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2005–2006  
Troy University  
Graduate Catalog

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Troy University  
Troy, Alabama 36082  
1-334-670-3000  
[www.troy.edu](http://www.troy.edu)

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

# TROY UNIVERSITY

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## ACCREDITATION

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

**Troy University is a member of the following:**

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

**Troy University is affiliated with the following:**

- Servicemember's Opportunity College Program

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## UNIVERSITY MISSION STATEMENT

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

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

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## WELCOME TO TROY UNIVERSITY

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

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

From the outset, the institution quickly earned a reputation

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

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

The Troy University calendar information may be found in each Schedule of Classes or on the following Troy website: [www.troy.edu](http://www.troy.edu).

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## THE GRADUATE SCHOOL

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

### *Purpose of the Graduate School*

The purpose of the Graduate School is to provide quality, accessible degree programs that respond to the needs of the University's constituency for professional development and educational enrichment. The degree offerings reflect a wide range of master's degrees and a selected number of specialist programs that serve students and practitioners throughout this region of the state and at site locations globally.

A purpose further exists to provide educational services for the larger community, especially graduate and advanced education for adult students.

Through the various degree programs, the Graduate School provides an academic environment conducive to the maximum development of students. This unit of the university provides quality programs to students and the larger community through the utilization of staff and facilities and through research, superior teaching, scholarship, and public service.

The goals of graduate study are

1. to develop the professional skills and academic competencies of students;
2. to prepare students for research and further graduate study;
3. to promote the development of intellectual inquiry and the desire for life-long learning.

### *Organization and Administration of the Graduate School*

The Graduate School of Troy University is under the general supervision of the Graduate Council. The Chancellor of the University serves as an *ex officio* member of the council. The council is organized to provide for systematic examination, approval, and evaluation of all curricular offerings and degree requirements. All policies and regulations affecting graduate curricular and degree programs are formulated by the Graduate Council.

Members of the council are elected from the graduate faculty at Troy, Dothan, Montgomery, and University College.

### *Scope of the Instructional Program*

The basic purposes of the University are determined by the Alabama State Legislature and the University's Board of Trustees. While the past history of the University reflects an institutional purpose that was dedicated to teacher education, there has been in recent years broadening dedication to the advancement of the arts and sciences, business, communication and fine arts, and health and human services.

The faculty and administration of the University recognize that changes in technology, urbanization of the region, advances of science, greater participation by working students, national and world economics, international relations and advancement of democratic processes, along with the preservation and advancement of the cultural heritage, will demand constant attention in determining the future purposes of the University.

### *Nature of Graduate Work*

Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria.

The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is

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

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

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

## GENERAL REGULATIONS

### ADMISSIONS REQUIREMENTS AND PROCEDURES

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

### PRE-ADMISSION PROCEDURES

#### Application Forms

Application forms for admission to the Graduate School may be obtained from the Admissions Office at all Troy University locations. The application should be completed at least one month before the first day of the semester or term of intended attendance. Consult the Troy University Graduate School Webpage for an application form at <http://troy.troy.edu/graduatestudies/grsform.html> and a list of available locations.

Applications must include

1. a completed application form,
  2. official transcripts from all universities attended, and
  3. other documentation supporting the application.
- Please see the following explanation of these application requirements.

Consult the Troy University webpage at [www.troy.edu](http://www.troy.edu) for additional information.

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

### TRANSCRIPTS

All official transcripts (raised seal with Registrar's signature, security paper, and without "Issued to Student" stamped on it) from all universities attended noting that credit was accepted toward the completion of the bachelor's degree are required for applicants holding a bachelor's degree. All official transcripts showing the completion of the bachelor's, master's or higher degree are required for applicants holding a master's or higher degree. These transcripts must be on file in the Admissions Office of the Troy University campus to which the student is applying. The Admissions office will assist students in completing transcript requests. Once the Application for Admission is on file, all transcripts submitted become the property of Troy University and will not be returned.

### Other Document Requirements

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

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

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

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

the application for admission has been processed, the appropriate *Graduate Admissions personnel* will inform applicants of the action taken. Admission to the Graduate School **does not** imply official admission to a specific graduate program. **For admission to a particular program of study, students must refer to program admissions guidelines for additional specifications.**

## ADMISSION CLASSIFICATIONS

### • UNCONDITIONAL ADMISSION - MASTER'S DEGREE

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

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

OR

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

OR

3. Hold a baccalaureate degree from an unaccredited or otherwise accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. (See Unaccredited or Otherwise Accredited Baccalaureate Degree Holders - Student Admission requirements.)

**Note:** Students seeking advanced degrees in teacher education programs must hold a baccalaureate degree from a regionally accredited college or university.

AND

4. Have an acceptable score on the appropriate entrance exam (official test score required). Note: Students entering licensure and professional programs must meet specified grade point average requirements and stated test score minimums. Consult the specific program for admission score requirements.

AND

5. Provide an official Troy University Letter of Recommendation that addresses the individual's potential for success in the selected graduate program as well as his/her written and oral communication skills. <http://troy.troy.edu/graduatestudies/grsform.html> Note: A letter submitted to

meet specific program requirements may be used for admission to the Graduate School to satisfy this admission requirement.

AND

6. Meet the unconditional requirements of a program. See specific programs for details. Some programs have higher standards.

### • CONDITIONAL ADMISSION - MASTER'S DEGREE

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements. **Not applicable for Ed.S. students.**

#### Baccalaureate Degree Holders

Students who have earned a baccalaureate degree from a regionally accredited college or university, but lack the required grade point average and/or acceptable test score (official test score required) to be admitted unconditionally, may be granted conditional admission for a maximum of nine semester hours. Students admitted under conditional status may, with the consent of their major adviser, enroll in as many as nine semester hours during their first semester. (Also see Unaccredited or Otherwise Accredited Student Admission requirements.)

Students admitted conditionally due to only a low undergraduate grade point average will be cleared of their conditional status, if at the conclusion of nine semester hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted. Students must clear the conditional admission requirement of a 3.0 average at the conclusion of nine semester hours, or they will be dropped from the graduate program for one calendar year after which they may petition the Dean of the Graduate School to re-enter.

Students admitted conditionally due to only a low test score will be granted unconditional admission prior to the completion of nine semester hours provided they have maintained a 3.0 grade point average on all graduate work attempted and have retaken the test and received a satisfactory score.

### • TEMPORARY ADMISSION—MASTER'S DEGREE

(Nine-semester-hour maximum load for full time enrollment)

Temporary admission may be granted under certain circumstances to applicants who have not submitted all original transcripts, the letter of recommendation or original exam scores(s). Application fees must be paid in full to be considered for Temporary Admission status. **Not applicable for Ed.S. students.**

#### Procedures:

A baccalaureate graduate of a regionally accredited college or university who lacks certain necessary records may be granted temporary admission. Such records should be completed before the end of the semester or term for which the student was given temporary admission. Students admitted in temporary status are under conditional admission requirements until admission status may be determined. Conditional admission status requires that students must clear the conditional admission requirement of a 3.0 grade point average at the conclusion of nine semester hours, or they will be dropped from the graduate program for one calendar year, after which, they may petition the

Dean of the Graduate School to re-enter. **Students from non-accredited or otherwise accredited institutions, or students seeking dual enrollment are not eligible for temporary admission. (See Unaccredited or Otherwise Accredited Student Admission requirements.)**

**Procedures:**

1. If the records are completed before the term ends and the results indicate that the student is not eligible for admission, the student must withdraw from the class or classes, with a refund if applicable, or receive non-degree credit for the class or classes for which he/she is registered. Applicable refunds will be made in accordance with regulations as stated in published refund policies.
2. When the records are completed and if it is determined that the student was not eligible for graduate admission, all hours pursued will be converted to non-degree credit with no refund of tuition.
3. When the records are completed and if it is determined that the student was not eligible for unconditional enrollment because of low grade point average or low exam score(s), students will be admitted under conditional status. See Conditional Admission requirements.
4. If the student has completed the term for which temporary admission was granted and the records are still not in order, the hours pursued will be held in abeyance until the records are clear. No refund of tuition will be made, and the student will not be permitted to enroll in succeeding terms until the records are complete and admissibility is determined; however, with the permission of the appropriate graduate admissions authority, the students may extend their temporary admission for a second term. Written approval authorizing the extension must be in the student's permanent record. Students may attend only a maximum of one semester, two terms, or complete nine credit hours in temporary status. There is no "second semester" or "third term" extension.
5. When the records are complete and if it is determined that the student was eligible for unconditional admission, all hours pursued will be counted toward the appropriate graduate program requirement.

