of Drugs	3
FRS 673	Chemistry and Analysis of Arson and Explosives Evidence	3
FRS 676	Advanced Forensic DNA Analysis (lecture/laboratory)	3
FRS 677	Population Genetics	3
FRS 681	Analysis of Fire Debris & Explosives (lecture/laboratory)	3
FRS 682	Forensic Analysis of Paint & Polymers (lecture/laboratory)	3
FRS 683	Microbial Forensics	3
FRS 692	Forensic Science Special Topics	3
FRS 693	Quality Assurance in Forensic science	2
FRS 694	Firearm & Tool mark Identification Lecture	3
FRS 695	Forensic Evidence & Criminal Procedure	3
FRS 696	Instrumentation in Forensic Chemistry	3
FRS 697	Forensic Microscopy	2
FRS 698	Forensic Microscopy Lab	1

FBI Quality Assurance Standards Courses for DNA Analysis Specialization Analysis

BIO 336	Principles of Genetics	3
---------	------------------------	---

BIO 340	Biostatistics	3
BIO 420	Molecular Biology and Genetics	4
CHE 421	Biochemistry	4
BIO 501	Biostatistics	4
BIO 515	Cytogenetics	4
BIO 517	Molecular Biology	4
BIO 611	Physiological Chemistry	4
BIO 619	Molecular Genetics	4

In addition to satisfying the general admission requirements of The Murphy Graduate School at Alabama State University, all students admitted to the Master of Science degree program in forensic science are expected to have a bachelor's degree in biology, chemistry, or a related field and a minimum cumulative grade point average of 3.0 on a 4.0 scale. Prerequisite courses include general physics (two semesters); general chemistry organic chemistry (two semesters); biochemistry (one semester) and biology courses 300 level or higher (4 semester hours). A GRE score on verbal and quantitative of at least 300 (≈950 old GRE score).

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 a B in all courses taken and he or she has removed all admission deficiencies.

Each student enrolling in this program is expected to complete 42 semester hours, which includes the core requirement courses: FRS 642, Principles of Forensic Toxicology; FRS 663, Forensic Biology; FRS 664, Forensic Chemistry; FRS 665, Forensic Analysis, Crime Scene Investigation, Ethics and Professional Responsibilities; FRS 550, Forensic Science Seminar; FRS 560, Research Proposal Presentation; FRS 565, Thesis Research; FRS 699, Thesis Defense; and FRS 570, Ethics & Professional Responsibilities. Other courses will be selected by the student in consultation with his or 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. It is desirable that the student ~~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 a B is earned may be presented in lieu of the language examination.

Master of Science students in forensic science may elect to substitute in lieu of the foreign language six semester hours of acceptable computer language coursework 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 Credit Hours: 37 - 53 Credit Hours*

* Students with earned M.S. degree in a related field(s) are required to complete a minimum 37 semester credit hours of program coursework.

Required Core Courses (12 Credit Hours)

BIO 710	Scientific Communication	3
BIO 720	Microbial Genetics and Genomics	3
BIO 730	Microbial Physiology and Diversity	3
BIO 740.01	Environmental Microbiology	3
BIO 740.02	Microbiology of Food Systems	3
BIO 740.03	Microbiology of Water Systems	3

Major Support Courses (13 Credit Hours)

CHE 700	Biochemistry	3
BST 700.01	Biostatistics	3
BIO 700	Laboratory Research Rotation	3
BIO 750	Microbial Risk Assessment and Management	3
BIO 875	Seminar in Microbiology	1

Major Elective Courses (12 Credit Hours)

CHE 705	Environmental Chemistry	3
BIO 805	Microbial Ecology	3
BIO 815	Microbial Pathogenesis	3
BIO 825	Microbiology of Food Sanitation	3
BIO 835	Microbial Water Quality	3
BIO 845	Microbial Bioterrorism and Safety	3
BIO 855	Microbial Biotechnology	3
BIO 865	Special Topics in Microbiology	up to 3

Required Doctoral Research And Dissertation

Minimum 4 Semester Hours

BIO 799	Doctoral Research	Variable
BIO 899	Doctoral Dissertation	3

Electives (12 Semester Hours)

BIO 701	Advanced Microbiology	4
BIO 702	Applied Microbiology	4
BIO 703	Virology	4
BIO 704	Molecular Genetics	4

* Students with earned M.S. degree in a related field(s) are required to complete a minimum 37 semester credit hours of program coursework.

The Ph.D. in microbiology curriculum consists of 37 semester hours of graduate coursework, excluding doctoral research credits. Additionally, students admitted to the Ph.D. program with the earned B.S. degree must complete the 16-hour core curriculum of the M.S. in biology program prior to completing the 37 semester-hour doctoral course curriculum. A twelve semester hour core curriculum consists of foundation content courses (microbial genetics and genomics, and microbial physiology and diversity), the foundation track course (environmental microbiology OR microbiology of food/water systems), and a doctoral skills course (scientific communication), through which students learn to develop a functional research proposal, leading ultimately to the formal dissertation proposal. Thirteen semester hours of major-related courses are required, including research skills courses (biostatistics) and a major support course (biochemistry), a predictive risk modeling skills course (microbial risk assessment and research laboratory rotation. Twelve semester hours of major elective courses are completed from a roster of specialty courses. Major electives are planned by the student and his or her advisory committee in a customized manner, based upon criteria such as the student's selected area of concentration, dissertation research and professional interests.

Applicants with the earned B.S. degree will be required to complete a substantial 16 semester credit hour pre-curriculum [the 12 hour M.S. in biology core curriculum plus one additional four semester credit hour 500- or 600-level relevant science course, and other courses as recommended upon admission] that will ensure an appropriate and equitable level of didactic training that is comparable to the master's level of biological study. A minimum of 53 hours beyond the baccalaureate degree (16 M.S. semester credit hours and 37 doctoral-level course hours, excluding doctoral research), will be required for completion of the Ph.D. in microbiology at ASU.

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	Operational Research	3
MAT 561	Operational Research II	3
MAT 623	Complex Analysis II	3
MAT 641	Topology II	3
MAT 655	Numerical Analysis	3
MAT 660	Applied Mathematics	3
MAT 670	Mathematics Statistics I	3
MAT 671	Mathematics Statistics II	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 in mathematics or a related field; and
4. Competitive scores on the general test of the Graduate Record Examination and advanced test in the area of mathematics are required. Additionally, a competitive undergraduate GPA is 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.

VI. COURSES OF INSTRUCTION

Course abbreviations and numbering system

The following are the official course abbreviations used by The Murphy Graduate School at Alabama State University. Graduate courses are numbered 500-699 or 5000-6000. The numerical notations following the title of each course indicate the credit hour value of the course.

Accounting	ACT
Applied Technology	APT
Biology	BIO
Computer Information System	CIS
Counseling	COU
Economics	ECO
Education	EDU
English	ENG
Finance	FIN
Forensic Science	FRS
Geography	GEO
Health	HEA
Health Sciences	HSC
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
Prosthetics and Orthotics	MPO
Reading	REA
Rehabilitation Counseling	RCOU
Social Work	SWK
Sociology	SOC
Special Education	SED
Technology	EDT

COLLEGE OF BUSINESS ADMINISTRATION

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.

ACT 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 re-measurement, statements of financial affairs and receiverships as a result of insolvency, and estates and trusts.

ACT 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.

ACT 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.

ACT 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.

ACT 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.

ACT 526. Advanced Managerial/Cost Controllershship (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.

ACT 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.

ACT 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.

COMPUTER INFORMATION SYSTEM (CIS)

CIS 521. Advanced Database Management (3). This is an introductory course on database management and its system implementation techniques. It covers the structure of database management systems, relational database theory, the Structural Query Language (SQL), and database system development and management. It will help students to develop an understanding of the role of data, file management and database systems in information system.

CIS 522. Information Assurance and Cyber Security (3). A study of the fundamentals of cyberspace and cyber security. Topics include architecture, cyber services, protocols, algorithms, hardware components software components, programming languages, various cyber security mechanisms, business continuity planning, security management practices, security architecture, operations security, physical security, cyber terrorism, and national security.

CIS 523. Advanced Systems Analysis and Design Project (3). A study of systems analysis and design concepts including distributed systems analysis and design. Quality assurance performance metrics, and current trends are investigated.

ECONOMICS (ECO)

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.

FINANCE (FIN)

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.

MANAGEMENT (MGT)

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.

MGT 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.

MGT 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.

COLLEGE OF EDUCATION

APPLIED TECHNOLOGY (APT)

APT 501 Instructional Design System (3). Systematic procedures for designing, developing, evaluating and revising instruction to meet identified goals and objectives. Includes developing instructional materials for a defined context applying learner centered, systematic design philosophy.

APT 502 Distance Technologies (3). A focus on distance learning and telecommunications that includes the history, research, technology, uses, policy issues, and applications of distance learning within educational settings. Topics include Web applications (e-mail, instant messaging, electronic conferences, chatting, FTP, web page development, streaming video/audio), webcams, electronic slates, mobile devices and other emerging technologies.

APT 503 Graphic Design Principles (3). This course focuses upon graphic design principles as they apply to the development of instructional material for traditional and digital formats. The course integrates the use of graphic programs, multimedia authoring, and Web design software. Students apply graphic design principles in developing a variety of multimedia instructional products.

APT 504 Production of Education Digital Media (3). Digital Media pertains to the convergence of communication technologies, the Internet and computer-based applications. Students enrolled in this course will acquire the specific skills essential to working in today's digital learning environment through the use of digital video, digital imaging, instructional integration, interactive educational media production, and other areas utilizing digital media technology. The course will culminate in the production of a digital portfolio.

APT 505 Organization and Administration of Information Technology (3). The process of managing IT in organizations is becoming more and more complex as it becomes more important. Information technology/information systems management encompasses all activities related to the planning, organizing, acquiring, maintaining, and controlling of IT resources. The course is aimed at explaining the concepts of information technology/information systems management. In addition to several aspects of managing IT, the course explains the utilization of IT in improving the process of decision making. It is appropriate for anyone who is using IT to improve organizational performances.

APT 506. Database Management (3). This is an introductory course on database management and its system implementation techniques. It covers the structure of database management systems, relational database theory, the Structural Query Language (SQL), and database system development and management. It will help students to develop an understanding of the role of data, file management and database systems in information systems.

APT 507. Assistive Technology (3). The course consists of in-depth study of the various technologies utilized in Applied Technology. Theories, goals, and intervention strategies for developing and implementing universal designed environments with assistive technology (AT) for persons with disabilities will be discussed throughout the semester.

APT 508 Networking Administration and Maintenance (3). This course examines the network and database administrator functions in an organization and focuses upon the concepts of network hardware systems that provide interconnection of communication devices and security.

APT 509 Management Information Systems (3). Study of the theoretical foundations of information systems and the development, management and application of Management Information Systems (MIS) for effective decision making. Topics include fundamental concepts of information systems; decision support systems and expert systems; information systems planning and implementation; and end-user computing. Students are also required to develop an MIS project using information system tools and languages.

APT 590 Leadership in Applied Technology Seminar (3). In accordance with the College of Education, this graduate course allows Applied Technology candidates with varying

backgrounds and experiences to work independently and collaboratively towards entrepreneurial leadership for the use of current research to facilitate teaching, learning, and managing technology.

APT 591 Practicum in Applied Technology (3). Practicum in Applied Technology connects theoretical knowledge, practical applications and entrepreneurial leadership. Comprised of both practicum and seminar hours the course provides a supervised, hands-on experience with specific technologies and professionals in instructional leadership and administrative settings.

Research and Development in Applied Technology (3) Research & Development in Applied Technology is a culminating course that requires the graduate to integrate the skills and concepts learned throughout the Master of Science in Applied Technology program. It includes the production of a major project, scholarly paper, and presentation.

COUNSELING (COU)

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.

COU 502. Theories in 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)

COU 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)

COU 504. Theories in Counseling II (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 suggested. Counseling interviews are taught with the help of video feedback. (Prerequisite COU 502).

COU 505. Pre-Practicum in Counseling. Laboratory training in attending, listening, and influencing skills. Supervised experience in counseling. Prerequisites COU 501, 502, 509.

COU 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.

COU 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)

COU 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.

COU 514. DSM (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)

COU 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)

COU 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)

COU 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)

COU 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).

COU 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)

COU 632. Consultation and Collaboration (3). Emphasizes the models used by counselors to effectively consult and collaborate with clients, families, and community agencies.

COU 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.

COU 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)

COU 539. Readings in Guidance and Counseling (1-3). Review of writings in selected topics in counseling.

COU 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.

COU 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.

COU 615. Advanced Internship in Counseling (3). Prior approval is needed before registration can be completed. Supervised practical experience for advanced students.

COU 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)

COU 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.

COU 636. Introduction to Play Therapy (3). 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.

COU 637. Advanced Play Therapy (3). Provides comprehensive training in varied theoretical approaches in the application of play therapy with emphasis on the developmental processes of play therapy. Includes supervised practice in a play therapy settings.

COU 638. Ethical and Legal Issues in Counseling (3). Introduces the ethical standards of the American Counseling Association and related professions, and their application to ethical, moral, and legal considerations in professional counseling. Helps students increase awareness of ethical and legal considerations in a diverse and increasingly technical society.

COU 656. Research and Evaluation in Counseling Programs (3). 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.

COU 679. Advanced Internship in Counseling II (3). Provides supervised experiences in group and individual counseling, program development, consultation, and supervision. Prerequisite ED.S. standing and COU 692.

COU 692. Advanced Internship in Counseling I (3). Provides supervised experiences in group and individual counseling, program development, consultation, and supervision. Prerequisite: Ed.S. Standing and COU 615.

COU 680. Seminar in Counseling (3). 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.

COU 690. Supervision in Counseling (3). 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.

EDUCATION (EDU)

EDU 504 The Elementary School Curriculum (3). This course is for principles of curriculum organization, materials, and procedures in the elementary school.

Emphasis is on the process of analyzing K-6 curriculum and programs.

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.