**• TRANSIENT ADMISSION**

**Procedures:**

Students from other accredited institutions who wish to take a course(s) from Troy University must:

1. Complete a standard "Application for Admission," proof of baccalaureate degree, (no official transcripts required) and pay the application fee.
2. Present a transient authorization form from the parent school to the Admissions office of the campus location where the course will be delivered. The authorization must identify the course(s) to be taken and the term in which it will be taken, or indicate that the course is to be taken at the student's discretion. The form must be signed by a designated official of the University or campus (i.e., Registrar, Director, etc.).
3. In all cases, such a student must meet all prerequisites and provide the documentation prior to being admitted to a particular course.

Application status for the semester is determined by the information supplied on the application for admission. Admission status may not be changed following the last day to add/drop for the semester.

**• TRANSFER ADMISSION**

The admission requirements for a transfer student are the same as regular admissions standards. Students on temporary, permanent academic or disciplinary suspension from any other college or university should refer to Transfer of Students on Suspension.

**Transfer of Students on Suspension from Another Institution**

1. Temporary, Indefinite or Permanent Academic Suspension: A student who has been suspended from another college or university is not eligible to apply for admission to Troy University. Appeals may be made to the Dean of the Graduate School.
2. Disciplinary Suspension: Students on disciplinary suspension from another institution must be eligible to return to that institution before being considered for admission to Troy University.

Note: Requests for waivers must be submitted in writing to the Dean of the Graduate School.

**• UNACCREDITED OR OTHERWISE ACCREDITED BACCALAUREATE DEGREE HOLDERS - STUDENT ADMISSION**

Students must submit an official transcript(s) with degree(s) posted at least one semester/term prior to the desired date of registration. The appropriate academic college and the Graduate Council will evaluate all submitted transcripts using commonly accepted practices and guidelines. The applicant will be required to submit a copy of the college's catalog and other information as needed. Only upon the approval of the Graduate Council may a student begin taking graduate courses at Troy University. Should the student be inadvertently (without the University knowing that the baccalaureate degree is from an unaccredited or otherwise accredited institution) admitted into classes prior to baccalaureate degree approval and the evaluation indicates that the student is not eligible for admission, the student will be withdrawn from the class or classes, or receive non-degree credit for the class or classes for which he/she is improperly registered. (Note: Students seeking advanced degrees in teacher education or nursing programs must hold a baccalaureate degree from a regionally accredited college or university.)

**• POST MASTERS ADMISSION**

Students admitted in this category must hold the master's degree from a regionally accredited institution. Graduate credit taken while enrolled as a post masters degree student is not admissible as degree credit unless it is approved by the Program Director and is limited to a total of six semester hours. All official undergraduate and graduate transcripts are required for admission. If the degree is earned outside of the United States, an American Association of Collegiate Registrars and Admissions Officers (AACRAO) evaluation is mandatory.



### • TEACHER CERTIFICATION ENDORSEMENT (ONLY)

*(Non-Degree Matriculate Seeking Teacher Certification Endorsement Only)*

Students interested in applying college credit towards teacher certification, but who are not applicants for a degree at Troy University, must be evaluated by the Troy University Office of Teacher Education in the area for which teacher certification is sought. The Office of Teacher Education may be contacted at (334) 670-3447. With the approval of the **Director of the Teacher Education or the Dean of the College of Education**, admission may be granted to qualified students holding current teacher certification and a bachelor's, master's or education specialist degree from a regionally accredited institution.

A copy of the evaluation completed by the Troy University Office of Teacher Education will be placed in the student's file. This evaluation will direct the student in registering for applicable certification endorsement credits only.

Should a student apply later and be accepted to a degree program, **no college credit used "For Certification Endorsement" will be considered for credit toward this degree.** Additionally, no college credit may be applied to separate levels of certification. Please contact the **Director of the Teacher Education to eliminate any confusion regarding credit use and certification endorsements**, (334) 670-3447.

### • SPECIAL ADMISSION: NON-DEGREE MATRICULANT

A student interested in earning graduate credit, but who is not an applicant for a graduate degree at Troy University, may be admitted as a "Special Student" with the approval of the Dean of the Graduate School, or his/her designee. Admission may be granted to qualified students holding a baccalaureate degree or higher from a regionally accredited institution or to students in good standing at another regionally accredited graduate school (copy of transcript must be provided). Should a student apply later and be accepted to a degree program, a limit of six semester hours will be considered for credit toward the degree. It is the responsibility of the student to observe the limitations imposed on credit hours, coursework, and transfer of credit. Special students may not be admitted at a later date on a temporary admission. Credits taken in Special Admission status by students who are found not to be in good standing at their previous institution will be voided with the posting of no grade, "NG," by the Registrar.

### • INTERNATIONAL STUDENT ADMISSION

#### A. International Student Admission Requirements

1. Meet all Graduate School Admission Criteria (See Unconditional Admission section).
2. Make a satisfactory score on the Test of English as a Foreign Language (TOEFL) score of 193 (Computer based test) or 525 (Written test) or IELTS score of 6.0.

#### Additional Requirements for a Student Visa

Only the Troy University campus in Troy, Alabama, is approved to host students on an F-1 or J-1 student visa. No other Troy University campuses within the United States of America are approved for international student attendance if the international student receives an F-1 student visa

based on Troy University sponsorship.

Persons requesting U.S. Citizenship and Immigration Services (USCIS) form I-20 in order to obtain an F-1 visa or DS-2019 to obtain a J-1 visa additional information should contact the Center for International Programs, Troy, Alabama, 36082, USA, telephone number: 1 (334) 670-3736, email: [intlprog@troy.edu](mailto:intlprog@troy.edu), or visit [www.troy.edu/internationalprograms](http://www.troy.edu/internationalprograms).

#### B. International Student Submission Requirements

Students must submit the following official documents:

1. Completed Application for Admission.
2. Application fee.
3. All official transcripts and *preferably an American Associate of Collegiate Registrars and Admissions Officers (AACRAO)* or a World Education Services evaluation of the transcript if the institution is not an accredited United States institution. Prospective students must submit an institutionally transcribed transcript in English. Applicants who cannot obtain an institutionally translated transcript may obtain a translation utilizing the services of an approved credential evaluating service.

#### AACRAO

1 Dupont Circle, NW, Suite 520  
Washington, D.C. USA 20036  
Telephone 1-202-293-9161, Fax 1-202-872-8857,  
[www.aacrao.org](http://www.aacrao.org)

#### World Education Services

P.O. Box 5087  
New York, NY USA 10274-5087  
Telephone: 1-212-966-6311, Fax 1-212-739-6100,  
[www.wes.org](http://www.wes.org)

Institutionally translated transcripts will be evaluated preferably by AACRAO or WES, or may be evaluated by Troy University using standard accreditation practices and guidelines. If the foreign school does not appear in any of these sources or if the transcript does not provide the information necessary to determine admission status based on standard criteria, the applicant must utilize the credential evaluation services of AACRAO. Whenever possible, applicants transferring credit should submit a copy of the school catalog.

#### 4. Troy University Letter of Recommendation

The Letter of Recommendation form is located online at <http://troy.troy.edu/graduatestudies/grsform.html> Of a print copy will be provided in the application package. The following items must be addressed in the letter of recommendation: the recommender's name, organization, position or title, telephone or email, how long and in what capacity the recommender has known the applicant and the recommender must identify key characteristics that the candidate possesses (e.g. leadership, communication, knowledge, creativity, reliability, ability to communicate in writing, initiative, ability to get along with others, scholarly po-

tential).

5. Satisfactory score on the graduate admission examination (Contact the Troy University International Admissions office or an International Troy University site office near you for more information).
6. Satisfactory score on the Test of English as a Foreign Language (TOEFL) score of 193 (Computer Based Test), 525 (Paper test) or a score of 6.0 on the IELTS. Note: The TOEFL is waived as an admission requirement for foreign students who hold the baccalaureate or equivalent degree from a regionally accredited United States of America university and a country whose official language is English and in which the program of study was taught in English.
7. A detailed statement of financial status showing that adequate financial resources are ensured. Non U.S. citizens (and immediate family members) who are members of allied military forces or civilian agencies assigned to U.S. military installations are exempt from providing financial statements or TOEFL scores provided that their proficiency in English is certified in writing by an appropriate U.S. military official. Such a statement of financial status is required only for those international students seeking a J-1 or F-1 student visa.