EDU 511. Statistical Techniques, Research and Evaluation (3). This course is devoted to applications of the evaluation and measurement processes; evaluation of teaching, learning and research in education; fundamental principles of tests and measurement with an emphasis on assessment and practical applications in the classroom.

EDU 512. Educational Research (3). The major focus of the course is to prepare education professionals so that they can make decisions based on information, data analysis, and the interpretation of qualitative research traditions including case study, phenomenology, ethnography, grounded theory, and participation/action research. Observations, interviews, and/or data analysis will be conducted.

EDU 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.

EDU 515. Instructional Strategies for Teachers (3). This course is primarily designed to acquaint students and teachers to a variety of teaching models and underlying theories, and research. The course will address current problems, i.e., discipline and planning.

EDU 527. Human Development and Behavior (3). This course introduces students to human development in the physical, social, emotional, moral, speech/language, and cognitive domains including contributions of important theorists. Major progressions in each developmental domain and the ranges of individual variation within each domain; impact of students' physical, social, emotional, moral, and cognitive development on their learning and how to address these factors when making instructional decisions are examined.

EDU 531. Modern Issues in Education (3). This course familiarizes students with contemporary topics and issues that impact the teaching and learning environment for PK-12 students and teachers. Current best practices and review of recommendations for the improvement of education will be examined through relevant research and other perspectives.

EDU 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.

EDU 636. Organizing Instructional Strategies in Content Areas (3) This course includes an emphasis on students' understanding of thinking and how to improve thinking skills as applied to content areas of the curriculum for children 0 to age 8. Major emphasis will be placed on the application of developing intelligence, including thinking, reasoning, problem solving, decision making, critical thinking and creative thinking to assist students in improving instructional strategies.

EDU 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. Research methodology is explored with an emphasis on action research, and students are afforded the opportunity to analyze research studies, discuss conclusions and derive implications from research.

EDU 541. Advanced Educational Psychology (3). This course introduces students to differences in the ways students learn and perform including learning styles, multiple intelligences, performance modes, concrete operational thinkers, cultural expectations and styles, and major cognitive processes.

EDU 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.

EDU 543. Seminar: Social Studies in the Elementary School (3). Examination of current research dealing with techniques of teaching social studies in elementary grades.

EDU 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.

EDU 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).

EDU 548. Seminar: Language Arts in the Elementary School (3). Examination of current research dealing with techniques of teaching language arts in elementary grades.

EDU 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.

EDU 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.

EDU 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.

EDU 554. Contrasting Philosophies of Education (3). Deals both historically and contemporaneously with the ideologies that have developed from different concepts and philosophies of education.

EDU 562. Professional Internship in Early Childhood Education/ALT-A (6). 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).

EDU 563. Professional Internship in Elementary Education/ALT-A (6). 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).

EDU 564. Professional Internship in Secondary Education/ALT-A (6).

EDU 565. Professional Internship in Special Education/ALT-A (6).

EDU 566. Professional Internship in N-12 Certification Area/ALT-A (6).

EDU 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.

EDU 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.

EDU 585. Communication Skills for Educators (3). This course is designed for enhancing the speaking and writing skills of educators.

EDU 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

EDU 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.

EDU 602. Intermediate Statistical Methods (3). The major focus of this course is to prepare education professionals to statistical methods based on data, interpretation of research, and application of statistical concepts/procedures. Analysis of variance, covariance, multiple regression, and experimental design will be included in this approach of preparation. (Prerequisite: EDU 511 or equivalent).

EDU 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.

EDU 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.

EDU 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.

EDU 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.

EDU 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.

EDU 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.

EDU 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. Requires approval by the Advisor.

EDU 633. Administration of Early Childhood Programs (3). This course is designed to provide systematic experiences to prepare advanced graduate students in four broad areas: application of knowledgebase to practice, curriculum and supervisory principles applied to ECE programs, review of model programs, and intensive study of current research with relevance for application to present ECE programs.

EDU 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.

EDU 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.

EDU 655. Seminar: Issues and Educational Foundations (0-3) An analysis of contemporary trends and developments in the American School System.

EDU 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.

EDU 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.

EDU 698. Research and Field Study I (3). This course provides an opportunity to complete a research project in a school setting.

EDU 699. Research and Field Study II (3). This course provides an opportunity to complete a research project in a school setting.

HEALTH EDUCATION (HEA)

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.

HEA 501. Health Issues I (3). A comprehensive content course designed to introduce the impact of selected health topics related to the dimensions of health (physical, mental, emotional, social environmental, spiritual). This course emphasizes the influence of health education through health knowledge, health promotion and risk reduction.

HEA 502. Methods of Secondary 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 for secondary schools (middle school, junior high and high school). Curriculum planning, implementation of teaching/learning process, and evaluation of teaching/learning process are taught in this class.

HEA 503. Health Issues II (3). A comprehensive content course designed to reinforce content and the impact of selected specific health issues (to include emerging diseases and conditions) related to quality of life. This course emphasizes the influence of health education, risk reduction strategies, and health disparities.

HEA 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.

INSTRUCTIONAL LEADERSHIP PROGRAM (ILP)

ILP 510. Foundation of Instructional Leadership (3). This foundational course is designed to study the organization and administration of American public schools. An analysis of leadership roles, styles, and theories, as they ensure rigor and relate to the mission and vision of schools, administrative behavior, data driven decision-making, human resources development, school operations, instructional capacity, curriculum development/implementation, school improvement, ethics, diversity, technology, discipline, management, and school-community relations will be integral parts of this course. Candidates will discuss the importance of providing space and opportunity to collaboratively develop, implement, and promote a shared vision and mission for quality teaching and learning. Trust is important for all stakeholders and this course will explore the importance of ensuring the formation of a culture defined by trust. Through a series of individual and collaborative activities, participants will begin to understand and appreciate the challenges and responsibilities of modern school leaders.

Children at the heart of education, and candidates will understand the importance of advocating for children, families, and caregivers. Candidates will understand how to promote a culture of collective direction, shared engagement, and mutual accountability. Candidates will develop collaborative leadership skills, promote a climate of collective efficacy, nurture a culture of shared accountability, promote understanding and appreciation, and use of the community's diverse cultural, social, ecological, political, and intellectual resources. They will understand how to promote student participation in multiple cultural environments while managing relationships with other schools, the school system office and/the school board. Candidates will explore the importance of ensuring that students are active members of the school enmeshed in a safe, secure, emotionally protective, and healthy environment. Further, they will explore the importance of ensuring that each student is known, valued, and respected and that each student has an abundance of academic and social support.

Candidates will understand how to promote a sense of approachability and sustain positive relationships with families and caregivers. They will take a systems perspective and promote coherence across all dimensions of the school or school system. They will build capacity to build and sustain productive relationships with community partners in the government, non-profit, and private sectors while advocate for policies and resources for the community are also a central focus in this course. Finally, they will gain an undertaking of how communicating regularly and openly with families and stakeholders while engaging with the communities needs, priorities and resources is important to the success of a school.

ILP 520. Instructional Leadership and Supervision (3). This course is designed to provide students with the knowledge and skills required for effective supervision and evaluation of teachers so that school improvement and student achievement is enhanced. The course will explore the development and implementation of high-level, rigorous, authentic, and relevant curriculum for all students while engaging productivity during the initiation and management of school-wide change. Provide actionable and meaningful feedback. This course emphasizes the use of instructional and supervisory strategies that promote a culture of data-based inquiry, culturally responsive teaching and assessment, ethics in education, and continuous learning while ensuring access and participation of all students to achieve high academic standards. An emphasis will be placed on maximizing students ability to learn while supporting and building capacity with teachers to deliver better instruction and analyze data on student achievement in order to close achievement gaps and promote continuous student learning and sustainable improvement. Candidates will examine how to collaboratively develop, implement, and promote a shared vision and mission for quality teaching and learning. Candidates will gain an understanding of the importance of data collection and usage to identify goals, assess organizational effectiveness, and promote organizational learning. They will also create and implement plans to achieve goals while monitoring and evaluating progress and ensure strengths-based approaches to teaching and learning. The course will explore

students as individuals and the importance of promoting positive self-esteem. Candidates will gain an understating of ensuring authentic learning experiences while engaging experiences that promote and enhance the enjoyment of learning. Candidates will gain knowledge related to the facilitation of shared ownership and maintaining a sense of self-awareness and attend to his or her own learning.

Additionally, this course will provide candidates with a relevant knowledge base which includes emphasis on the stages of child development, assessment systems for the developing child and standards of measurement, classroom supervision/coaching, supervision which promotes professional growth, standards for effective teacher evaluation and performance-based approaches to teacher development/school improvement that are closely aligned with student learning outcomes. The course will also address classroom management and protecting teaching and learning from disruptive behavior. The course also addresses the importance of protecting instructional time, as well as the health, welfare and safety of students while providing the emotional support for staff to ensure success.

Maintaining discipline and managing student behavior with a focus on learning is a focus of this course. Maintain a sense of visibility and be approachable to all stakeholders. Candidates will look at schools as institutions that provide and affirming and inclusive environment. They will address issues of student marginalization; deficit-based schooling; and limiting assumptions about gender, race, class, and special status. Candidates will assess, analyze, and anticipate emerging trends to shape school or school system decision making. They will also address how to guide change in the midst of ambiguity and competing demands and interests while promoting a culture of data-based inquiry and continuous learning.

ILP 570. Ethics and Legal Bases of American Education

(3). This course is designed to explore the understanding of the principles of law, ethics, policies, and procedures applicable to public schools and school personnel. This course presents a real-world, problem-based approach emphasizing the application of the legal knowledge, ethical principles, and morals necessary for success in educational leadership. This course provides a reflective overview of the interrelationships of national, state, and local governments as contributors to educational policy and professional norms. The course will also explore the importance of safeguarding the values of democracy, equity, justice, community, and diversity while managing organizational politics with a focus on the mission and values of the school. Candidates will gain a knowledge base that will promote productive and responsible relationships with students, staff, parents, and members of the extended school community in an open and transparent manner. Additionally, this course will review the Alabama Educator Code of Ethics which magnifies the professional behavior and responsibility of educators in Alabama and serves as a guide to ethical conduct which will ensure the formation of a culture defined by trust. The code protects the health, safety and general welfare of students and educators; outlines objective standards of conduct for professional educators; and clearly defines actions of an

unethical nature for which disciplinary sanctions are justified. Foster and support the growth of trust.

ILP 572. Fiscal And Human Resource Management (3).

This course will provide an examination of public school administration related to school finance in American education, human resource management, instructional capacity, support services, and school operations and management. The course will examine why fiscal and human resource management policies exist and how to maintain public trust while reviewing the current system of financing public education in Alabama, through the 1995 Foundation Program. Candidates will discuss supporting staff with human, financial, and technological resources and employing research focused and valid systems of performance management. The course will address the importance of maintaining a culture of shared goals, high expectations, equity and access to social capital and institutional support, and interpersonal skills. Candidates will also explore federal, state and local legislation/policies as it relates to recruiting, hiring, retaining, on-going differentiated professionally developing/learning, compensating, and evaluating district personnel. Finally, the course will provide candidates with an understanding of the importance of ensuring effective leadership, strategic fiscal planning, budgeting systems, and policies surrounding the handling and distribution of public and private funding while connecting the vision and values of the school to how rescues and polices affect how schools are managed.

ILP 574. Instructional Technology For School Leaders

(3). This course is designed to address current research and theory, instructional design, access, delivery issues, and pragmatic ideas for integrating technology in the classroom to meet the needs of diverse learners and improve learning and achievement. Candidates will explore basic elements and benefits utilizing technology in the classroom and demonstrate an understanding of such technology. This course will promote administrative planning and leadership efforts in order to make technology initiatives a reality. Some topics addressed in this course include leadership and planning, technology and staff development, teaching and learning with technology, communication and public support, financial management, technology infrastructure (networks), and program evaluation. Candidates will also explore the implementation of data systems that provide actionable information, as well as technology tools and programs that will improve school operations.

ILP 595. Internship in Instructional Leadership I (3)

This course is designed to give the candidate practical experiences 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. The Alabama State Department of

Education Ten Day Residency is satisfied in this course. The residency consists of a full time placement in a school approved by the instructor. The candidate must be present for ten consecutive days at a high school and work with a mentor administrator to complete course requirements.

ILP 596. Internship in Instructional Leadership II (3) This course is designed to give the candidate practical experiences 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. The Alabama State Department of Education Five Day Residency is satisfied in this course. The residency consists of a full time placement in a school(s) approved by the instructor. The candidate must be present for five consecutive days (3 & 2) at a middle school and an elementary school and work with a mentor administrator to complete course requirements.

ILP 597. Internship in Instructional Leadership III (3)

This course is designed to give the candidate practical experiences 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. The Alabama State Department of Education Five Day Residency is satisfied in this course. The residency consists of a full time placement at a central office location approved by the instructor. The candidate must be present for five consecutive days and work with a mentor administrator to complete course requirements.

LIBRARY EDUCATION MEDIA (LEM)

LEM 500. Literature for Children and Young Adults (3).

This graduate course is designed to provide candidates with a survey of a wide-range of children's, young adult and professional literature in a variety of formats and languages to develop reading for information, pleasure, and foster lifelong learning. Candidates develop a working knowledge of how to select, evaluate and use quality materials for diverse learners; utilize multiple strategies to promote leisure reading and model, share and promote effective use of literature. Candidates model personal enjoyment to foster behaviors that encourage creative expression and lifelong reading. Opportunities to learn and practice building quality collections of reading and informational materials in print and digital formats to support diverse developmental, cultural, social and linguistic needs of all students P-6 and their communities are covered. Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text; and create a keystone cross-cultural materials promotion project to demonstrate strategies

to promote and demonstrate a respect for diversity through quality literature for youth.

LEM 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.

LEM 502. Preparation of Instruction Materials (3). Laboratory practice in graphic design and media production presentation skills for all types of information and instruction pre-k through 12th grade. A variety of techniques in the production of digital instructional materials that may be used via computer or produced in hardcopy.

LEM 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.

LEM 508. Collection Development and Management (former title: Selection and Utilization of Media and Materials) (3). This graduate course is designed to provide candidates with and understanding of how to select, develop, evaluate, implement, and maintain a collection of print and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, person and professional needs of students, teachers and administrators. Covered in this course are best practices of selection of materials based on an understanding of Alabama Educator Code of Ethics and the ethical principles of the profession, advocate for intellectual freedom, privacy, and promote and model digital citizenship and responsibility. Best practices, trends and procedures for acquiring, organizing, classifying, cataloging, and inventorying and promoting relevant collections are addressed. Candidates learn how to identify engage stakeholders within and outside the school community who impact the library program and plan advocacy plan to promote school library, information program, resources and service.

LEM 511. Communication Technology and Instructional Design (3). This course covers knowledge and integration of student learning styles, stages of human growth and development and cultural influences on learning; make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Content of course assess learner needs and design instruction reflects best practices and collaboration. A high priority is placed upon candidates to identify and integrate the use of emerging technologies to as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative process. Assignments focus on ability to support the learning of all

students and members of the community, including those with diverse learning styles, physical and intellectual abilities, and needs. Lesson plans created are demonstrate how to collaborate with other teachers to plan and implement instruction according to the AASL Standards for the 21st-Century Learner and state student curriculum standards.by utilizing inquiry-based methods and essential questions. Lessons developed in this course integrate the use of emerging technologies to effect and create teaching to support P-12 students' conceptual understanding, critical thinking and creative processes. Candidates assess learner needs to design instruction that based on understanding of human development, growth, and cultural influences in learning. A variety of instructional strategies and assessment tools are incorporated to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators.

LEM 512. Administration of Library Media Programs (3). This course covers knowledge and integration of student learning styles, stages of human growth and development and cultural influences on learning; make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Content of course assess learner needs and design instruction reflects best practices and collaboration. A high priority is placed upon candidates to identify and integrate the use of emerging technologies to as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative process. Assignments focus on ability to support the learning of all students and members of the community, including those with diverse learning styles, physical and intellectual abilities, and needs. Lesson plans created are demonstrate how to collaborate with other teachers to plan and implement instruction according to the AASL Standards for the 21st-Century Learner and state student curriculum standards.by utilizing inquiry-based methods and essential questions. Lessons developed in this course integrate the use of emerging technologies to effect and create teaching to support P-12 students' conceptual understanding, critical thinking and creative processes. Candidates assess learner needs to design instruction that based on understanding of human development, growth, and cultural influences in learning. A variety of instructional strategies and assessment tools are incorporated to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators.

LEM 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.

LEM 517. Organization of Information Resources (3). A comprehensive overview of the organization of information

resources in print and digital various formats, focusing on classification (and the Dewey Decimal Classification in particular) copy 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.

LEM 519. Reference and Reference Services (3). This course is a comprehensive survey of reference resources print and digital used in school libraries other libraries including but not limited to selection tools, building reference collections, the use of resources print and digital. Candidates learn the best practices of reference services in schools and how to assist learners to be efficient users of information. It includes an examination of strategies of inquiry based instruction skills, Information literacy standards and best practices related to Alabama Educator Code of Ethics and ethical use of information and ideas in a school environment. Covered in this course candidates create information literacy presentation that to demonstrate and model their understanding of digital citizenship and its impact on student learning; and acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

LEM 520 Internship I (Elementary PreK- 6) (3)

This course covers implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning; make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators; demonstrate the ability to develop a collection of reading and information materials in print and digital formats that supports the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities. Demonstration of advocacy for twenty-first century literacy skills to support the learning needs of the school community; employ strategies to integrate multiple literacies within the curriculum; demonstrate how to collaborate with other teachers to plan and implement instruction according to the AASL Standards for the 21st-Century Learner and state student curriculum standards model, share, and promote effective principles of teaching and learning as collaborative partners with other educators; integrate the use of emerging technologies as a means for effective and creative teaching and to students' conceptual understanding, critical thinking and creative process; use a variety of strategies to promote leisure reading and model personal enjoyment of reading to promote habits of creative expression and lifelong learning; demonstrates ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, culture, social, and linguistic need of students and their communities collaborate with classroom

teachers to reinforce a wide variety of reading instructional strategies to ensure students are able to create meaning from text; identify and provide support for diverse student information needs; employ strategies to integrate multiple literacies with content curriculum model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes; collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information; model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.; facilitate access to information in print, non-print, and digital formats; demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources; apply best practices related to planning, budgeting, and evaluating human, information, and physical resources; organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users; develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries; make effective use of data and information to assess how the library program addresses the needs of diverse communities.

LEM 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.

LEM 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 language and its implication for education.

LEM 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 system wide media programs. Attention is given to organization, supervision and evaluation of such programs. Prerequisites: LEM 508 and 512.

LEM 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.

LEM 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.

LPL 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.

LPL 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.

LPL 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.

LPL 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.

LPL 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.

LPL 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.

LPL 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.

LPL735. 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.

LPL 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.

LPL 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.

LPL 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.

LPL 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.

LPL 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.

LPL 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 covariance, multiple regression, factor analysis, and basic linear modeling.

LPL 800 and 805. Field Applications and Internships I & II (3 & 3). These courses assist students in developing a thorough 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.

LPL 802. Field Applications Related to Andragogy (3) Students will develop a more 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) or macro-level (state, regional, or national) issues related to their specific areas of expertise and professional interest.

LPL 803. Field Applications of Research (3). This course will help students to develop a more in-depth understanding of research 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) or macro-level (state,

regional, or national) issues related to their specific areas of expertise and professional interest.

LPL 830. Advanced Statistical Analysis (3). LPL 830 builds on the foundations of basic and intermediate statistics and introduces advanced multivariate statistical techniques commonly used in educational research. This course will assist students in developing the knowledge and skills in both parametric and nonparametric analysis, database development and management, and the application of the statistical analysis package, PASW.

LPL 840. Advanced Qualitative Research (3). This class further examines qualitative research design and methods. Students employ course material via a variety of exercises and projects.

LPL.850. Legal Research (3). This course will explore research methods and procedures within the context of contemporary legal issues pertaining to K-12 schools and higher education institutions. Students will review the basic principles of legal research and apply various research typologies and writing styles to legal problems related to K12 and higher education program.

LPL 860. Theory and Research in Adult Learning (3). This course will provide candidates an introduction to the concept of andragogy, the teaching of adult learners.

LPL 870. Writing for Research in Adult Learning (3)
Students will be exposed to effective writing guidelines, strategies, and methods for improving writing and publication productivity. The specific focus is on guidelines for presenting research results for publication.

LPL 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.

LPL 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.

MUSIC (MUS)

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.

MUS 504. Functional Piano (2). A course to enhance the practical keyboard skills of the classroom teacher.

MUS 505. Harmony I (2). This course will focus on the chromatic harmonic principles of the common practice period.

MUS 506. Harmony II (2). Tonal and atonal harmonic and melodic techniques of the 20th century, concentrating on the unique styles of individual composers.

MUS 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.

MUS 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.

MUS 512. Advanced Conducting (2). An advanced course in choral or instrumental conducting with emphasis on interpretation.

MUS 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.

MUS 535. Band Administration (2). Materials, methods, organization, and supervision of school band programs. Techniques involved with the preparation and performance of instrumental ensembles.

MUS 536. Choral Administration (2). Materials, methods, organization and supervision of the school vocal program. Techniques of teaching choral ensembles.

MUS 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.

MUS 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.

MUS 545. Choral Literature (2). Sacred music from the 16th century to the present. Small forms-motets and anthems; large forms-oratorios and cantatas.

MUS 548. Seminar in Music History (2). A course in selected problems and periods in music history.

MUS 560, 561. Ensembles (1,1). Study and performance of either vocal 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.

MUS 584. Modern Trends in Public School Music (3). Latest trends in teaching music in the public schools. Required of all music education students.

MUS 588. Applied Voice (2). Advanced private study of vocal techniques and literature for the graduate student in music education emphasis.

MUS 591. Directed Graduate Individual Study (3). Offered periodically in selected musical topics approved by an adviser who guides a student's project in music history and literature, music theory or music education.

MUS 595. Applied Music, Instrumental (3). Advanced private study of instrumental techniques and literature for the graduate student in music education emphasis.

MUS 599. Research and Thesis (6). Optional. Research and thesis writing supervised by the student's thesis adviser.

PHYSICAL EDUCATION (PED)

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.

PED 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.

PED 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.

PED 514. Legal Aspects of Sports and Physical Education Programs (3). This course is designed to provide graduate

candidates', teachers and administrators in the areas of physical education and athletics an overview of law and liability issues 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.

PED 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 course reflects a multidisciplinary approach, including the disciplines of adapted physical education, recreational therapy and special education.

PED 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.

PED 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.

PED 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.

PED 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.

PED 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.

PED 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.

READING (REA)

REA 559. Teaching Reading in the Elementary Grades (3). This course is designed to investigate and analyze the many complex skills and experiences required of children in the overall reading process. Course content examines approaches to work recognition, accuracy, automaticity, fluency, vocabulary development, and comprehension. The course also examines causes of reading problems, such as interferences to comprehension and intervention procedures appropriate for the elementary grades. Emphasis will also be placed on the effects of the volume of reading and its impact on student success in reading.

REA 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.

REA 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.

REA 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.

REA 564 Reading Internship (3). Reading Internship is 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.

REA 565. Current Research and Practices in the Teaching of Reading (3). This course is designed to familiarize students with research bases for the current strategies, and techniques which comprise elementary reading instruction. The course presents an in depth study of research data and reports concerning the process of teaching reading, including the

Alabama Reading Initiative model. Theoretical background and research techniques of studies that influence our understanding of the reading process, skills development such as accuracy, automaticity, active reading, self-regulation, and fluency), and instructional techniques are included to provide a balanced perspective for students to be able to develop meaningful and effective reading programs in schools.

REA 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.

REA 585. Theories, Research and Strategies in the Teaching of Reading in the Content Areas (3). This course is designed for reading specialists to provide an in depth exploration of theoretical research and practical issues related to the teaching of reading/study skills in the various subject areas. The theories, materials, and techniques emphasized in the course address N-12 school settings.

REA 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.

REA 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.

SPECIAL EDUCATION (SED)

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)

SED 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.

SED 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.

SED 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.

SED 574. Exceptional Children (3). See SED 500.

SED 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.

SED 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 trans-disciplinary team, about care and programming.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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.

SED 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) non-symbolic, 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.

SED 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.

SED 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.

SED 685. Student Teaching in Inclusive Settings, 6-12 (6).

SED 687. Student Teaching in Inclusive Settings, K-6 and 6-12 (6).

SED 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.

SED 695. Practicum in Special Education, 6-12 (3).

TECHNOLOGY (EDT)

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.

EDT 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.

EDT 576. The Integration of Technology into the K-12 Curriculum (3). Provides the in service 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.

COLLEGE OF HEALTH SCIENCES

HEALTH SCIENCES (HSC)

HSC 5000. Interprofessional Education for the Health Sciences (1). This course introduces students to the principles of interprofessional education and collaboration. The course is organized around the four competencies of values and ethics; roles and responsibilities; interprofessional communication; and teams and teamwork.

HSC 5001. Advanced Gross Human Anatomy (6). An advanced, detailed regional study of the structure of the human body with emphasis on the skeletal, muscular, cardiovascular, peripheral nervous, and respiratory systems. An introduction to functional anatomy and selected pathologies provide a basis for the future understanding of the kinetics of motion and of dysfunction. This course includes cadaver dissection, lectures, case studies, and computer-based learning tasks.

HSC 5002. Functional Human 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 structures.

HSC 5003. Patient Care Concepts I (1). This course provides the student with a foundation for interacting with consumers of rehabilitation services and with other healthcare professionals. This laboratory course introduces the student to basic concepts in patient care including: communication and building rapport, basic patient handling skills, clinical observation and assessment, aseptic technique, vital signs, positioning and draping, transition and transfer skills, common devices used in patient care, and working as a member of a healthcare team.

HSC 5005. Neuroscience (4). 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.

HSC 5006. Introduction to Research and Evidence-based Practice (2). This course addresses the role of research in professional clinical practice including foundations of research, introduction to the research process, research sources utilization and dissemination, and principles and models of evidence-based practice.

HSC 5007. Research in the Health Professions (2). This course addresses the conduct of research, applied research designs, human subjects protection, and planning, implementing and evaluating health professions research.

HSC 5008. 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 clinical 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.

HSC 5009. Assistive Technology in Rehabilitation (2). This course will expose students to assistive technology used to improve access to and acquisition of assistive technology devices and services for individuals in education, work, self-care and leisure activities.

HSC 5010. Patient Care Concepts II (2). This course lays the foundation for patient care in rehabilitation settings (i.e. physical therapy, prosthetics & orthotics). Students will address examination and evaluation techniques and rationale related to anthropometric characteristics, physiologic responses, emergencies related to treatment, joint integrity, range of motion, goniometry, manual muscle testing, motor function and performance, posture/gait and gait deviations. It will also include the patient/client management model, documentation of history, objective measurements, treatment and goals.

HSC 5011. Biomechanics (2). This course is an introduction to kinesiology by study of biomechanics, including statics, dynamics, strength of materials, 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 at rest and in motion with both normal and selected pathological examples. This course will prepare the physical therapy/prosthetic & orthotic students regarding application of biomechanics in a general physical therapy/prosthetic & orthotic practice with a clinical emphasis on musculoskeletal concerns. Biomechanics application to gait, exercise equipment and ergonomics will be utilized to prepare the students for clinical practice.

HSC 5013. Introduction to the Integumentary System (1). This course will review skin anatomy and the wound healing process in relation to the etiology of common integumentary diagnoses. Identification of types wounds, the wound

assessment process and wound relief measures will be presented. Wound dressing categories will be introduced and discussed in relationship to the wound assessment and patient function.

HSC 5014. Psychosocial Aspects of Disability (3). An examination of the study of individual reactions to various disabling conditions, the adjustment process, cultural norms and expectations, and responses to the rehabilitation process. The psychological impact of disability will be examined by analyzing the individual's adjustment to disability and related issues pertaining to self-concept, self-worth, role fulfillment, and quality of life. Social aspects of disability will be studied by analyzing societal attitudes toward people with disabilities; discrimination and segregation issues; impact of disability on vocational and other social role functioning; and images of people with disabilities portrayed in the media and other cultural forms of expression. Particular attention will be placed on increasing awareness about environmental barriers that confront people with disabilities in our society. Treatment interventions, designed to minimize the impact of disability, will be emphasized throughout the course.