- **THREE -YEAR BACCALAUREATE DEGREE HOLDERS REQUESTING ADMISSION TO THE GRADUATE SCHOOL**

1. Students completing a three-year baccalaureate degree will also be required to complete at least one year of a graduate program in their home country prior to applying to the Troy University Graduate School. No “Bridge Program” courses would be required.

Or

2. The dean of the discipline for which the student seeks admissions will prescribe a mandatory one-year baccalaureate equivalent course of study of at least 30 semester hours of undergraduate course work, to be completed with a cumulative grade point average of 2.50. All grades below the grade of “C” must be re-taken. This prescribed course of undergraduate study shall be referred to as a “Bridge Program.” Bridge program students should not repeat courses taken at the undergraduate level. Bridge Program students will be enrolled as “Undergraduate” students. This course work must be successfully completed and certified by the dean of the college prescribing the course work prior to admission to the Graduate School. Upon completion of the Bridge Program, students meeting all admission requirements may be admitted to the appropriate graduate program.

#### **DUAL ENROLLMENT – LACKING PREREQUISITES**

Students holding a baccalaureate degree from a regionally accredited college or university, who are applying for graduate admission, will have transcripts reviewed by their adviser to

determine if specific degree program prerequisites are met prior to admission to a graduate program.

Students needing to meet prerequisite requirements will be considered “Post-Baccalaureate” students until such time as prerequisites are fully completed and the cumulative grade point average for the prerequisite courses is a 2.5. “Post-Baccalaureate” students having six semester hours or fewer of prerequisites remaining may begin dual enrollment course work and apply for Graduate Admission with the approval of their adviser.

#### **DUAL ENROLLMENT - FINAL SEMESTER OF GRADUATING SENIORS ONLY**

With the approval of the Dean of the Graduate School or designee, seniors lacking six semester hours or fewer for graduation may, during the term in which their undergraduate requirements are being completed, be enrolled in one or more courses for graduate credit provided they present an acceptable score on the appropriate entrance exam and have an overall grade point average of 2.5 (on a 4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. Consult specific program for specific admission requirements. If admitted, the student may enroll in no more than a combined total of nine semester hours of undergraduate and graduate work.

#### **CROSS ENROLLMENT AGREEMENT**

Troy University has a Cross Enrollment Agreement with Alabama State University. Students may cross-enroll in selected courses without academic or financial penalty. To participate, contact the Registrar’s Office, Whitley Hall, Room 418, or call (334) 241-9511.

#### **CHANGING PROGRAM OF STUDY**

If a student decides to change his/her declared program of study, the student must be in good academic standing or eligible for readmission and meet the entrance requirements for the new degree program in effect at the time of admission to the new program. A new graduate Admissions Application must be filed for the new degree program (no fee required). Courses previously credited to the former program will be evaluated for acceptability for the new degree program through the process of Petition for Transfer of Graduate Credit evaluation, and any loss of credit will be reported to the student and the Financial Aid Office, if applicable. No grades below the grade of “B” will be considered for transfer. Final approval to change programs will be granted by the appropriate academic dean consistent with change of program procedures established by that college. All grades from work attempted in the first graduate program will contribute to the cumulative grade point average, unless the credit is greater than eight years old. Admission to Candidacy to all graduate programs requires a *cumulative* grade point average of a 3.0.

*Note:* Students using VA benefits should be aware that the VA may not pay for courses taken in a second program unless the VA has been notified of the degree program change. (See the VA certifying official for further details.)

### TRANSFER CREDIT FROM A PREVIOUS GRADUATE DEGREE

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

### TRANSFER CREDIT FROM A REGIONALLY ACCREDITED INSTITUTION

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

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

Documents Required for Evaluation of Transfer Credit:

1. A completed "Petition for Transfer of Graduate Credit" form.
2. A copy of the official transcript showing the course(s) taken.
3. A course description taken from the college catalog where the course was taken.
4. A copy of the course syllabus may be required.
5. Evidence that the course was taken for graduate credit or would have been accepted as graduate credit if not indicated on the transcript.
6. Course substitutions may be considered, as applicable.

Officially accepted transferred graduate coursework will be posted on the official Troy University transcript.

### TRANSFER CREDIT FROM UNACCREDITED OR OTHERWISE ACCREDITED INSTITUTIONS

Some degree programs prohibit the acceptance of transfer

credit from unaccredited or otherwise accredited institutions. If a student meets unconditional graduate admission standards and has earned graduate level credit at an unaccredited or otherwise accredited institution of higher learning, the student may petition for transfer credit. Petitions for transfer credit must be submitted immediately upon admission. Credits will not be accepted until the student has completed nine semester hours and has maintained a 3.0 grade point average necessary for good standing. Credits will be evaluated and approved by the dean of the discipline and the Graduate Council if needed. All requests must meet the stated conditions specified in the Transfer Credit from a Regionally Accredited Institutions section above. A determination will be made based on (1) the unaccredited or otherwise accredited institution's affiliation with the following agencies: Council on Postsecondary Accreditation (COPA) and the Commission on Recognition of Post Secondary Accreditation (CORPA), (2) the Council for Higher Education Accreditation (CHEA) and/or (3) acceptance of credit by three other regionally accredited institutions located in the area of the unaccredited institution, or (4) review and approval of the Graduate Council. Contact the nearest Troy University Graduate Admissions office for more information.

**Note:** University College, Phenix City, Dothan, and Montgomery student Petition for Transfer of Graduate Credit request forms must be completed, with the request annotated across the top of the form, that the institution is non-regionally accredited. Attach a copy of the official transcript, course descriptions, syllabus, and faculty credentials if available. All information submitted by the student must be verified by the appropriate academic official at each location, and a letter recommending support or non-support must accompany the request before the dean of the college will have the petition reviewed.

### CORRESPONDENCE CREDIT

Credit earned through correspondence will not be acceptable for graduate work. A correspondence course is defined as a complete pre-packaged course designed to be delivered through sequential steps at the student's own pace without instructor or student interaction.

### PROFESSIONAL MILITARY EDUCATION CREDIT (PME)

Troy University awards transfer credit for specific Professional Military Education (PME) courses completed at select military service schools for which credit is recommended by the American Council on Education and approved by each appropriate College's dean. The maximum number of credit hours transferred into a graduate program, to include PME credit, will not exceed 12 semester hours. Please consult your adviser for individual program acceptance. No credit may be granted for work that will be over eight years old at the time of graduation from the Troy University program for which transfer credit was requested. No waivers will be permitted.

### TRANSIENT CREDIT

**Under no circumstances may a student be enrolled in another institution while enrolled at Troy University without prior transient authorization.** Students who have been granted unconditional admission to the Graduate School, and who are in good standing, may petition to take pre-approved graduate level courses at another regionally accredited graduate school. Transient credit does not count toward Troy University residence

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

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

### SEMESTER HOURS REQUIRED

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

### HOOR LOAD LIMITS

Definitions:

- A "semester" is defined for hour load limit purposes as 16 weeks of class meetings.
- A "term" is defined for hour load limit purposes as up to a 10 week period of class meetings.

**Warning: Students who register for course work in excess of the approved load without prior approval and violates the University's policy regarding course load will be required to drop the overload or lose the excess credit.**

- **Temporary Admission Status**

Students with a temporary admission status are limited to a maximum of nine semester hours per semester or six semester hours per term. The definition of a "full-time" graduate student for admissions status purposes is a student taking nine semester hours per semester or six semester hours per term. A part-time student is defined as a graduate student taking less than a "full-time" load.

- **Conditional Admission Status**

Students admitted conditionally may take a maximum of nine semester hours per semester or six semester hours per term until the "conditions for admission" are removed.

- **Unconditional Admission Status**

The maximum load for unconditionally admitted graduate students is nine semester hours per semester, or six semester hours per term, or a **combination thereof shall not exceed nine semester hours over a sixteen-week period.** With the written approval of the student's academic adviser, the maximum load may be increased to 16 semester hours for unconditionally admitted students. Students who schedule an overload may not

reschedule an overload in the subsequent term unless they maintain an overall grade point average of a 3.0 on a 4.0 scale during the term in which the overload was scheduled.

- **Graduate Assistants**

Graduate Assistants are limited to a minimum of six semester hours or a maximum of 9 semester hours per semester.