HSC 5099. Capstone (3). The student will conduct a systematic investigation of a clinical question related to practice, in consultation with a capstone advisor. This work may include more than one student with program approval. The completed capstone should present the nature of the problem or subject investigated, its significance to the profession or larger field of study, a discussion of the relevant literature, a clearly defined method for exploring the question of interest, and specific conclusions or recommendations. A formal paper and presentation are required.

HSC 6000. Thesis (3). The student will design and conduct research to complete the aims identified in his/her research proposal, in consultation with a thesis advisor and advisory committee. or as modified subsequently in line with recommendations of the committee. The completed capstone should present the nature of the problem or subject investigated, its significance to the profession or larger field of study, a discussion of the relevant literature, a clearly defined method for answering the question of interest, and specific conclusions or recommendations. A formal paper and oral thesis defense are required.

PROSTHETICS AND ORTHOTICS (MPO)

MPO 5110: Introduction to Prosthetics and Orthotics (2). This course provides an overview of the fundamental concepts that orthotics and prosthetics are founded on. The purpose of the course is to provide the student with a base

knowledge that the subsequent clinical courses can build upon. The course covers: professional identity, terminology, history, scope of practice, materials, fabrication processes, component identification, a survey of common pathologies, basic clinical problem solving, orthosis and prosthesis classification and basic biomechanical principles. In addition, students will be introduced to basic research formulation through reading, processing, and discussion of relevant journal articles to the field of prosthetics and orthotics

MPO 5190: Clinical Observation I (1). This course examines the practical application of medicine, surgery and rehabilitation under the supervision of a variety of health care professionals. Students will be exposed to a multitude of diseases and conditions in hospitals, clinics and/or private practice settings. Although students will have the opportunity to rotate through few orthotic and prosthetic facilities, the emphasis of this first clinical rotation course is on the basics of prosthetics, orthotics, and medicine.

MPO-5210: Lower Limb Orthotics I (3). The topics covered in this course will include all elements of orthotic intervention of the lower extremity that are concerned with the lower leg and foot distal (i.e., below) to the knee. The major areas addressed in this course are: pedorthotics, foot orthoses (FO), ankle foot orthoses (AFO), neuroprosthetics, examination of the foot and ankle, pediatric and adult orthotic management, technical fabrication methods, computer-aided-design/computer-aided-manufacture in orthotics (CAD/CAM), orthotic management of fractures, fit and function assessment. Students use each other as pseudo-patient models to fabricate and fit an array of custom orthoses.

MPO-5220: Lower-Limb Prosthetics I (3). This course examines the principles and practices of prosthetics as they relate to amputations distal to the knee. The course covers a diversity of topics that include: patient assessment, post-operative management, negative impression and measurement procedures, gait analysis, prosthetic alignment, fit and function assessments, fabrication procedures, computer-aided-design/computer-aided-manufacture in prosthetics (CAD/CAM), component and material selection, and principles of gait training. Professional patient/subject models are used to demonstrate the clinical fit and function of prosthesis.

MPO-5230: Neuroscience for P&O (2). This course will cover the areas of neuroscience specific to prosthetic and orthotic intervention. Specific topics include; neural anatomy (including the brain, spinal cord, peripheral nerves), physiology of neurons and neuronal firing, neural development, neuroplasticity (motor learning) and motor control of extremities. The motor control portion will focus on normal and pathological gait and upper limb movement with an emphasis on deficits routinely requiring P&O intervention.

MPO-5290: Clinical Rotation II (1). This course examines the practical application of medicine, surgery and rehabilitation under the supervision of a variety of health care professionals. Students will be exposed to a multitude of diseases and conditions in hospitals, clinics, and/or private practice settings. Although students will have the opportunity to rotate through few orthotic prosthetic facilities the emphasis of the second clinical rotation course is on lower limb prosthetics (principles and practices of prosthetics as they relate to amputations distal to the knee) & lower limb orthotics (elements of orthotic intervention of the lower extremity that are concerned with the lower leg and foot distal (i.e., below) to the knee).

MPO-5310: Spinal Orthotics (3). The spinal orthotics course provides an overview of orthotic management of the trunk, head and neck. The topics covered in this course are: cervical orthoses (CO), thoracic lumbo-sacral orthoses (TLSO), lumbo-sacral orthoses (LSO), sacral orthoses (SO), scoliosis management, post-operative management of the spine, cranial helmets, thermal injuries of the face and extremities. Students use each other as pseudo-patient models to fabricate and fit an array of custom orthoses. However, professional patient models will be used for some elements of the course.

MPO-5320: Cranial Seminar (1). This course examines the principles and practices of orthotics as they relate to deformational plagiocephaly and other head shape deformities. The emphasis of this course will be on the terminology, cranial anatomy, evaluation process, and techniques associated with cranial orthoses.

MPO-5340: Pathology in P&O (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 that produce neuromuscular and/or musculoskeletal dysfunction.

MPO-5390: Clinical Rotation III (1). This course examines the practical application of medicine, surgery and rehabilitation under the supervision of a variety of health care professionals. Students will be exposed to a multitude of diseases and conditions in hospitals, clinics and private practice settings. Although students will have the opportunity to rotate through few orthotic & prosthetic facilities, the emphasis of the third clinical rotation course is on spinal orthotics, and reinforcement of clinical rotation II in lower limb prosthetics (principles and practices of prosthetics as they relate to amputations distal to the knee) & lower limb orthotics (elements of orthotic intervention of the lower extremity that are concerned with the lower leg and foot distal (i.e., below) to the knee). In addition clinical rotations may include specialty clinics in the areas of: multiple sclerosis, muscular dystrophy, scoliosis, spina bifida, cerebral palsy, stroke rehabilitation, sports medicine, and diabetic foot.

MPO 5399: Professional Seminar in P&O (1). This course will expose students to new theories and treatment techniques that are utilized by prosthetic and orthotic 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.

MPO 6410. Lower Limb Orthotics II (3). This course is a continuation of Lower Limb I that focuses on orthotic management of disorders that afflict the proximal (i.e., nearer to the center of the body) limb regions that include the knee, hip, pelvis and trunk. Topic areas covered in this course are: knee ankle foot orthoses (KAFO's), knee orthoses (KO), hip knee ankle foot orthoses (HKAFO's), reciprocating gait orthoses (RGO's), externally powered orthoses, sport orthoses and pediatric and adult orthotic management. Students use each other as pseudo-patient models to fabricate and fit an array of custom orthoses.

MPO 6420. Applied Clinical Research (1). 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.

MPO 6430. Lower Limb Prosthetics II (3). This course examines the principles and practices of prosthetics as they relate to amputations proximal to the knee and include: trans femoral amputations, knee disarticulations, and hip disarticulations. The course covers the following topics: patient assessment, post-operative management, negative impression and measurement procedures, gait analysis, prosthetic alignment, fit and function assessments, fabrication procedures, computer-aided-design/computer-aided manufacture in prosthetics (CAD/CAM), component and material selection and principles of gait training. Professional patient/subject models are used to demonstrate the clinical fit and function of prostheses.

MPO 6440. Advanced Prosthetics and Orthotics Technologies (3). This course exposes the student to the latest in advanced technologies seen in modern clinical practice. Specific topics include; Computer aided design and manufacture of prosthetic/orthotic devices, microprocessor (MP) controlled P&O systems (MP knee/feet, MP knee orthoses, exo-skeletons, direct neural control of prostheses, etc.), advanced prosthetic suspension systems, and osteo-integrated prostheses. Students will also discuss how these technologies are changing clinical care and the ethical use of these technologies.

MPO 6490. Clinical Rotation IV (1). This course examines

the practical application of medicine, surgery and rehabilitation under the supervision of a variety of health care professionals. Students will be exposed to a multitude of diseases and conditions in hospitals, clinics, and/or private practice settings. Although students will have the opportunity to rotate through few orthotic & prosthetic facilities, the emphasis of the fourth clinical rotation course is building upon specific course work focusing on spinal orthotics, lower limb prosthetics (principles and practices of prosthetics as they relate to amputations proximal & distal to the knee) & lower limb orthotics (elements of orthotic intervention of the lower extremity that are concerned with the upper & lower leg and foot. In addition, clinical rotations may include specialty clinics in the areas of: multiple sclerosis, muscular dystrophy, scoliosis, spina bifida, cerebral palsy, stroke rehabilitation, sports medicine, diabetic foot, general orthopedics, cardiology, endocrinology, neurology, orthopedic radiology, rheumatology, pediatric orthopedics, pediatric neurology, and psychiatry.

MPO 6510. Upper Extremity Orthotics (3). The upper extremity orthotic course is tied closely to the respective prosthetics course during the same term. The parallels in considering functional tasks in management of the upper extremity and the design implications in prescription formulation are uniquely linked. Orthotic management of pathologies that affect the shoulder, elbow, wrist, and hand are presented in this course. As with the other orthotic courses, students use each other as pseudo-patient models to fabricate and fit custom orthoses for the wrist, hand, elbow, and shoulder; as well as exposure to a multitude of prefabricated custom-fitted devices.

MPO 6520. Upper Extremity Prosthetics (3). This course examines the principles and practices of prosthetics as they relate to amputations of the upper extremity and include: transhumeral, transradial, partial hand amputations, shoulder disarticulations, congenital anomalies, and myoelectric prostheses. The course covers the following topics: patient assessment, post-operative management, negative impression and measurement procedures, motion analysis, prosthetic alignment, fit and function assessments, fabrication procedures, computer-aided-design /computer-aided-manufacture in prosthetics (CAD/CAM), component and material selection, and principles of gait training. Professional patient/subject models are used to demonstrate the clinical fit and function of prostheses.

MPO 6530. Practice Management and Administration in P&O (2). This course examines prosthetic and orthotic practice management in the current health care environment. Topics to be discussed are practice management, clinical reasoning, integration of evidence-based practice into clinically relevant decision-making, and synthesis of relevant information. There will be an emphasis on documentation and coding skills. Various other topics will be addressed such as professional scope of practice, professional identity, reimbursement, licensure/certification, health care economics, codes of ethics, and marketing.

MPO 6590. Clinical Rotation V (1). Students will be allowed to pick a site of their choice that matches their interest in orthotics and prosthetics. This course examines the practical application of medicine, surgery and rehabilitation under the supervision of a variety of health care professionals. Students will be exposed to a multitude of diseases and conditions in hospitals, clinics, and/or private practice settings. Although students will have the opportunity to rotate through few orthotic & prosthetic facilities, the emphasis of the fifth clinical rotation course is on adult and pediatric orthotics & prosthetics (specifically upper extremity). Students should also be exposed to spinal orthotics, lower limb prosthetics (principles and practices of prosthetics as they relate to amputations proximal & distal to the knee) & lower limb orthotics (elements of orthotic intervention of the lower extremity that are concerned with the upper & lower leg and foot. In addition, clinical rotations may include specialty clinics in the areas of: multiple sclerosis, muscular dystrophy, scoliosis, spina bifida, cerebral palsy, stroke rehabilitation, sports medicine, diabetic foot, general orthopedics, cardiology, endocrinology, neurology, orthopedic radiology, rheumatology, pediatric orthopedics, pediatric neurology, and psychiatry.

OCCUPATIONAL THERAPY (OTH)

OTH 5110. Fundamentals of OT Practice (2). This course is designed to provide the student with a broader perspective of occupational therapy. It emphasizes the key philosophical assumptions, models, frames of reference, concepts, and theories as they relate to occupational therapy practice.

OTH 5120 Ethics and Professional Development (2). This course is designed to promote professional behaviors and development, clinical reasoning, critical thinking abilities, problem solving skills, and self-reflective behaviors; and to examine value and belief systems that embrace ethical practice in occupational therapy. A survey of theoretical principles and perspectives influencing modern healthcare decision-making will be discussed along with the American Occupational Therapy Association (AOTA) ethics documents. Students through discussion and case study will visit legal and ethical dilemmas and issues 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.

OTH 5130. Theory of Occupational Therapy (2). This course is designed to provide the student with foundational knowledge of the models, theories, principles, and frameworks that guide the profession of occupational therapy. The course will examine theoretical trends and organizational knowledge within the profession, introducing theory evaluation and application to practice.

OTH 5210. Occupation Through the Lifespan (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 this 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.

OTH 5211. Analysis of Occupation (3). This course is designed to provide a basic understanding of the use of purposeful activity and occupation in the treatment of clients/patients/consumers. Theories will be reviewed and practical experience in the use of crafts, expressive media, and technology will be explored. Students will be required to produce various forms of media (i.e., handicrafts, ceramics, painting, etc.), instruct others in the production of an activity, and perform an activity analysis. Students will learn to develop and teach compensatory strategies and grade and adapt tasks for patient's successful engagement in occupation. The course will be approximately 85% performance based and 15% didactic based. Students also will design and direct group activities for atypical and typical populations across the lifespan.

OTH 5212. Therapeutic Measurement (3). This course is designed to focus on the concepts of human performance and the effects of biomechanics and kinesiology on occupation. This course focuses on principles of kinesiology, including joint actions, internal and external forces and their effects on functional motion. In this section of the course, students will be expected to demonstrate an understanding of kinesiology as it applies to and affects movement, ergonomics, and task completion. They will also demonstrate an understanding of biomechanical evaluation and principles of goniometry, manual muscle testing and special tests and will be able to apply those principles to various types of clients in all settings.

OTH 5301. Administration and Management (3). This course will provide an overview of the management and organizational structure of occupational therapy services. Topics of discussion will include, but is not limited to strategic planning, marketing, professional relationships, political action, supervisory relationships, accreditation, managing an occupational therapy program, program evaluation, legal and ethical issues.

OTH 5302. Disease and Occupation (3). This course is designed to study selected disease processes and conditions across the lifespan and how the disease process affect occupational performance. We will survey the medical and/or surgical management, prognoses, and precautions for these conditions as well as addressing care in a variety of settings across multiple cultures. Students will examine the effect diseases and conditions have on the person, occupation, environment, and performance. Students will examine ethical issues as they apply to various aspects of illness, treatment, and

occupation. Students will also demonstrate a knowledge and understanding of the roles of the occupational therapist in various settings and diagnoses and the utilization of appropriate referral source and personnel, including the COTA. In addition, the student will be expected to identify and employ professional literature in order to assist with the treatment of clients. This course will include traditional lecture with discussion, media- based presentations, case-based learning, cooperative learning, and didactic questions.

OTH 5304 Fieldwork Level I [1 of 2] (1). The first Level I Fieldwork (1 of 2), introduced in the third semester of study, requires the student to reflect upon their early curricula experiences. In semesters one and two, students gain foundational knowledge in didactic courses about the profession of occupational therapy, the roles of occupational therapy practitioners, occupation through the lifespan, safety, and physical/mental health and wellness. This first fieldwork experience exposes the student to community-based programs that are considered by the program to be in traditional and/or non-traditional areas of practice with populations along the lifespan continuum. Students typically participate in this experience on a once-a-week basis for approximately eight weeks using a single fieldwork site. In most instances, there are not occupational therapy practitioners employed in the sites used for these placements and the students are supervised by ASU OT faculty. The expectation is for the student to identify how occupational therapy services may impact existing programming, provide an arena in which the student will further develop professional behaviors, gain insight about other professions, embrace emerging areas of practice, explore occupation, practice group process skills, and view environments in which occupational therapy practice may occur.

OTH 6404 Fieldwork Level I [2 of 2] (1). The second level I Fieldwork (2 of 2) is offered in a one-week block format during the fourth semester of study. This experience builds on previous coursework, including the earlier fieldwork experience. During this semester of study, students are placed in settings that emphasize pediatric and adult populations in traditional areas of practice as defined by ASU's geographic region. This experience allows the student to apply select skills acquired during semesters one through four such as observation and activity analysis while considering the effects of disease and disability. The student will identify appropriate goals and treatment activities and retrieve pertinent information from the medical/client/student record while engaged in this placement. This fieldwork experience, in many instances, will be the first to involve interaction between the student, the occupational therapy practitioner, and direct occupational therapy services. It is the aim of this placement for students to refine their professional interactions/behaviors, participate in select aspects of the occupational therapy process, integrate critical thinking skills, and to articulate understanding the contextual needs of the individuals served.

OTH 6408. Research Topics (1). This course is designed for students to progress through their capstone project. Students will work with their research team and advisor in preparation for presenting their capstone project.

OTH 6410. Community Based Intervention (2). The course is designed to allow the student to explore a variety of service models in traditional and emerging areas of occupational therapy therapeutic intervention in a community-based setting. Students are expected to synthesize their knowledge of activity analysis in progressively more involved clinical experiences with clients from diverse backgrounds and settings. The student will also garner the skills and tools necessary for the development of occupation-centered intervention in a community-based setting. The student is expected to participate in classroom and community exploration activities through experiential learning, team-based learning, case-based and self-study in addition to traditional lecture.

OTH 6412. Therapeutic Interventions and Special Topics (3). This course builds upon the material learned in the previous semesters, specifically OTH 5212. As students have completed a thorough course on biomechanics and kinesiology, they are able to apply those concepts in various aspects and concepts of the Occupational Therapy Process, including evaluation and intervention. They are instructed in the performance of special tests and skills that fall into a multitude of practice areas. They will learn principles of splinting, wound care and physical agent modalities. They will be able to apply skills learned in both courses to all appropriate diagnoses, age groups and contexts.

OTH 6434. Physical Dysfunction I w/Lab (4). This course is the first leg of a two-part course. Physical Dysfunction I and II are both designed to be lab embedded courses. The course is designed to incorporate lab activities as they are appropriate throughout the learning process. Physical Dysfunction I will ensure the student is able to apply the Occupational Therapy Framework and Process. Following a developmental model, students will first examine common theories/frames of reference for occupational therapy treatment. The class will begin by establishing a foundation for evaluation and treatment based on occupational theory and evidence-based practice. They will then explore the effects of physical dysfunction on occupation from birth to adolescence. Students will practice evaluation and treatment of this patient group. The students will utilize critical thinking and past courses to apply best practice 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, case studies and self-paced learning.

OTH 6435. Psychosocial Dysfunction I w/Lab (4). This course is designed to introduce the student to the influence of psychosocial dysfunction on children and adolescents and its impact on occupational performance. The implications for occupational therapy evaluation, intervention planning, and intervention will be addressed as it relates to helping individuals actively engage in daily occupations. The course will emphasize key frames of reference, models, and theories and its importance to the practice of occupational therapy. Additionally, students will discuss aspects of ethics and research as it relates to psychosocial OT practice.

OTH 6506 Clinical Intervention Practicum (1). This course will focus on OT interventions in a variety of settings with various populations. The proposed course will utilize experiential learning opportunities including a combination of clinical exposures, simulation, standardized patients, faculty practice/faculty-led site visits, and/or consumer instruction.

This course provides practical experiences in carrying out professional responsibilities under appropriate supervision and through professional role modeling. This experience is not intended to emphasize independent performance. It does, however, require students to analyze and formulate occupation-based interventions. Students are encouraged to build on specific clinical skill sets taught in previous coursework (i.e. – manual muscle testing in Therapeutic Measurement and Intervention) during this rotation. The practicum provides the student with an opportunity to participate in an intensive three-week clinical experience utilizing multiple modes of instruction. The focus will be chart reviews, assessments/evaluations, treatment planning, goal setting, discharge planning, and documentation. Students will refine their documentation and professional writing skills through an assignment designed in conjunction with the Documentation and Professional Writing course. The student will demonstrate their ability to complete a comprehensive case study.

This experience will allow for integration and synthesis of the entire OT process. This experience occurs at the end of the fifth semester of study once the Therapeutic Measurement and Intervention course series is completed. At this juncture, students have completed the majority of the curriculum and are equipped with the technical skills set needed to embark on Level II fieldwork. Students will demonstrate professional behaviors, apply clinical reasoning skills, utilize ethical judgment, and applying technical skills with direct supervision during selected aspects of the practicum. Guided discussions will be held and complimentary coursework, including administration of the OTKE test, will close the experience.

OTH 6604 Fieldwork Level II [A] (9). One of two level II fieldwork experiences providing an in-depth experience in delivering occupational therapy services to clients. Students will complete 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 in hospital, community, or school-based settings. At least three months of sustained full-time fieldwork is desirable. Fieldwork shall provide experience with various groups across the life-span, with persons experiencing psychosocial and physical performance deficits, and with service delivery models reflective of current practice in the profession. To ensure continuity of application of academic concepts, all fieldwork shall be finished within the timeframe set forth by the ASU OT Fieldwork Handbook. Students may be required to travel and stay a significant distance away from the university at their own expense. Additionally, students will need computer access with internet capability on a weekly basis. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student in accordance with the site-specific objectives.

OTH 7704 – Level II [B] (9). The second level II fieldwork experience provides an in-depth experience in delivering occupational therapy services to clients. Students will complete 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 in hospital, community, or school-based settings. At least three months of sustained full-time fieldwork is desirable. Fieldwork shall provide experience with various groups across the life-span, with persons experiencing psychosocial and physical performance deficits, and with service delivery models reflective of current practice in the profession. To ensure continuity of application of academic concepts, all fieldwork shall be finished within the timeframe set forth by the ASU OT Fieldwork Handbook. Students may be required to travel and stay a significant distance away from the university at their own expense. Additionally, students will need computer access with internet capability on a weekly basis. Initially, supervision should be direct and then decrease to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student in accordance with the site-specific objectives.

PHYSICAL THERAPY (PTH)

Prerequisites: Admission to the Physical Therapy program, concurrent enrollment and completion of all physical therapy courses and Program Director's consent.

PTH 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).

PTH 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).

PTH 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).

PTH 678 Documentation (2). This a comprehensive study of the Guide to Physical Therapist Practice will be undertaken. This document is now accepted nationally as the foundation for legal and ethical standards of practice. Current expectations for documenting patient care for medical records, reimbursement and verification for rehabilitative progresses are explored. Variances required accommodating for differences across practice settings, Client demographics, and fiscal resources are also included. (TRANSITIONAL TRACK ONLY).

PTH 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).

PTH 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).

PTH 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).

PTH 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).

PTH 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).

PTH 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).

PTH 799.1 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 (ENTRY LEVEL TRACK ONLY).

PTH 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).

PTH 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).

PTH 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).

PTH 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).

PTH 5110. Introduction to Physical Therapist Practice (1). This course provides the students a perspective on the history, standards of practice, ethical codes, 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 the basic tenets of health professions practice necessary to become a successful student and practitioner.

PTH 5120. Human Embryology (1). This is a companion course to be taken with Advanced Gross Human Anatomy, HSC5001. Designed to augment the information on adult anatomy presented in HSC5001, this course will examine the embryological origin and formation of the adult structures. Emphasis is placed on developmental anomalies which impact postnatal health.

PTH 5221. General Pathophysiology (3). This course includes an introduction/overview to cell biology and physiology that impact the basic mechanisms of pathology and homeostasis. Topics to be covered include: cellular structure and function, adaptations to stress, cancer, trauma,

inflammation and immune function. This basic knowledge will be utilized to emphasize the dynamic inter-relationships of organ systems. Topics include: cellular physiology, metabolism, immunity as well as the student of the cardiovascular, pulmonary, endocrine, reproductive, musculoskeletal, nervous, renal, and gastrointestinal systems.

PTH 5236. Introduction to Therapeutic Exercise (2). This course is designed to build on basic knowledge and provide a foundation of appropriate exercise principles and techniques. The student will apply mechanical and exercise physiology principles to therapeutic exercise programs. The opportunity to practice skills will be provided in the laboratory component of this course.

PTH 5321. Applied Pathophysiology and Histology (2). This course applies the basic mechanisms of pathophysiology to major organ systems. Emphasis will be placed on those disease processes which produce neuromuscular, musculoskeletal, integumentary, lymphatic and cardiovascular dysfunction. Utilizing a problem-based approach, integration of clinical cases will encourage students to think critically and prepare for the variety of medical conditions encountered in clinical practice across the lifespan and diverse cultures.

PTH 5325. Educational Interventions (1). This course will introduce the student to the latest evidence for planning, implementing, and assessing effective educational interventions in physical therapist practice. Course content is focused on clinical application using a process model of educational intervention and includes: educational theory related to learning by children and adults, effective teaching strategies, and health promotion/disease prevention concepts.

PTH 5335 Physical Agents (2). 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

PTH 5390. Clinical Affiliation I (2). This is the first four-week full time clinical experience in the student's professional education program. The student will provide direct patient care under the supervision and guidance of a licensed physical therapist. Students are expected to begin taking oral history as part of the initial evaluations, reviewing documentation of the facility that includes initial notes, progress notes and discharge summaries, assist with intervention planning, making recommendations on intervention implementation and modification. Students will gain experience in manual muscle testing, goniometry, therapeutic exercise, palpation of bony/soft tissues, active/passive range of motion, patient handling skills, clinical observation of gait, transfers, bed mobility, transitional movements, use of common gait devices,

vital signs, aseptic technique, positioning and draping. Students are NOT expected to carry a caseload nor perform independently inpatient care management.

PTH 5391. Introduction to Clinical Practice (1). This course introduces students to clinical practice for full time affiliations. Students will be introduced to professional APTA documents and application of code of conduct/ethics to clinical practice. Students will demonstrate a working knowledge of the Physical Therapist Manual for Assessment of Clinical Skills, the Clinical Performance Instrument (CPI), evaluation tools of clinical facility, clinical instructor and ACCE, along with other clinical requirements. The ASU Physical Therapy Clinical Handbook which includes policy and procedures that govern clinical education will be covered. Students will develop objectives for the first clinical affiliation, demonstrate competency in CPR, first aid and HIPAA and present other health related documentation needed to be in compliance with specific clinical requirements.

PTH 6433. Introduction to Prosthetics & Orthotics (1). This course will examine the causes of upper and lower extremity amputations, 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.

PTH 6443. Introduction to Orthopedic Physical Therapy (3). This course will expose students to the examination and evaluation of patients with musculoskeletal injuries of the extremities and spine. This course will integrate the concepts from embryology, physiology, histology, pathology, and biomechanics to help students understand the scientific basis for treatment of these conditions and the tools used to treat these conditions. The emphasis of this course is surgical as well as non-surgical management of these injuries.

PTH 6444 Introduction to Physical Therapy Management of the Spine (1). This course will introduce students to the examination and evaluation of patients with musculoskeletal injuries of the spine. This course will integrate the concepts from embryology, physiology, histology, pathology, and biomechanics to help students understand the scientific basis for the nature of spinal pain and dysfunction. A variety of philosophies and approaches to examination will be discussed. Surgical procedures of the spine will also be introduced.

PTH 6453. Introduction to Neurologic Physical Therapy (3). This course will introduce the students to the clinical applications of motor control and motor learning theories as related to patients with neurological dysfunctions. Students will be expected to apply knowledge learned in previous anatomy, neuroscience, physiology, and pathology course work to the patient with neurological disorders. By using a functional approach to examination of balance and mobility disorders as related to specific neurological pathologies and conditions affecting the adult, this course will promote an understanding

of normal motor movement and the effects of various neurological conditions (both central and peripheral) on the control of movement. The principles of case/patient management as outlined in the [Guide to Physical Therapist Practice](#) will be utilized.

PTH 6534. Differential Diagnosis and Imaging (3). This course will introduce the principles, concepts and process of a core physical therapy history/physical examination. Didactical training will include evaluation, assessment, special orthopedic assessment tests/special PNS assessment tests including sensitivity and specificity ratings, diagnostic accuracy, differential diagnosis, prognosis, laboratory profiles, imaging studies and clinical decision-making skills primarily for the orthopedic patient population associated with a primary access physical therapy practice. In addition, relevant pathology will be presented. Gross visceral examination will be introduced. Finally, patient-therapist interaction regarding clinical management, education of the patient/family and dissemination of findings and referral protocols will be discussed.