### GRADUATE COURSE NUMBERS

- Courses numbered "9950" to "9999" are for workshops or continuing education credit.
- Courses numbered "7700" to "7799" are open only to students who have received the master's degree.
- Courses numbered "6600" to "6699" are open only to qualified graduate students or to students who have already received the master's degree.
- Courses numbered "5500" to "5599" are open only to graduate students and graduating seniors. Seniors must have the approval of the instructor of the course and meet unconditional graduate admission criteria. Courses numbered "5500" to "5599" in business, English, history, and mathematics are open only to graduate or post-graduate students. A student may not enroll in a course numbered "5500" to "5599" if it duplicates the same course listed on an undergraduate transcript.
- For the master's degree and the Education Specialist program, 50% of the total graduate program, must be earned in "6600" or higher level courses, except with the special permission of the student's adviser and the dean or associate dean of the school or college.

### GRADING SYSTEM

The following grades are given in the Graduate School: The grading system is based on a 4.0 grade scale (A=4, B=3, C=2, D=1, F=0).

Grade	Description	Credit
A	Superior Attainment	Yes
B	Average Attainment	Yes
C	Below Average Attainment	Yes
D	Far Below Average Attainment	Yes
F	Failure	No
FA	Failure due to absences	No
I	Incomplete	No
IP	Thesis or Clinical Research in Progress	No
P	Pass	Yes
AU	Audit	No
DR	Dropped Course (use only prior to midterm)	No
DP	Dropped Course Passing	No
DF	Dropped Course with Academic Penalty	No
NG	No Grade (Awarded only by Registrar)	No
W	Withdrawal (use only prior to midterm)	No
WP	Withdrawal Passing	No
WF	Withdrawal with Academic Penalty	No

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

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

### REPEATING COURSES

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

### INCOMPLETE GRADES

An "Incomplete (I)" may be reported for students whose progress in a course has been satisfactory (e.g. the student is passing the course), but who are unable to receive a final grade because of circumstances beyond their control. An "Incomplete" must be removed by the end of the next semester of enrollment, or one calendar year, whichever comes first. Students should be aware of regulations related to "Incompletes." An "Incomplete" which is not removed during the specified time limit of one calendar year or by the end of the next term of enrollment, automatically becomes an "F". (The grade of incomplete cannot be applied to incomplete theses, field projects, practicums, or internships. The grade of IP must be used in these cases.) NOTE: Military and nursing students may have a shorter time frame to clear "Incomplete" grades and should check with their education officer or appropriate faculty member.

### IP (IN-PROGRESS) GRADES

Students who show satisfactory progress in one of the following courses, but are unable to complete requirements in one semester, may be issued IP grades. No other courses are eligible to award the grade of IP. IP grades must be removed within one calendar year of the beginning date of the semester in which the grade was earned. An IP grade that is not removed during the stated time limit will automatically become a grade of "F."

IP grades may be issued only for the following courses:

- Research
- Practicums
- Internships
- Thesis
- Personal Supervisor and/or Curriculum Development  
Field Problem

### ATTENDANCE POLICY

In registering for classes at the university, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

A student will be excused for class absence for circumstances beyond the student's control or if the student has been required to attend an activity sponsored by the university. Faculty members who sponsor activities that require class absences must send a list of student names approved by the Dean or designee or Office of the Provost to each member concerned at least

three days before the scheduled absence.

Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

**Inclement Weather and Emergency Situations:** Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking peril to themselves or to others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions. In severe cases of inclement weather or other emergency conditions, the Office of the Provost or designee will announce cancellation of classes through the local and regional media as well as through the University's web sites.

### CHANGES IN CLASS SCHEDULES

The courses for which a student registers must bear the approval of his/her adviser and the appropriate Academic Dean's approval of the class schedule. Changes in the class schedule are not permitted after the close of the registration period. **Registration for a course makes the student responsible for completing the course unless he/she officially withdraws from the course(s).**

### DROP (Definition: Student is still enrolled in at least one course after the drop is processed.)

#### Drop Before Semester/Term Begins

Students who, for any reason, drop class(es) before classes begin MUST complete a "Drop" form and submit it to the appropriate office before the semester or term begins. Any student who fails to do so will be responsible for payment of tuition and will be charged with failing grades.

- **Drop After Semester/Term Begins**

Students who drop after classes begin must complete a Drop form and submit to the appropriate office in order to protect their records and to qualify for partial refunds (refer to local policy). Drop forms are available in the Student Services office or your site office.

- **Drop after the Last Day to Drop**

Students who drop after the last day to drop without academic penalty (see Schedule of Classes for the date) will be awarded the grade of "DP" (Drop Passing) or "DF" (Drop Failing).

Explanation of grade status at the time of drop:

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

## WITHDRAWALS

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

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

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

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

### Explanation of Grade Status at the Time of Withdrawal

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

## GRADE APPEALS

Faculty members have the authority to grade student work and to assign grades; these are academic judgments. A faculty member's syllabus enumerates student academic performance expectations and consequences. Faculty members render academic judgments when a student's academic performance violates established standards or fails to meet stated expectations. Academic judgments, made by faculty, are based on academic content, course requirements, and student performance. Students may not appeal grades based on allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or other matters of a purely academic nature. While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a course grade that he or she believes to be unwarranted for reasons other than those listed above may appeal that grade using these stated procedures. Grades for individual assignments and exams may not be appealed.

**Step 1.** Within the first four weeks of the start of the following term or semester in which the grade is received, the student shall have informally appealed the grade to the instructor. If that instructor is not teaching at Troy University during the term following issuance of the grade, the student will make contact with the instructor through the Dean's, Associate Dean's, UC Associate Regional Director of Academic Affairs, or local Student Services office.

**Step 2.** If the issue is not resolved at this informal level and the student wishes to pursue the appeal, the student shall request in writing a meeting with the respective department chairperson. This request shall be addressed to the chairperson via the Associate Dean's or UC Associate Regional Director of Academic Affairs and shall be received no later than the end of the fifth week of instruction for the semester following issuance of the grade. The request must summarize the student's complaint and the student's informal appeal to the instructor.

**Step 3.** Within two weeks of receipt of the request, the department chairperson shall meet with the student and with the instructor, separately or at the same time. **If the chairperson upholds the decision, the matter is closed. The decision is final.**

**Step 4:** If the chairperson does not support the decision of the instructor, the matter shall be appealed to the dean of the college. Within two weeks of the meeting between the instructor and the chairperson, the dean, or their designee, shall meet with the student, the instructor, and the chairperson, separately or together. **If the dean supports the original grade, the matter is closed. The decision is final.**

If the dean does not support the original grade, the dean will inform the instructor of the decision and attempt to find a reasonable solution. If this is not possible, the dean will determine the appropriate academic remedy, which may include change of grade, and inform the instructor, in writing, of this decision. The instructor then will have two weeks to appeal the decision to the Faculty Council that will convene the Faculty Personnel Advisory Subcommittee to hear the issue and determine a ruling. (While this is an appellate right of faculty, the due process rights of the student will be observed during this process.) Barring unusual circumstances, the matter **shall be resolved before the end of the first full semester (16 weeks) or second term following issuance of the grade.** It is the student's responsibility to initiate the appeals process within the timelines set forth in this procedure. **The decision of the Faculty Personnel Advisory Subcommittee is final.**

**Note:** Students may not use this procedure to appeal grades resulting from violations of Academic Honesty. Students should refer to the *Oracle*, the University's official Student Handbook for these appeals.

## RESIDENCY REQUIREMENTS

See program for details.

## RESIDENT CREDIT CALCULATION

Residency, the number of Troy University credit hours earned, must be established to be eligible for a Troy University graduate degree. Resident credit for a program is determined by deducting the non-Troy University transfer/transient credit hours allowed in the program from the total hours required for the program. Residency requirements vary by degree program. See specific programs for minimum residency requirements.

See the appropriate degree program for specific transfer credit requirements.

## RETENTION

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

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

## READMISSION PROCEDURES

### • Readmission to Graduate School after Academic Suspension

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

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

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

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

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

### • Readmission to a Graduate School Program by a Student in Good Standing

A student who is not enrolled in courses for **one year** must contact the Student Services office and complete an application for readmission. A student not enrolled with Troy University for **three years or more** must meet all degree requirements current at the time of readmission. If a student has attended another institution of higher learning since last attending Troy University, he/she must submit a new application and provide official transcript(s) from that institution before re-enrolling.

## PROGRAM COMPLETION REQUIREMENTS

### Grade Point Average

Students must have a 3.0/4.0 grade point average for all work attempted at the time of degree completion. Credits over eight years old shall not be used in computing the final grade point average at the time of degree completion. In the case of courses that have been retaken due to grades of "C" or below, all grades will be counted as hours attempted in determining the overall grade point average.

## ADMISSION TO CANDIDACY

The Admission to Candidacy document serves as a formalized degree plan developed by a graduate student and his/her adviser. Together, the student and adviser plan and sign this document, which is filed with the Graduate Records Office. Due to the nature of the Program of Study as an outline for graduate students leading to a specified graduate degree, it should be referenced during each registration. If students select courses outside of this plan of study, without prior approval, the credits may not apply toward degree requirements, but will affect the student's grade point average.

## REQUIREMENTS FOR ADMISSION TO CANDIDACY FOR THE MASTER'S DEGREE

1. To be admitted to candidacy, students must have a 3.0 grade point average on all work attempted and attach a copy of their current transcript to the back of the completed Admission to Candidacy form.
2. To be admitted to candidacy, students must be unconditionally admitted. Unconditionally admitted graduate students may apply for admission to candidacy after completing six semester hours of graduate coursework and any additional requirements outlined for the specific degree program. The formal application may be obtained from and returned to the office of the dean of the discipline or any Student Services offices. For further specific candidacy requirements, see the individual programs.

## RESEARCH REQUIREMENT FOR THE MASTER'S DEGREE

All graduate programs require certification of the student's ability to do research in a specialization. This requirement is met by achieving a grade of "B" or better in an approved research course in the student's program. Students must repeat the research course if a grade of "C" or below is attained.

## COMPREHENSIVE EXAMINATIONS

Students admitted to candidacy in a graduate program requiring a comprehensive examination must pass the required comprehensive examination, written and/or oral, covering the work taken in the major field. All students must register in advance for comprehensive examinations in their academic departments. Students should consult with their advisors regarding procedures for scheduling and taking comprehensive examinations. This examination is usually taken during the last semester/term prior to graduation.

The passing of the comprehensive exams is not to be considered a waiver of any other requirement for any program. Students who have unsuccessfully attempted the comprehensive exam may not change their program of study.

Should students fail the comprehensive exam, they must successfully retake the exam within one year of the date originally taken.

## THESIS/FIELD PROJECT

Information regarding thesis preparation and requirements may be obtained from the department chair at the location where the thesis is to be completed. Those students who prepare a thesis or field project shall pass a final examination covering the thesis or field project. All field projects or theses must be proposed well in advance and must be approved by the advisory committee assigned to the student. The student's major professor (a member of the student's major department and the chairman of the student's advisory committee), assisted by the committee, will be responsible for directing all aspects of the thesis or the student's field project. The completed, final thesis or field project will be submitted in appropriate form and in sufficient copies to the advisory committee for approval and then to the Dean of the Graduate School.

Students must consult the *Troy University Graduate Thesis Guidelines* located at <http://www.troy.edu/graduateschool/documents/thesisguidelines.pdf> for complete details on thesis preparation requirements. Individual departments, schools and

colleges may impose additional requirements or may specify requirements in greater detail. The graduate student has a responsibility to learn what, if any, special departmental/school/college requirements may apply. The thesis should be prepared in accordance with the instructions of these guidelines and those special requirements.

For programs with the thesis option, master's degree students may earn up to six semester hours of credit toward degree requirements by writing a thesis appropriate to their degree. In unusual cases, with the approval of the Dean of the Graduate School and thesis chair, students may be allowed to take additional thesis research hours beyond the six semester hour maximum.

Students pursuing the education specialist degree must earn three semester hours of credit by writing a thesis or field project. Students may enroll for credit in thesis or field project only after completing 21 semester hours of course work and being admitted to candidacy.

## INTENT TO GRADUATE PROCEDURE

Candidates for a graduate degree must indicate their intentions to complete the requirements for graduation by filing an "Intent to Graduate" form at the beginning of the term/semester prior to the term/semester of graduation with the Graduate Records Office. Since this form is used to check completion of requirements, order diplomas, and enter students in the commencement program, it must be filed in accordance with the published deadlines. A graduation fee must be paid at the time of filing.

Attendance at commencement is not required for degree conferral; however, all candidates are urged to attend.

## GRADUATION CEREMONY

Students will attend the graduation ceremony immediately following their program completion. Students will attend graduation at their "home" location. "Home" location is defined as the location where the students file an "Intent to Graduate" form.

## TIME LIMIT TO COMPLETE GRADUATE DEGREE PROGRAMS

All credits used to satisfy degree requirements must be less than eight years old at the time of degree completion. A student not enrolled with Troy University for three years or more must meet all degree requirements current at the time of readmission.

For students completing the Master of Science in Nursing, all credits used to satisfy degree requirements must be less than five years old at the time of degree completion.

## TRANSCRIPT REQUESTS

Requests for transcripts must be submitted in writing or by a signed fax as requested by the Family Educational Rights and Privacy Act of 1974 (FERPA). Email requests cannot be accepted at this time. A transcript request form may be printed from the Troy University website at <http://www.troy.edu/records/transcript.html>.



The following information must be provided in all transcript requests:

1. Full name
2. Social security number or Troy University student ID number
3. Dates of attendance
4. Location of attendance
5. Address to where the transcript(s) are to be sent
6. The number of transcripts requested

All transcript orders will be charged a \$5.00 fee.

An official transcript, one that bears the official university raised seal with the Registrar’s signature on security paper and is issued by the Registrar’s Office,\* is sent directly to another institution. It reflects all transferred credit accepted, non-traditional credit accepted, and credit courses taken at Troy University. To receive a consolidated official transcript, a student must

1. receive an admission status other than “temporary,”
2. clear all outstanding financial obligations to Troy University, and
3. prepare a Transcript Request Form at any Troy University office and pay the appropriate fee.

\* Note: Official copies are mailed from one institution to another. Student copies mailed or released to the student will be stamped “Issued to Student.”

**TUITION AND FEES**

**A. TROY CAMPUSES**

Consult the [www.troy.edu](http://www.troy.edu) website for current tuition and fees.

**B. DISTANCE LEARNING COURSE RATES**

Consult the [www.troy.edu](http://www.troy.edu) website for current tuition and fees.

For more information, please contact the Distance Learning Center by phone: 1-334-670-5876 or 1-800-265-9811 or e-mail: [www.troy.edu/ecampus/onlinegraduateprograms/](mailto:www.troy.edu/ecampus/onlinegraduateprograms/).

**C. UNIVERSITY COLLEGE**

Tuition and fees vary according to campus site and are subject to change without notice.

**D. NURSING - Consult the [www.troy.edu](http://www.troy.edu) website for correct tuition and fees.**

**E. REFUND POLICY**

Students should see the Business Office at the campus they are attending for the refund policy.

**F. FINANCIAL AID**

Graduate students at Troy University may receive limited financial aid.

**FINANCIAL AID**

Students may apply for a Subsidized Federal Family Educational Loan of up to \$8,500 and Unsubsidized Loan funds of up to \$10,000 per academic year for a maximum of \$18,500; the total combination of all funds received regardless of the source cannot exceed the total cost of education.

Troy University has limited funds (awarded first come first served) in the College Work Study Program and the Federal Perkins Student Loan Program for which graduate students may apply. The application priority deadline is May of each year for students enrolling the following fall term. Students are urged to use the financial aid section of the web site for more detailed information on the financial aid application process.

Students must be enrolled at least half-time to be eligible to receive a student loan.

**Undergraduate Course Loads**

	Semester Hours	Accelerated Semester Hours
FULL TIME	12	6
3/4 TIME	9-11	4-5
HALF TIME	6-8	3
< HALF-TIME	1-5	1-2

**Graduate Course Loads**

	Semester Hours	Accelerated Semester Hours
FULL TIME	8	6
3/4 TIME	6-7	4-5
HALF TIME	4-5	3
< HALF-TIME	1-3	1-2

All forms and contact information required to apply for graduate student financial aid are available in the financial aid section of the University web site.

• **Withdrawals for Students Receiving Title IV Aid**

In addition to Troy University's withdrawal policy, if a student is a recipient of Title IV aid: Stafford Loans or Perkins Loan as examples, federal regulations administered through the U.S. Department of Education will apply. If a recipient of Title IV aid withdraws during the term, the university will calculate the amount of aid the student did not earn, and the unearned portion will be returned to the Title IV programs. The student is responsible for any charges which are unpaid as a result of the return of Title IV funds.

Generally speaking, a student earns Title IV aid based on the number of days completed during the term prior to withdrawal. Once 60% of the term has been completed, the student is considered to have earned 100% of the Title IV aid awarded.

A student who withdraws must complete the Exit Interview Form (For any disbursed student loans repayment begins six months after you are no longer a half-time student).

• **Veterans Education Benefits**

The following is a summary of the educational assistance that the Department of Veterans Affairs offers to veterans, service members, and their dependents. More detailed information

is available on our web site.