PTH 6543. Clinical Orthopedics (3). This course is a continuation of PTH 6443, Introduction to Neurological Physical Therapy. The focus is on applying the principles of motor control and motor learning to the evaluation and treatment of motor dysfunction in the adult and pediatric patient with neurologic dysfunction. Current theory and practice of neurotherapeutic exercise including, but not limited to, Neurodevelopment Treatment (NDT), Proprioceptive Neuromuscular Facilitation (PNF), Constraint Induced (CI), Rood, Brunnstrom, Sensory Integration are covered.

PTH 6544 PT Interventions for Patients with Spinal Conditions (1). In this course, students will build on knowledge from previous coursework in foundational sciences and clinical course to develop an appropriate plan of care for various spinal conditions. Students will be exposed to a variety of different treatment philosophies that attempt to improve the quality of life and function of those with spinal conditions. Students will research the science and effectiveness of clinical interventions focusing on spinal orthopedic manual therapy for mechanical disorders of the vertebral column.

PTH 6553. Clinical Neurologic Physical Therapy (3). This course is a continuation of PTH 6453, Introduction to Neurological Physical Therapy. The focus is on applying the principles of motor control and motor learning to the evaluation and treatment of motor dysfunction in the adult and pediatric patient with neurologic dysfunction. Current theory and practice of neurotherapeutic exercise including, but not limited to, Neurodevelopment Treatment (NDT), Proprioceptive Neuromuscular Facilitation (PNF), Constraint Induced (CI), Rood, Brunnstrom, Sensory Integration are covered.

PTH 6564 Physical Therapy Management for Patients with Cardiovascular/ Pulmonary Conditions (4). This

course emphasizes the patient evaluation of common cardiovascular/pulmonary pathologies across the life span and in various physical therapy rehabilitation settings; the use of assessment and treatment protocols and tools; and treatment implementation, progression, modification and precautions. An understanding of pathophysiology of the cardiopulmonary systems will be applied to case scenarios as the student learns to manage the impact of the cardiopulmonary systems on the physical therapy plan of care.

PTH 6573. Clinical Integumentary Physical Therapy (1). This course will be a continuation of PTH 6473 with a greater focus on clinical interventions as related to the various etiologies and wound presentations. Case studies and practical application will allow the student to become proficient in utilizing the various forms of debridement, dressings and interventions that will enhance wound management.

PTH 6583. Acute Care Practice (2). This course will introduce the student to the acute care clinical environment, and highlight the structural and functional components of providing physical therapy care in this setting. Content of this course will include a review of common practices in acute care settings and equipment types and uses. A systems-based approach to providing physical therapy in an acute care setting (i.e., orthopedics, neurologic, cardiac, etc.) will be presented.

PTH 6690. Clinical Affiliation II (5). This is the second level of planned clinical experience in the student's professional education program. The student will provide direct patient care under the supervision of a physical therapist. Students are expected to perform initial evaluations, treatment planning, treatment implementation and modification, and discharge summaries. Students are placed in an acute, sub-acute, or rehabilitation care facility.

PTH 7782. Geriatrics (3). 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 will be discussed. Clinical Decision making through the use of case studies will allow students to work independently and in groups to improve their application of Physical therapy interventions with the aging adults. Prior understanding of the [Guide to Physical Therapist Practice Preferred Practice Patterns](#) and Pharmacology is necessary.

PTH 7783. Pediatrics (3). This course emphasizes child and adolescent development, clinical examinations, standardized tools for evaluations, and intervention. The relationship of human development and family dynamics to overall pediatric physical therapy management will be analyzed. Differential diagnosis related to pertinent pediatric conditions will also be addressed.

PTH 7784. Gender Health (2). This course will be both lecture and lab and will assist the student in developing knowledge of gender specific health care issues across the

spectrum of life. The students are expected to have a basic knowledge of anatomy and physiology that is gender specific prior to taking this course. Women's health issues that include preadolescent, puberty, childbearing and post menopause changes in respect to physiology/anatomy issues will be presented. Male health issues affecting puberty and later life will also be presented.

PTH 7785. Health Promotion and Wellness (2). This course develops skill in patient assessment and problem-solving, with emphasis on preventative health practices. By exploring strategies used by physical therapists to promote health in the work environment and various patient populations, the student will develop skills to become an advocate for health and wellness across the lifespan.

PTH 7789. Directed Independent Study (1).

This is an arranged course. The student and faculty member work collaboratively to design a directed study project on an agreed topic. The course should be arranged during the first week of the term, and should be completed no later than the final week of the term.

PTH 7790. Clinical Affiliation III (5). 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.

PTH 7825. Health Disparities (2). This course will provide students with an in-depth exploration of health disparities which exist in the United States as a consequence of race, ethnicity, socioeconomic status, or culture. The roles of health status indicators, social determinants of health, cultural competency, and access to health services are discussed and debated. Students will use national data from the Centers for Disease Control (CDC), the US Office of Minority Health, and the National Institutes of Medicine to construct arguments to promote health equity and eliminate health disparities.

PTH 7826. Administration and Practice Management (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.

PTH 7827 Ethics in Healthcare (1). Health care professionals are required to act morally and ethically. This course is designed to expand the student's basic understanding of ethics to promote ethical awareness and enable students to derive better health care decisions that reduce risk of potential ethical consequence. By exposing students to bioethics and controversial ethical issues typically encountered in current health care practice, students practice making difficult decisions. Students will synthesize and implement strategies

for applying morals, values and ethics systematically in the various settings in which health care is delivered. Considering the perspectives of all stakeholders and the role of the health care provider, patient advocate, professional and consumer of medical care, students will gain workable knowledge of contemporary ethical issues and appreciate that ethics permeate the majority of decisions made in health care.

PTH 7849. Spinal Thrust Manipulation and Intervention (2).

This course provides technical training in the practice of spinal orthopedic manual therapy. The emphasis is to expose the advanced student to the current and clinical rationale of high-velocity low amplitude full spine manipulative thrust procedures as an optional form of therapeutic intervention as currently practiced within the profession of physical therapy. Supplemental exposure to diagnostic imaging and laboratory studies will be included as required to provide the student with an integrated approach to practice.

PTH 7886. Sports Physical Therapy (2). Sports injuries for lifespan, Paralympics, Special Olympics, senior Olympics, sports considerations for people with disabilities, Lakeshore Foundation, concussions, weight for wrestling, triathletes, etc.

PTH 7887 Clinical Decision Making for the Complex Patient (1).

Since many patients seen in physical therapy present with multiple underlying conditions, this course will require the student to develop clinical decision making ability by integrating material from basic foundation sciences, pharmacology and differential diagnoses with the clinical courses in all systems for populations across the lifespan to provide inter-professional collaboration for the care for patients with multiple co-morbidities. The student will be required to synthesize the literature for the individual diagnoses to determine the primary impairment, prioritize limitations and functional deficits that will impact their ability to remain independent as possible. Planning the case management will include reviewing issues regarding progression of disease over life-span and across ethnic groups. Through the use of the ICF model the student will determine needs for environmental, nutritional, social, support and changes as well as choosing the appropriate outcome measure to achieve the desired result. End of life issues will also be addressed.

PTH 7890. Clinical Affiliation IV (5). This is the fourth level of planned clinical experience in the student's professional education program for a general practice physical therapist in an inpatient or outpatient setting. 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.

PTH 7990. Clinical Affiliation V (5). This is the fifth level of planned clinical experience in the student's professional education program for a general practitioner. 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 qualified students, who desire a concentrated area of clinical training, in centers that offer specialty areas of their interest/choice.

REHABILITATION COUNSELING (RCOU)

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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 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.

RCOU 618. Rehabilitation Administration (3). Students will be given an overview of organizational structures and management techniques within proprietary and non-proprietary rehabilitation and human service agencies. Students will be exposed to the utilization of program evaluation systems and establish basic understanding of fiscal management strategies.

RCOU 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.

RCOU 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.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

ENGLISH (ENG)

ENG 500. Modern Grammar (3). A study of modern concepts and practices in teaching grammar and usage.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 517. Types of Comparative Literature (3). Accepted masterpieces of world literature are studied through comparison of content structure and style.

ENG 523. Seminar in Comparative Literature (3). A study of selected works in world literature by type or theme. Emphasis will vary.

ENG 524. Seminar in American Fiction (3). Advanced study of major American writers of fiction, literary movements, and various aspects of fiction in American literature.

ENG 527. Seminar in African-American Literature (3). A study of the major African-American writers, literary movements and various aspects of the black experience.

ENG 529. Seminar in Nineteenth-Century English Literature (3). A study of the literary movements and the major writers of the century.

ENG 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.

ENG 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.

ENG 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.

ENG 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.

ENG 627. Seminar in African-American Literature (3). A study of the major African-American writers, literary movements, and various aspects of the black experience.

ENG 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.

ENG 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.

GEOGRAPHY (GEO)

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.

GEO 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.

GEO 512. Geography of Africa (3). A regional analysis of the physical and human environment of Africa.

HISTORY (HIS)

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.

HIS 501. World History since 1900 (3). A study of significant cultural, economic, military, political, and social developments in the world since 1900.

HIS 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 antislavery societies in the movement to destroy human bondage in the United States.

HIS 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.

HIS 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.

HIS 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.

HIS 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.

HIS 525. Russian History: 1917 to 1991(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.

HIS 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.

HIS 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.

HIS 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.

HIS 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.

HIS 564. Seminar I: African-American History Before 1865 (3). A study of the African Diaspora; the enslavement of Black people in colonial North America; and African-American experiences as slaves and freepersons in the United States through the Civil War era. An intensive reading, writing and research course.

HIS 565. Seminar II: African-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.

HIS 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.

HIS 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.

HIS 585. The Cold War (3). A study of the origin, the development, important events and significance of the Cold War.

HIS 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.

HIS 587. American Constitutional History (3). A survey of the development of the American constitutional system from English colonial origins through current controversies.

HIS 590. Seminar in American History (3). Intensive reading and research of selected topics in American history. Topic varies each term.

HIS 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.

HIS 595. Research and Thesis I (3). A course taken by student while writing the master's thesis; includes submission of the master's thesis proposal and the executive of research toward the final document.

HIS 596. Research and Thesis II (3). A course taken by students while writing the master's thesis includes the completion of the research project, submission of the document to the departmental thesis committee, and defense of the thesis.

HIS 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.

HIS 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.

HIS 643. The South in the Twentieth Century (3). Political, economic, social and cultural developments in the American South from Reconstruction to the present.

HIS 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.

SOCIAL WORK (SWK)

SWK 500 Cultural Diversity in Social Work (3) This course builds on foundation courses by giving more information and knowledge of cultural diversity in social work practice and its significance to theory, practice, and research.

SWK 501 Foundations of Social Work Practice (3) The course is an introduction and overview of the social work practice and begins with an examination of the characteristics of the integrated practice model that ground practice in a social-justice oriented approach. These include conceptualizing work with individuals, families, groups, neighborhoods and organizations within a community context; using strengths and empowerment-oriented perspectives and alternative approaches to the foundation for social work practice.

SWK 502 Human Behavior and the Social Environment I (3) The first of two sequential courses, HBSE I utilizes a multidimensional framework to analyze the biological, psychological, social and cultural, and spiritual dimensions of human behavior from conception to death. This foundational course is designed to help students gain an understanding of human development, dynamics, and the growth of individuals and families within their environmental context.

SWK 503 Human Behavioral and the Social Environment II (3) The second of two sequential courses, HBSE II introduces students to the major micro, mezzo, and macro theories of human behavior. Students will develop a deeper understanding of theoretical approaches used to guide social work assessments.

SWK 504 Social Welfare Policy and Services I (3) This is the first of two sequential courses, Social Welfare Policy and Services I is designed to provide opportunities for students to analyze the historical and the philosophical development of social welfare and to develop skills in social welfare policy and program analysis, formulation and advocacy. Students learn the relationship of social welfare to the social, political, economic and cultural context in which it exists.

SWK 505 Social Welfare Policy and Services II (3) This is the second of two sequential courses, Social Welfare Policy and Services II introduces policy practice with the goal being to change policies in legislative and community settings. It examines the process of policy development, analysis, and advocacy skill development aimed at empowering vulnerable populations.

SWK 506 Intermediate Research (3) This foundation research course provides an introduction and review to the research principles and methods of basic social work research and the scientific process. This course is designed to prepare students to understand and appreciate scientific research as a valuable tool in social work practice.

SWK 507 Field Practicum I (4) The purpose of field practicum I (**foundation year placement**) is to develop an advanced social work practitioner who: 1) is grounded in the values and knowledge base of the social work profession; 2) who uses the full spectrum of the values and knowledge base to guide interventions with clients and client systems; 3) who evaluates the outcomes of interventions in order to improve the quality of service delivery; and 4) is aware of the importance and value of professional use of self.

SWK 508 Field Practicum Seminar I (1) A companion to Field Practicum I (**foundation year placement**), Field Seminar I, provides students an on-campus academic setting where they can critically reflect upon their field experiences, their classroom education, and themselves within a context of challenge and support from classmates and faculty. Seminar assignments and class sessions are designed to promote integration of theory and practice. The seminar aims to enhance students' purposeful use of self to effectively facilitate interactional relationship and problem solving processes incorporating holistic, ecosystems, strengths based, human rights, and empowerment perspectives at an advanced level.

SWK 509 Psychopathology (3) The general purpose of this course is to help students develop a refined and well-developed appreciation and understanding of mental illness that will reflect the latest and evolving biological, clinical, psychosocial knowledge, research, and perspectives on mental illness.

SWK 510 Group Dynamics (3) The general purpose of this advanced social work practice course is to provide leadership knowledge, skills, and abilities to better understand and meet the challenges of working within complex and diverse social settings that address a range of contemporary social service issues. This course focuses on developing group leaders who possess both an understanding of group dynamics and effective leadership skills.