- The Montgomery GI Bill (Chapter 30) assists students who entered active duty for the first time after July 1, 1985, and who agree to have their pay reduced \$100 for 12 months. Veterans must have been honorably discharged and active-duty personnel must have served at least two years.
- The Montgomery GI Bill – Selected Reserve Education Assistance Program (Chapter 1606) assists students who have a six-year obligation in the Selected Reserves. Students who are officers must agree to serve six years in addition to current obligation, complete initial active duty for training, serve in a drilling Selected Reserve unit, and remain in good standing.
- The Veterans Educational Assistance Program – VEAP (Chapter 32) assists students who enlisted in the military after December 31, 1976, and before July 1, 1985, who contributed money to the educational fund.
- Vocational Rehabilitation (Chapter 31) provides assistance to veterans who have a service-connected disability and need vocational rehabilitation because his/her disability creates an employment handicap.
- The Dependents' Educational Assistance Program (Chapter 35) provides education and training opportunities to eligible dependents and survivors of certain veterans who either died of, or is permanently and totally disabled as the result of, a service connected disability. The disability must arise out of active service in the Armed Forces.

- **Application Procedures**

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

- **Payment Methods**

The amount of money a student receives from the Department of Veterans Affairs depends on which education program the student is eligible for, how many hours of credit the student is registered for, the length of the term, and for retirees, the number of dependents.

## **GRADUATE ASSISTANTSHIP/FELLOWSHIP PROGRAM**

The objectives of the Graduate Assistantship/Fellowship program are to provide professional experiences which complement graduate instruction and research while contributing financial assistance to students pursuing graduate degrees. This assistantship/fellowship program is designed to aid in the successful completion of the degree pursued and to enhance career opportunities through applied professional experiences.

The Graduate Assistantship/Fellowship Program is administered by the Dean of the Graduate School. Additional questions regarding this program should be directed to the Dean of the Graduate School. The Graduate Assistantship/Fellowship program is available only on campuses located in Alabama.

### **ELIGIBILITY**

To qualify for a graduate assistant/fellow appointment, a student must satisfy the following general eligibility requirements. Additional eligibility requirements may exist according to teaching and/or research positions.

1. Must possess an undergraduate degree with an excellent academic record.
2. Must be admitted to a graduate program at Troy University.
3. Must be pursuing a graduate degree in the field to which assigned or in a related field in which the student has substantial background.
4. Must be registered in the Graduate School for at least six graduate semester credit hours during a regular semester or at least six graduate semester credit hours for the summer term. An exception to this requirement may be made by the Dean of the Graduate School under the following conditions:
  - a. If a student is classified as a graduate student and is required to take undergraduate courses for the graduate degree, either a minimum of nine undergraduate hours or a minimum of three graduate hours and six undergraduate hours must be taken to qualify for a graduate assistantship.
  - b. If a student has made satisfactory progress toward obtaining the graduate degree and needs fewer than six graduate hours to complete the degree, the student may be considered for an assistantship.
5. When a tuition scholarship is included in the graduate assistantship, this award may impact on the student's eligibility for federal programs of financial assistance. Students are responsible for checking with the Financial Aid Office.
6. International graduate students must be in compliance with all U.S. Citizenship and Immigration Services (USCIS) of the Department of Homeland Security (DHS) requirements.
7. Students who are required to submit Test of English as a Foreign Language (TOEFL) scores as part of their graduate admission requirements must have a score of 550 (or a score of 213 on the computer based test) or higher to be considered. Additionally, evidence of English language proficiency may be required for some positions.

## SCHOLARSHIPS

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

## UNIVERSITY COLLEGE

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

University College academic programs and course offerings are the responsibility of the dean of the college, academic department, and appropriate University College personnel. Troy University faculty and administrative oversight functions include, but are not limited to, academic oversight and control, new site approval, monitoring institution effectiveness, faculty selection, certification, evaluation and graduate faculty status determination. The administration of University College is the responsibility of the Vice Chancellor, University College.

All student services functions are monitored from the Troy campus. Student service reviews include, yet are not limited to, admission activities, maintaining the official academic records, providing transcripts, and issuing degrees for all students enrolled in the component units of University College sites.

All of the degree programs offered at University College sites or branch campuses are approved programs in the Graduate Catalog; however, not all degree programs are offered at every location.

## Nature of Off-campus Programs

University College is designed to meet the needs of civilian working adults, international students overseas, military and government agency civilians, and other adults seeking degrees. Courses and degrees are delivered at a time and in formats to fit the needs of adult learners who have full-time employment, work shifts, and are prone to short notice moves. Adult learners generally have education needs different from those catered to by traditional colleges and universities. On military bases, guidance is worked cooperatively with the base education services personnel. In addition, the military usually provides classroom and office space, utilities and local program support.

## Student Services

The Provost on the Troy campus is responsible for the various student services at University College locations. These services are geared to meet the needs of students at each location and include orientation, counseling, financial aid, transcript service, graduation ceremonies as well as other services and activities such as library support and alumni organizations.

## Tuition and Fees

Each region/branch educational site provides its own schedule of tuition fees for students and procedures for payment and refunds.

## Additional Information

Registration times and locations are published in class schedules for each of the off-campus units of University College. Supplemental information may be obtained by contacting the appropriate University College site office.

### Troy University University College - Regional Offices For Graduate Programs

<p>Troy University Florida and Western Regions Regional Office 81 Beal Parkway, SE Fort Walton Beach, FL 32548 850-844-7414 Dr. Manfred Meine, Director <a href="mailto:drmmeine@troy.edu">drmmeine@troy.edu</a></p>	<p>Troy University Atlantic Region Regional Office 5425 Robin Hood Road, Suite B-1 Norfolk, VA 23513 757-451-8202 Dr. Christine Burge, Director <a href="mailto:cburge@troy.edu">cburge@troy.edu</a></p>
<p>Troy University 18 MSS/DPE Unit 5134 Box 40 APO AP 96368-5134 Director Mr. Darnell Kirkland <a href="mailto:dkirkland1472@troy.edu">dkirkland1472@troy.edu</a></p>	<p>Troy University University College International Programs Adams Admin. Bldg, Room 314 Troy, AL 36082 866-725-0727 Dr. David Kenyatta, Director <a href="mailto:dkenyatta@troy.edu">dkenyatta@troy.edu</a></p>
<p>Troy University Southeast Region Regional Office 506 Manchester Expressway Columbus, GA 31904 706-685-5762 Dr. David White, Director <a href="mailto:whited@troy.edu">whited@troy.edu</a></p>	<p>Troy University Distance Learning Center Troy University Troy, AL 36082 334-670-5876 Dr. Sallie Johnson, Dean <a href="mailto:sjohnson@troy.edu">sjohnson@troy.edu</a></p>

## DISTANCE LEARNING

Troy University's Distance Learning Center (DLC) was established as a comprehensive, educational unit of Troy University to allow and encourage any student, regardless of location, the opportunity to earn a fully accredited college education via Distance Learning. Since the inception, the DLC has expanded to include different programs and methodologies to reach local students, working adults, and the military. The DLC offers students the opportunity to attend graduate programs and courses through a variety of non-traditional delivery means. Selected courses are offered through interactive videoconferencing. Classrooms using either digital microwave technologies or VTEL Interactive Videoconferencing technologies connect students in the cities of Troy, Montgomery, Phenix City and at many high schools in the Southeast Alabama area. Full graduate degree programs are provided in an online format. Web-based courses integrate textual materials, graphics, audio, video, and facilitate faculty and student interactions. Specialized software is utilized. Please consult with the Distance Learning Center (DLC) staff 1 (334) 670-5876, 1 (800) 265-9811 or view the DLC website at <http://www.troy.edu/ecampus/onlinegraduateprograms/> for more information.

## TROY UNIVERSITY LIBRARY

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

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

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

## HOUSING - TROY CAMPUS ONLY

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

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

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

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# UNIVERSITY-WIDE REGULATIONS

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Only a portion of the University-Wide regulations are represented below. Please consult the *Oracle*, the University's official Student Handbook, online for the most current and complete version.

## STANDARDS OF CONDUCT

By publication of these "STANDARDS OF CONDUCT," the university calls to the special attention of students and organizations the standards by which they are expected to abide. Students and organizations should be aware of the STANDARDS and should know they will be held accountable for their provisions.

## General

All students enrolling in Troy University assume an obligation to conduct themselves at all times as responsible members of the campus community and in accordance with standards of common decency and decorum, with recognition and respect for the personal and property rights of others and the educational mission of the University.

## Authority for Rules and Regulations

The Board of Trustees of Troy University is vested with the authority to promulgate rules and regulations regarding the conduct of students while enrolled at Troy University by Title 16-56-6, Code of Alabama, 1975. The University Trustees have delegated full authority to the University administration to prepare and administer rules and regulations for the welfare and discipline of its students.

## Administrative Responsibility and Authority

The Student Affairs Division of the University has primary authority for the supervision of student conduct and administration of discipline. The Senior Vice Chancellor for Student Affairs and staff are responsible for working with students and student organizations to encourage support and compliance with University standards. They delegate specific responsibilities to members of their respective staffs, and in some instances, to student government agencies. It is permissible for the Student Affairs Judicial Officer to handle disciplinary decisions administratively if both the student or student organization and the Judicial Officer agree to an administrative hearing. The Student Affairs Judicial Officer is responsible for coordinating all disciplinary procedures and maintaining appropriate records of student conduct and disciplinary actions.

## Misconduct Defined

By enrollment at the University, a student or organization neither relinquishes rights nor escapes responsibilities of local, state, or federal laws and regulations. The "STANDARDS OF CONDUCT" are applicable to behavior of students and organizations on and off the University campus if that behavior is deemed to be incompatible with the educational environment and mission of the University. A student or organization may be disciplined, up to and including suspension and expulsion, and is deemed in violation of the "STANDARDS OF CONDUCT", for the commission of or the attempt to commit any of the following offenses:

1. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the University, faculty, or other officers or employees of the University.
2. Forgery, or the alteration or misuse of University documents, records or identification.
3. Issuance of worthless checks made payable to Troy University.
4. Actual or threatened physical abuse, threat of violence, intimidation, hazing, or any other act which endangers the health or safety of any person.
5. Destruction, damage, or misuse of University property, public, or private.
6. Theft, attempted theft, burglary, attempted burglary, accessory to these acts, and/or possession of stolen property.
7. Unauthorized manufacture, sale, delivery, use, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law.

8. The unlawful possession, use, or distribution of alcoholic beverages, public drunkenness, driving under the influence, or the public display of alcoholic beverages and the use or display of such in public areas of the residence halls and all other public areas of the campus.
9. Participation in any form of gambling.
10. Use, possession, or distribution of firearms, bows, illegal knives, fireworks, any incendiary, or any type of explosive device or material. Only duly-constituted law enforcement officers may possess firearms on campus.
11. Disorderly conduct, including rioting, inciting to riot, assembling to riot, raiding, inciting to raid, and assembling to raid University properties.
12. Lewd, indecent, obscene behavior or expression.
13. Trespassing or unauthorized entry to or use of University facilities.
14. Unauthorized use or attempted use of any services belonging to or provided by the university, including but not limited to, computer, telephone, cable television, copying facilities, or any other such service.
15. Unauthorized possession of a key to any University facility.
16. Interference with the use of or access to University facilities, obstruction or disruption of teaching, research, administration, service, disciplinary procedures, or other activities on university property by either University or non-University persons or groups.
17. Failure to promptly comply with directions of University officials or law enforcement officers acting in the performance of their duties as such officials and officers.
18. Entering false fire alarms, or bomb threats, tampering with fire extinguishers, alarms, or other safety or fire-fighting equipment.
19. Any activity which creates a mentally abusive, oppressive, or harmful situation for another is a violation. Use of the mail, telephone, computer and electronic messages, or any other means of communication to insult, threaten, or demean another is prohibited.
20. Conviction of any misdemeanor or felony which adversely affects the educational environment of the University.
21. Violation of any University policies or regulations as published or referred to in the Student Handbook, including, but not limited to, those governing the time, place and manner of public expression; the registration of student organizations; the use of university facilities; occupation and visitation of residence halls and other housing owned or controlled by the University; and the use of and parking of motor vehicles on the campus.
22. Conduct in violation of public law, federal and state statutes, local ordinances, or University regulations or policies whether or not specified in detail, which adversely affects the student's suitability as a member of the academic community and regardless of whether such conduct has resulted in a conviction under a statute of ordinance.
23. Any other activity or conduct not specifically stated herein which impairs or endangers any person, property, or the educational environment of the University.

#### **STUDENT RECORDS POLICY**

Please consult the Oracle, the University's official Student Handbook, online at [www.troy.edu](http://www.troy.edu), for the most current and complete policy.

#### **POLICY ON HARASSMENT**

Please consult the Oracle, the University's official Student Handbook, online at [www.troy.edu](http://www.troy.edu), for the most current and complete policy.

# COLLEGE OF ARTS AND SCIENCES

## College of Arts and Sciences

Degree Program	Troy	Phenix City	Atlantic Region	Florida/Western Region	Pacific Region	Southeast	Dothan	Montgomery
Computer Science								X
Criminal Justice	X*		X*			X		
International Relations	X*		X	X	X	X	X	
Public Administration	X*		X	X		X		
Environmental & Biological Sciences	X							

## MASTER OF SCIENCE IN COMPUTER SCIENCE

### PROGRAM OBJECTIVES

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

1. Provide students with opportunities to refine their skills and core competencies in computer and information science through the advancement and development of concepts, techniques, and methodologies appropriate in the field.
2. Facilitate the development of advanced skills in an environment which will ensure both a realistic and varied exposure to contemporary information processing problems.
3. Promote the integration and application of cutting edge concepts and approaches in the computer and information science field.

### ADMISSION REQUIREMENTS

1. A student must have earned a bachelor's degree in computer and information science or a related field from a regionally accredited four-year college or university.
2. A student must meet the grade point average and test score requirements as follows:
  - a. A minimum overall undergraduate grade point average of 2.5 (on a 4.0 scale) or a 3.0 grade point average (on a 4.0 scale) for the last 27 semester hours (45 quarter hours).
  - b. A score of 1000 on the Graduate Record Examination (GRE)

3. A working knowledge of discrete mathematics. This requires completion of CS 3312 or its equivalent.

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements. Individuals admitted on a conditional basis may satisfy the requirements for unconditional admission as follows:

1. Students must have their GRE test score on file with the admissions office by the completion of the FIRST semester in which they are enrolled in CS courses.
2. Students failing to achieve the minimum score of 1000 may satisfy the GRE test requirement by successfully completing 12 semester hours of graduate CS courses with a minimum grade point average of 3.0 (on a 4.0 scale).
3. Students not having a 2.5 undergraduate grade point average may satisfy the requirement by successful completion of 12 semester hours of graduate CS courses with a minimum grade point average of 3.0 (on a 4.0 scale).
4. A student with a bachelor's degree outside the field of computer and information science may satisfy the bachelor's degree requirement by completing ALL of the following (see adviser for specifics):

- CS 2244 3 Computer Science I
- CS 2260 3 Computer Science II
- CS 2261 3 Foundations in Computer Science
- CS 3312 3 Discrete Mathematics
- CS 3323 3 Data Structures
- CS 3357 3 Logical Structures of Computer Design

Additional courses may be required by the CS Graduate Adviser depending on the student's background. A student must complete all courses with a grade point average of 3.0 (on a 4.0 scale).

## DEGREE OPTIONS

There are two degree options: thesis and non-thesis. In the thesis option, the student must be admitted to candidacy prior to successfully completing and defending a thesis, in addition to completing the requirements as stated below. In the non-thesis option, the student must pass a comprehensive exam and must successfully complete a research project and write a paper about that project.

## ADMISSION TO CANDIDACY

Admission to the program for the M.S. in Computer Science does not constitute official admission to candidacy. The student must be admitted to candidacy for the degree at least one semester prior to the anticipated semester of graduation. To be eligible for admission to candidacy, students must meet the following requirements:

<b>Thesis</b>	<b>Non-Thesis</b>
1. Achieved unconditional admission to the program;	1. Achieved unconditional admission to the program;
2. Completed at least 15 SHs of course work at Montgomery;	2. Completed at least 6 SHs of course work at Montgomery (not including transfer credit);
3. Maintained a minimum overall 3.0 GPA; AND	3. Maintained a minimum overall 3.0 GPA; AND
4. Completed an approved thesis proposal.	4. Completed an approved research project or paper.*

\*See Approval Process for Thesis below.

## DEGREE REQUIREMENTS

The requirements for the degree are admission to candidacy, the successful completion of 5 graduate-level core courses and 3-5 elective courses (altogether 30SHs for the thesis option and 31 SHs for the non-thesis option) with an overall grade point average of 3.0, and successful completion of a candidacy paper or a thesis.