SWK 600 Advanced Standing (2) This course is mandatory for all advanced standing students and is designed to provide a conceptual orientation necessary for the concentration year

of graduate studies. The goal of this course is to enhance students' skills and knowledge generic to generalist social work practice, human behavior and the social environment (HBSE), research methods and social welfare policy analysis in preparation for the concentration year. It addresses topics necessary for advanced MSW-level practice and to support effective and ethical micro- and macro-level interventions.

SWK 601 Advanced Research & Program Evaluation (3) This advanced course in research methodology builds on SWK 506 Intermediate Research. The focus of this course is on social work practice research paradigms, models, and methods of program evaluation.

SWK 602 Integrative Seminar (3) This capstone course gives students the opportunity to analyze and apply with greater depth, breadth, and specificity their knowledge, skills, and theories to values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, research and field education. The course builds upon all previous courses in the curriculum and the field internships utilizing a multi-level case study method and prepares students for professional practice. The course will be taken concurrently with students' final field placement to enhance reciprocal learning in class and in field.

SWK 603 Field Practicum II (6) Taken concurrently with SWK 604, (Field Practicum Seminar II) and SWK 602 (Integrative Seminar), this course is designed to be taken by students during their concentration year. Field practicum II is focused on advanced direct practice and to facilitate the development of advanced direct practice competency in the student's area of concentration focus (gerontology, forensic social work or mental health).

SWK 604 Field Practicum Seminar II (1) A companion to Field Practicum II (**concentration year placement**), Field Seminar II, provides students an on-campus academic setting where they can critically reflect upon their field experiences, their classroom education, and themselves within a context of challenge and support from classmates and faculty. Seminar assignments and class sessions are designed to promote integration of theory and practice. The seminar aims to enhance students' purposeful use of self to effectively facilitate interactional relationship and problem solving processes incorporating holistic, ecosystems, strengths based, human rights, and empowerment perspectives at an advanced level.

SWK 605 Introduction to Forensic Social Work (3) This course will provide an introduction to the study of forensic social work, as well as identify a broad range of issues faced by social workers who practice in the judicial arena. Emphasis will be on forensic casework, interviewing, evaluating and treatment intervention. A social problem

approach will be used. This approach will include reviewing the historical and contemporary development of the forensic social work profession, social work roles in problem solving, forensic social work as a profession, and the future of it in the social work profession.

SWK 606 Policy, Leadership and Administration in Forensic Social Work (3) This course will critically analyze major social policies and demonstrate an understanding of how social policies related to Forensic Social Work are formulated, influenced and their role in service delivery and practice. Students will be encouraged to look for key elements or principles leading to effective administration and organizational performance.

SWK 607 Expert Testimony in Forensic Social Work (3) This course will focus on clinical assessment and treatment in a variety of forensic settings. Topics include forensic interviewing and assessment of children and adults, treatment of offenders and victims, legal procedures involving the interaction of clinical social workers with the justice system, and expert testimony by mental health professionals. Students will explore a different forensic technique or specialty.

SWK 608 Community Supervision w/Special Populations (3) This course will introduce students to the procedures, practices, and personnel involved in community-based corrections and its usage of them. Students will learn about the wide array of effective punishments and treatment programs that constitute alternatives to incarceration, and which are designed to meet the level of risk posed by, and the needs of, each individual. These include probation, parole, electronic monitoring, house arrest, day-treatment centers, boot camps, restitution, fines, and more.

SWK 609 Advanced Practice and Theory in Forensic Social Work (3) This course focuses on knowledge and theories from various disciplines with a specialization in Forensic Social Work, Gerontology, or Mental Health will be equipped to with knowledge and theories from various disciplines to understand gerontology related, forensic, or mental health theoretical frameworks of causation amongst adults and/or children. Student Students will focus on analytical skills (e.g., conceptual and diagnostic skills) and application skills. Selected theories will examine causation from the sociological, psychological, and behavioral perspectives.

SWK 610 Introduction to Gerontology (3) This course is designed to provide students with an introduction to the study of gerontology social work practice. Focus will be on four major areas: the biology, psychology, sociology, and policy of aging. Special emphasis will be placed on special populations that are most vulnerable as they age, which include women and people of color, the disabled and sexual minorities. Career paths for Gerontologist will also be explored.

SWK 611 Policy, Leadership and Administration in Gerontology (3) This course will critically analyze major social policies and demonstrate an understanding of how social policies related to Gerontological Social Work are formulated, influenced and their role in service delivery and practice. Students will be encouraged to look for key elements or principles leading to effective administration and organizational performance.

SWK 614 Advanced Practice and Theory in Gerontology (3) This course focuses on knowledge and theories from various disciplines with a specialization in Forensic Social Work, Gerontology, or Mental Health will be equipped to with knowledge and theories from various disciplines to understand gerontology related, forensic, or mental health theoretical frameworks of causation amongst adults and/or children. Student Students will focus on analytical skills (e.g., conceptual and diagnostic skills) and application skills. Selected theories will examine causation from the sociological, psychological, and behavioral perspectives.

SWK 613 Geriatric Care Management (3) This Course will introduce students to the social work practice of geriatric case management. Students will learn details regarding the referral process, assessments, care plans, care arranging and care coordination. Students will learn the variety of ways in which case management is used to assist at risk populations and how to develop effective service plans with elderly clients.

SWK 612 Evidence Based Practice for Gerontology (3) This course is aimed at developing the knowledge and skills necessary for providing evidence-based practice with the elderly. Students will become familiar with evidence-based practices as a general approach to practice as well as specific evidence-based interventions to use for individuals who are aged.

SWK 615 Multicultural Applications of the DSM-V (3) This course provides an **advanced understanding** of the clinical application of the DSM-V. This class will consider the bio-psycho-social etiological base for the major psychological disorders. This class will present a client-centered model of differential assessment and diagnosis, using the DSM-V as the base of exploration, based on a holistic paradigm that integrates known biological, psychological, social, and cultural factors.

SWK 616 Dual Diagnosis & Assessments (3) This course will provide participants with an understanding of the nature of the overlap between psychiatric disorders and psychoactive substance use disorders and the assessment and treatment of dually diagnosed clients: chemically dependent individuals who have a coexisting psychiatric disorder and mentally ill individuals who are chemical abusing or dependent. Students will acquire an understanding of the differential diagnosis of chemical dependency and mental

disorders, the mental disorders likely to be present in dual diagnosis clients, and the assessment strategies and intervention approaches for working with clients who have dual disorders, especially addicted trauma survivors, including some non-traditional approaches for treating addictions that are particularly relevant for this population.

SWK 617 Policy, Leadership, & Admin. I in Mental Health (3) This course will critically analyze major social policies and demonstrate an understanding of how social policies related to Mental Health Social Work are formulated, influenced and their role in service delivery and practice. Students will be encouraged to look for key elements or principles leading to effective administration and organizational performance.

SWK 618 Advanced Practice and Theory in Mental Health (3) This course focuses on knowledge and theories from various disciplines with a specialization in Forensic Social Work, Gerontology, or Mental Health will be equipped to with knowledge and theories from various disciplines to understand gerontology related, forensic, or mental health theoretical frameworks of causation amongst adults and/or children. Student Students will focus on analytical skills (e.g., conceptual and diagnostic skills) and application skills. Selected theories will examine causation from the sociological, psychological, and behavioral perspectives.

SWK 621 Aging and the Law (3) This course provides an opportunity for students to become familiar with legal process, legal research and legal analysis within the context of social and legal issues relevant to social work practice with the elderly. Students will examine how laws and the justice system impact practice and how social work can advance the rights of older individuals. They will become familiar with the rules for presentation of testimony and evidence, the importance of privilege communications between social worker and consumer/client, and the legal duties and standard of care in social work practice and liability.

SWK 622 Care Giving w/the Elderly (3) This course focuses on practice with older adults and their caregivers. The course examines the social context of aging, the aging process, associated changes, and the effects on older persons as well as their caregivers. Emphasis is on the nature of support systems and the social work role in maintaining and enhancing functioning and well-being. The role of caregivers when elders are limited in their capacity to function independently is thoroughly examined.

SWK 623 Special Topics in Mental Health (3) This course focuses on the development of a foundation of knowledge and skills necessary for culturally competent, recovery-oriented clinical social work practice across selected populations and mental health practice settings. Students will continue their examination of client problems within the

context of the person and environment with specific attention to mental health agency settings. Students will strengthen engagement, assessment, planning, goal setting, interventions and evaluation skills as they apply to direct and indirect practice with persons in mental health settings.

SWK 625 Working w/The Rural Aged (3) This Course will introduce students to the uniqueness of rural culture along with the resource challenges provided to family caregivers, professionals and para-professionals in assessing resources for the rural elderly population. A special emphasis will be placed on health and human service delivery in rural areas.

SWK 626 Death & Dying (3) This course examines conceptual frameworks and cognitive theories about death, dying, and grief. To increase affective development and sensitivity to issues concerning death, dying, and grief. Students become aware and sensitized to one's personal assumptions, biases, attitudes, and reactions to death, dying, and the grief process.

SOCIOLOGY (SOC)

SOC 502. Sociological Theory (3). An analysis of the development and contributions of major sociological theories, with special emphasis on contemporary theories and theorists.

SOC 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.

SOC 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 the population.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 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.

SOC 570. Sociology of Health and Illness (3). Study of social psychological 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

COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

BIOLOGY (BIO)

BIO 500. Graduate Seminar in Biology (1). Discussion of recently published experimental findings and advances in biological and biomedical research.

BIO 503. Advanced Ecology (4). Examination of the interrelationships of living organisms, plants, and animals, and their environment; populations, communities, and eco-systems; role of population genetics, adaptation and evolutionary theory in ecology. Prerequisite: Course in ecology (BIO 310), or instructor's consent.

BIO 504. Nonvascular Plants (4). The morphology, taxonomy, physiology, and economic importance of algae, fungi and mosses. Prerequisite: Course in general botany (BIO 241), or instructor's consent.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 515. Cytogenetics (4). A course which focuses on the cytological or chromosomal basis of genetic inheritance. It examines the construction of cytotenetic ultra-structural or molecular models of chromosomes, genes, cistrons, replicons and other relevant structures. Prerequisite: Molecular Biology and Genetics (BIO 420), or instructor's consent.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 701. Advanced Microbiology (4). An advanced-level course dealing with the isolation, metabolic activities and growth, morphology, and physiology of various microorganisms; principles of immunology, serology, and epidemiology, and properties of microorganisms associated with infectious disease; and use of antimicrobial agents. Prerequisites: Introductory-level course in microbiology or consent of instructor.

BIO 702. Applied Microbiology (4). The microbiology of food, water and soil with emphasis on quality control, sanitation, and public health; Biofuels and other alternative energy sources using microorganisms. Prerequisites: Introductory-level course in microbiology or consent of instructor.

BIO 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 molecular aspects of virology.. Prerequisites: microbiology, cell biology or consent of instructor.

BIO 704. Molecular Genetics (4). A course dealing with the molecular aspects of gene programs, **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.

BIO 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.

BIO 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.

BIO 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.

BIO 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 manmade 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.

BIO 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 food borne 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.

BIO 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.

BIO 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.

BIO 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.

BIO 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.

BIO 815. Microbial Pathogenesis (3). Introduction of basic concepts of bacterium-host relationships. Examination of virulence factors that promote colonization, 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.

BIO 825. Microbiology of Food Sanitation (3). Study of identification and characteristics of chemicals and biological agents implicated in food borne disease outbreaks and conditions or circumstances by which food contamination occurs. Infectious and toxigenic agents of food borne 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.

BIO 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.

BIO 855. Microbial Biotechnology (3). Applications in current approaches in microbial biotechnology focusing upon microbial products, microbial biomass as a protein source, bioremediation, N₂ 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.

BIO 865. Special Topics in Microbiology (1 or 3). Colloquia or advanced study of specific topics and emerging trends in a specialized field.

BIO 899. Doctoral Dissertation (3). Dissertation defense. Enrollment during final semester. Prerequisites: Departmental permission.

BIOSTATISTICS (BST)

BST 500. Biostatistics (3). An introductory course in statistics that deals with basic application of statistical methods to analyze data arising from a wide variety of applications. Topics include descriptive statistics, point and interval estimation, hypothesis testing, one-way analysis of categorical data, and correlation and linear regression analysis. Introduces interactive computing through SPSS and SAS statistical software.

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.

CHEMISTRY (CHE)

CHE 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.

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.

FORENSIC SCIENCE (FRS)

FRS 550. Forensic Science Seminar (1). Discussion of recently published experimental findings and advances in the forensic sciences. Students will also be expected to present their research findings.

FRS 560. Research Proposal Presentation (1). Written research proposals are the primary instruments that scientists use to send other people (agencies or employers) who fund our work. Writing a proposal is a complex process that connects insight and creativity (new ideas) with established theory (literature precedent). In this course, the student prepares a written scientific proposal for evaluation by their Advisory Committee.

FRS 565. Thesis Research (3 – 10). Thesis represents the course designation for a Master's Degree Research Thesis in Forensic Sciences. Before a student registers for this class, he/she should begin thinking about the process that leads to successful completion of this project. Possible Thesis topics should be formulated by the student and discussed with an advisor or the potential Thesis Director. In order to successfully complete the Thesis, several organizational and administrative steps must be completed. This course is taken over several semesters for a total credit count of 10.

FRS 566. Forensic Science Internship (3). Opportunity to shadow an examiner in their discipline or section of interest. This shadowing shall include observing how atypical samples are received, processed through the laboratory, and how data is analyzed and reported. If possible students are encouraged to

view expert testimony of an examiner. A minimum of 200 contact hours is required. The internship should be done in a laboratory.

FRS 570. Ethics and Professional Responsibilities (2) Study of ethics and ethical problems in forensic science, including codes of professional responsibility and the forensic scientist's professional responsibilities in different types of laboratory, legal and criminal justice settings and analysis and discussion of case studies.

FRS 642. Principles of Forensic Toxicology (4). To introduce the student to the practices and policies of Forensic Toxicology. Give the student basic guidelines on how to analytically approach samples of suspected toxins as well as samples where no information is available as to what toxic substance, if any, may be present. The course will also cover problems in interpretation of analytical findings along with those methods that are considered insufficient for trial and those that are considered the gold standards as accepted by today's judiciary.

FRS 644. Advanced Forensic Toxicology (3). Advanced Forensic Toxicology is a course designed for the toxicology student interested in broadening his/her experience into the sciences of toxins (poisons) and their influences on biological systems and the environment. Course content will cover specific toxicant types (poisons, pesticides, solvents, oils, estrogen, estrogen mimics, triclosan, carcinogens, teratogens, natural toxins and pollutants), adsorption, distribution, metabolism, biological elimination, sequestration, and remediation.

FRS 650. Forensic Serology (2). Instruction in identifying body fluids and body fluid stains using various biochemical, instrumental, microscopic and electrophoretic methods to determine their possible origin and species prior to forensic DNA analysis. Blood spatter pattern recognition will be described and used in determining the most probative samples for study at the crime scene and on evidence samples to undergo analysis. This course must be taken concurrently with FRS651.

FRS 651. Forensic Serology Lab (2). Laboratory practice in identifying body fluids and body fluid stains using various biochemical, instrumental, microscopic and electrophoretic methods to determine their possible origin and species prior to forensic DNA analysis. Blood spatter pattern recognition will be described and used in determining the most probative samples for study at the crime scene and on evidence samples to undergo analysis. This course must be taken concurrently with FRS 650.

FRS 655. Expert Testimony in Forensic Science (3). This course covers contemporary developments in the field of Forensic law, and the admission of scientific evidence into a court of law. The historical development of Forensic Science and the admissibility of scientific evidence under State and Federal Rules of Evidence will be examined and discussed in depth. Several of the most common scientific techniques will be examined to include DNA, Speed Detection, Fingerprint

Science, and Alcohol Intoxication Testing. Students will participate in courtroom exercises.

FRS 660. Forensic Science Laboratory Internship (9). Opportunity to shadow an examiner in their discipline or section of interest. This shadowing shall include observing how atypical samples are received, processed through the laboratory, and how data is analyzed and reported. If possible students are encouraged to actively participate in laboratory functions and view expert testimony of an examiner. This internship must be done in a laboratory. A minimum of 200 contact hours is required.

FRS 661. Analysis of Pattern Evidence (3). Students will be introduced to pattern and impression evidence and the methods of analysis and interpretation connected to that type of evidence. Pattern and impression evidence includes markings produced when one object comes into contact with another object. Examples of pattern evidence include fingerprints, shoeprints, firearms/toolmarks, blood spatter patterns, bite marks, handwriting comparison, cut and tear matching and tire treads. Emphasis will be placed on the proper documentation, handling, packaging, and transport of physical evidence from crime scenes. Students will also be introduced to basic concepts in criminalistics, such as identification and individualization.

FRS 662. Firearms and Toolmarks Lab (1). This laboratory introduces the student to practical examinations utilized by the forensic scientist in a forensic firearms and tool mark laboratory. The student will be given practical exercises to process samples as related to forensic firearms and tool mark identification. This will include comparison microscopy of fired ammunition components; identify ammunition components, the maintenance and quality control of equipment utilized by the firearm and tool marks laboratory, the examination of items for gun powder residue, the proper packaging and documentation of evidence samples received. This course must be taken concurrently with FRS 694.

FRS. 663. Forensic Biology (4). This is an overview of the biological evidence and techniques used in forensic science. Topics will include serological study, hair and fiber analysis, fingerprinting, pathology used in identification and trauma to the human body, blood spatter patterns, and toxicology. The course will also include an examination of the techniques used in recovery, replication and analysis of DNA that contributes to DNA profiling, particularly RFLP, VNTR, and STR-PCR analysis, and an overview of population variability and demographics.

FRS 664. Forensic Chemistry (4). The study is of the chemistry, physics, and legal issues of forensic science. Topics typically include the legal aspects of forensic science, drug analysis, forensic toxicology, explosives and arson investigation, glass analysis, hair and fiber analysis, paint analysis, blood and semen analysis, soil examination, blood and breath alcohol content analysis, questioned document examination, and firearm examination.

FRS 655. Forensic Analysis: CIS, Ethics & Professional Responsibility (4). This course will focus on issues which the forensic scientist must be aware of when working in a forensic science laboratory in both the private and public sectors. These will include but not be limited to discussions of the following issues: Ethical responsibilities of a forensic scientist in conducting analyses, writing reports, and testifying in court; Examples of ethical problems which issues which have occurred and impact trust in forensic science laboratories; Codes of Conduct and what they mean; Development of a cultural awareness of how forensic sciences has evolved over the past 25 years; using the library and other resources to search the literature when conducting forensic science research; The requirements for quality assurance systems and quality control to maximize the effectiveness of the laboratory work-product; Accreditation of forensic science laboratories and the certification of forensic scientists; Employment in a forensic science laboratory: search for opening, writing resumes, preparing for interviews, and following-up with employers.

FRS 672. Chemistry and Analysis of Drugs (3). Discusses aspects of drug chemistry relevant to understanding the properties, physiological effects, and techniques used for the separation, analysis, and identification of drugs. Emphasis is on controlled substances.

FRS 673. Chemistry and Analysis of Arson and Explosive Evidence (3). An examination of the basic organic chemistry and combustion and explosive properties of flammable materials. The chemical principles underlying fires and explosions. Chemical properties of various synthetic materials and the products of their combustion. Fire retardent materials and chemicals used in fire extinguishment.

FR 676. Advanced Forensic DNA Analysis (3). The goals of this course are to ensure that students understand how to identify and sample biological evidence for DNA analysis, understand, including the importance of evidence collection at the crime scene and how surfaces, materials and sources relate to sampling strategies. They will also learn the scientific principles behind DNA analysis techniques and the DNA analysis protocols. They will also learn how to write consultation reports that reflect test findings and how forensic DNA testimony is given at the deposition.

FRS 677. Population Genetics (3). This course is designed to provide students with a general introduction to population genetics, which examines the interaction of basic evolutionary processes (including mutation, natural selection, genetic drift, inbreeding, recombination, and gene flow) in determining the genetic composition and evolutionary trajectories of natural populations. An understanding of the mechanisms shaping genetic variation within and between populations is critical to understanding the course of adaptive evolution and is increasingly being recognized as a critical component of medical research and the development of effective treatments for disease. Both the classic models and insights of the modern evolutionary synthesis and more recently developed approaches based on coalescent theory are considered.

FRS 681. Analysis of Fire Debris & Explosives (3). The techniques of crime scene investigation as they relate to fire and explosion scenes. Evidence is recognition and collection. Laboratory analysis of fire scene, arson accelerant, explosion scene residues and scientific proof of arson.

FRS 682. Forensic Analysis of Paint & Polymers (3). Covers topics in paint and polymer analysis including collection, classification and analysis of paint and fiber evidence as applied to forensic casework. The course covers the theoretical and practical aspects, using lectures and laboratory exercises. Laboratory exercises include hands-on instruction with appropriate instrumentation and techniques, including stereomicroscopy, micro-chemical testing, FT-IR and polarizing light microscopy.

FRS 692. Forensic Science Special Topics (1-3). Selected topics in forensic science determined by instructor. This course may be repeated for credit.

FRS 693. Quality Assurance in Forensic Science (2). The course describes the development and implementation of quality assurance and quality control procedures in order to ensure the excellence of a laboratory. It covers preparation of laboratory guidelines, protocol, procedures and policies, use of appropriate standards and controls, and validation methods for establishing an effective quality assurance program in a forensic laboratory.

FRS 694. Firearms & Toolmark Identification Lecture (3). This course introduces the student to the theory and practical science involved in the area of forensic firearms and tool mark identification. This course covers the history of firearms identification, evolution of propellants and firearms, the manufacturing techniques of firearms and tools, ammunition components and assembly, the examination of class and individual characteristics of fired ammunition components and the relation to a firearm by tool marks utilizing comparison microscopy, equipment and instrumentation utilized by the forensic scientist in this area and the characterization of gun powder residue utilizing chemical testing and microscopy. This course must be taken concurrently with FRS 662.

FRS 696. Instrumentation in Forensic Chemistry (3). The purpose of this course is to deepen the student's understanding of the use of instrumental chemical techniques to the analyses of physical evidence materials of forensic import. The course includes lectures and has as laboratory sessions. At the conclusion of the course the student will understand the use and operation of certain types of chemical instrumentation and their application to forensic analytical problems. This course is concentrated on spectroscopy and chromatography, although other instrumentation topics will be covered.

FRS 697. Forensic Microscopy (2). Learn techniques in the analysis of forensic microscopic evidence. Topics include property of light, compound microscopy, micrometry, refraction, dispersion, stereomicroscopy, sample preparation,

polarizing light microscopy, and instrumental microscopy. Must be taken concurrently with FRS 698.

FRS 698. Forensic Microscopy Lab (1). Learn techniques in the analysis of forensic microscopic evidence. Topics include property of light, compound microscopy, micrometry, refraction, dispersion, stereomicroscopy, sample preparation, polarizing light microscopy, and instrumental microscopy. Must be taken concurrently with FRS 697.

FRS 699. Thesis Defense (1). This course serves a dual role. First and foremost, it is a forum to foster a research culture in the department and discuss the theoretical and practical issues of conducting research and completing a graduate degree in Forensic Science. As such, all Forensic Science graduate students are welcome and encouraged to attend the scheduled lectures, presentations, and seminar. Second, this course is a graduation requirement for all Masters. For that purpose, the goal is to learn the practical skills of giving a presentation and writing a research paper.

MATHEMATICS (MAT)

MAT 500. Set Theory (3). Native set theory including the axiom of choice, Zorn's Lemma and well ordering.

MAT 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.

MAT 502. Analysis for Teachers (3). Designed for high school and college teachers of mathematics with at least 25 quarter hours in college mathematics.

MAT 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.

MAT 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.

MAT 510. Abstract Algebra (3). Semi-groups, rings, integral domain, fields, modules and ideals.

MAT 512. Linear Systems (3). The study of vector spaces, linear equations and matrices, linear transformations and matrices, and determinants. Prerequisite: MAT 510.

MAT 513. Number Theory (3). The study of divisibility, primes, congruence, quadratic reciprocity, linear Diophantine equations and Euler-Fermat Theorem.

MAT 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.

MAT 529. Master's Thesis (6). Publication and defense of student-selected research.

MAT 550. Combinatorics (3). Topics in combinatorics, graphs and network. These include matching, matroids, and polyhedral combinatorics and optimization algorithms.

MAT 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.

MAT 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.

MAT 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.

MAT 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.

MAT 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.

MAT 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.

MAT 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.

MAT 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.

MAT 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.

VII. THE GRADUATE FACULTY

The graduate faculty exists not only to provide post baccalaureate 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 postdoctoral 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.

A listing of all graduate faculty members, the first year of their appointment at ASU, the primary academic appointment, and degree-granting institutions can be found on the university's website. .

INDEX

A

Academic Calendar, 6, 10, 11, 12
Academic Status, 29
Accountancy, 9, 22, 23, 25, 30, 41, 42
Accreditation, 14, 16, 61, 65, 67, 120
Administrative Hold, 29
Administrative Staff, 5
Admission to Candidacy, 29
Admissions Requirements, 23
Advisement and Counseling, 29
Alternative Educator Preparation, 43
Appeals, 29
Applied Technology, 43
Assistantships and Fellowships, 21
Attendance and Absences, 29
Auditing Courses, 30

B

Biology, 43
Board of Trustees, 4
Bookstore, 40

C

Career Services, 37
Certification, 2, 20, 23, 27, 28, 32
Clinical Mental Health Counseling, 44
College of Business Administration, 41
College of Education, 42
College of Liberal Arts and Social Sciences, 71
College of Science, Technology, Engineering
and Mathematics, 75
Computer Language Option, 30
Continuous Enrollment Policy, 30
Course Cancellation, 30
Course Load, 31
Course Substitution, 31
Courses of Instruction, 79
Credit Balances, 20

Credit Hour Institutional Definition, 31

D

Delinquent Accounts, 21
Department of Music, 50
Disabilities Services, 38
Dissertation, 36
Diversity and International Affairs, 38
Doctor of Philosophy (Ph.D.) Microbiology,
77
Doctoral Program in Educational Leadership,
Policy and Law, Ed.D, 25
Doctoral Program in Microbiology, Ph.D, 26
Doctoral Program in Physical Therapy, DPT, 25
Doctoral Programs Policies, 31

E

Early Childhood Education, 45
Educational Leadership, Policy and Law, 60
Educational Specialist Degree Programs, 25, 55
Educational Specialist Programs, 27
Elementary Education, 45
English Proficiency, 31
English/Language Arts, 46
Expenses and Financial Aid, 18

F

Facilities, 16
Food Service, 37

G

Grade Change, 32
Graduate Council, 8
Graduate Faculty, 123
Graduate Student Association, 37
Graduation and Certification, 32

H

Health Education, 47
Health Services Center, 38
History, 48
Housing, 20

I

Instructional Leadership Program, 48
International Students, 26

L

Language Requirement, 33
Leave of Absence, 33
Library and Learning Resources Center, 40
Library Media, 49

M

Master of Accountancy, 22, 41
Mathematics Education, 50
Motor Vehicle Regulations, 39
Music Education, 51

N

Non-Degree and Graduate Certificate Programs,
25

P

Physical Education, 52
POLICY STATEMENT, 1
Post Office, 39
Practicum, 33

R

Reading Specialist, 53

Recertification, 28
Registration, 18
Religious Activities, 39
Repeat Policy, 34
Residency Requirements, 34
Revalidation of Coursework, 34

S

School Counseling, 44
Second Master's Degree, 34
Senior Privilege Option, 34
Social Sciences, 53
Social Work, 72
Special Education/Collaborative, 54
Student Activities, 39
Student Responsibility, 7

T

Testing Services, 39
Thesis, 35
Time Limitation, 35
Transcripts, 35
Transfer Credit, 35
Transient Students/Courtesy Enrollment, 35

U

University Foundation, 15

V

Veterans' Expenses, 20

W

Withdrawal and Cancellation, 19
Withdrawal from a Course, 19