<b>Thesis*</b>	<b>Non-Thesis</b>
1. Admittance to candidacy;	1. Admittance to candidacy (see above requirements);
2. Completion and successful defense of thesis;	2. Maintenance of a minimum overall 3.0 GPA;
3. Maintenance of a minimum overall 3.0 GPA; AND	3. Completion of 31 SHs of graduate-level coursework including 1SH of CS 6699; AND
4. Completion of 30 SHs of graduate-level coursework including 6SHs of thesis course CS 6699.	4. Passing the comprehensive examination.

## \*APPROVAL PROCESS FOR THESIS AND NON-THESIS RESEARCH PROJECTS

### Thesis Approval Process

The thesis proposal and the thesis itself must be approved by a three member department committee -- one of whom may be outside of the CS department, CS department chair, Dean of College of Business and the Dean of the Graduate School.

### Non-Thesis Approval Process

The research supervisor must approve the research proposal. The research project and related paper must be approved by a three-member department committee -- one of whom may be outside of the CS department, CS department chair, Dean of College of Business, and the Graduate Dean.

## SUBMISSION OF THESIS OR RESEARCH PAPER

The research paper or thesis must be submitted one semester prior to the anticipated semester of graduation.

In the thesis option, three approved copies are necessary to be bound for distribution. In the non-thesis option, two approved copies are necessary, one of which will be kept by the CS department.

## COURSE INFORMATION

### Core Courses (15 Hours)

CS	5543	3	Software Engineering
CS	5545	3	Computer Architecture
CS	5546	3	Information Organization and Retrieval
CS	5547	3	Applied Systems Analysis
CS	5548	3	Systems Programming and Operating Systems

### Elective Courses (15 Hours)

CS	6640	3	Data Base Management Systems
CS	6641	3	Society and Information Systems
CS	6643	3	Theory and Design of Compilers
CS	6644	3	Applied Computing Techniques
CS	6646	3	Information Systems for Operations and Management
CS	6647	3	Operations Analysis and Modeling
CS	6648	3	Operations Research
Other elective (approved by adviser)			
CS	6625	1-3	Special Study in CS
CS	6649	3	Special Topics in computer and Information Science
CS	6699	3-6	Research and Thesis
<b>TOTAL</b>		<b>(30)</b>	

## OPTIONS

### Thesis Option

5 Core Courses	(15)
3 Electives	(9)
Thesis	(6)
<b>TOTAL</b>	<b>(30)</b>

**Non-Thesis Option\***

5 Core Courses	(15)
5 Electives	(15)
Research	( 1)
<b>TOTAL</b>	<b>(31)</b>

\* Includes a research project and a comprehensive examination.

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## MASTER OF SCIENCE IN CRIMINAL JUSTICE

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

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

**PREREQUISITE REQUIREMENTS**

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

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

**ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN CRIMINAL JUSTICE****Unconditional Admission**

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

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

OR

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

AND

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

**Conditional Admission**

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

**CURRICULUM**

All courses offer three semester hours credit.

**TRANSFER CREDIT**

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



**REQUIREMENTS FOR ADMISSION TO CANDIDACY**

1. To be admitted to candidacy, students must have a 3.0 GPA on all work attempted.
2. Unconditionally admitted graduate students may apply for admission to candidacy for a degree after completing six semester graduate hours at Troy University. A student will be admitted to candidacy the term following completion of 12 semester hours.

**DEGREE REQUIREMENTS**

Any student completing the course work with a 3.0 GPA or better, fulfilling candidacy requirements, successfully completing the required comprehensive examinations (for CJ 6610, 6620, 6622 and 6624) and the research requirement (CJ 6650), will be awarded the master's degree. (If the student makes a "D" or "F" in a core course, the course must be retaken. If the student makes a "D" or "F" in an elective course, the course may be retaken or another elective taken in its place.)

**Required Courses (12 credits)**

CJ	6610	3	Principles of Administration
CJ	6620	3	Current Trends in Criminal Law
CJ	6622	3	Seminar in the Administration of Justice
CJ	6624	3	Court Administration

**Electives (18 credits)**

*Select any 18 hours of graduate course work from the following:*

CJ	5571	3	Probation, Pardons, and Parole
CJ	6621	3	Current Issues in Corrections
CJ	6625	3	Specialized Study
CJ	6630	3	Juvenile Justice
CJ	6635	3	Community-Based Corrections/ Correctional Systems
CJ	6636	3	Criminological Theory
CJ	6638	3	Seminar in Civil Liberties Related to Corrections
CJ	6640	3	Seminar in Law Enforcement
CJ	6644	3	Administrative Law
CJ	6649	3	Statistics for Criminal Justice Re- search
CJ	6650	3	Survey of Research Methods in Criminal Justice
CJ	6652	3	Seminar in Corrections
CJ	6655	3	Special Topics in Criminal Justice
CJ	6660	3	Advanced Readings in Criminal Justice
CJ	6671	3	Organizational Theory
CJ	6692	3	Agency Experience
CJ	6693	3	Masters Project
CJ	6694	3	Thesis Practicum
CJ	6695	3	Thesis

**TOTAL****30 Hours**

OR

(Thesis option)

Required Courses (as above):	12 hours
Thesis Practicum	3 hours
Thesis:	3 hours
Electives	18 hours
<b>TOTAL</b>	<b>36 hours</b>

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## MASTER OF SCIENCE IN ENVIRONMENTAL AND BIOLOGICAL SCIENCES

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The Master of Science in Environmental Analysis and Management is designed to broaden the student's perspective and understanding of environmental problems and their solutions. The Program prepares students to understand the interdisciplinary nature of environmental analysis and management, the application of empirical and theoretical knowledge in specific areas of the environmental field, the resolution of environmental conflicts, and the communication of this information to others. The Program objectives are listed below:

1. To provide students with the conceptual foundations for addressing local, regional, and global environmental issues from the perspectives of resources management, technical analysis and interpretation, communication, policy, compliance, and administration
2. To teach students the technical skills for conducting environmental research in the areas of natural resources management, environmental chemistry, and toxicology
3. To demonstrate how the environmental and biological sciences provide the technical and scientific underpinnings for addressing many social, economic, and political problems

**PREREQUISITE REQUIREMENTS**

Candidates for admission must have a baccalaureate degree, preferably in a technical subject area. Candidates should have completed foundation courses in the biological sciences, one year of general chemistry, and one course in statistics.

**ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN ENVIRONMENTAL ANALYSIS AND MANAGEMENT**

To apply for admission to the graduate program in Environmental Analysis and Management, applicants must submit the following materials:

- Completed Application for Admission to the Graduate School
- Official transcript(s) from undergraduate and other graduate schools
- Official copy of GRE or MAT scores
- Student medical record or health certificate
- Letters (two) of recommendation

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

### Unconditional Admission

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

- Hold a baccalaureate degree from a regionally accredited university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours
- Demonstrate an adequate academic background in the sciences that includes natural or biological sciences, general chemistry, and statistics
- Earn at least 850 on the Graduate Record Examination (GRE) (Combined verbal and quantitative) or a score of at least 33 or 385 on the Miller Analogies Test (MAT)

### Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to the graduate program. See Conditional Admission requirements in the general regulations section of this Catalogue. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.

Students with academic deficiencies (course work, GPA, GRE, or MAT scores) might be required to complete additional course work before being granted unconditional admission to the program.

### TRANSFER CREDIT

A maximum of 12 semester hours taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. These courses must be comparable in catalogue description to Troy University courses in the Department's graduate program and also be approved by the Department Chair. Non-thesis students who transfer a "core" course are still required to take a written comprehensive exam based on the material presented at Troy University.

### REQUIREMENTS FOR ADMISSION TO CANDIDACY

To be admitted to candidacy, students must have completed a minimum of 10 semester hours in the Program and have attained a minimum 3.0 GPA on all work attempted, including a minimum grade of 3.0 (4.0 scale) in EAM 6691. If the student makes a "D" or "F" in a core course, the course must be retaken. If the student makes a "D" or "F" in an elective course, the course may either be retaken or another elective taken in its place.

### DEGREE REQUIREMENTS

- Unconditional Admission
- Admission to Candidacy
- Completion of curriculum listed below
- Successful completion of EAM 6691 with a "B" or better
- Overall 3.0 GPA

- Successful completion of the comprehensive examination for non-thesis students or a thesis, including a presentation of a public seminar, for thesis students

A student who successfully completes the requirements listed above will be awarded the master's degree (M.S.) in Environmental Analysis and Management.

### GRADUATE ASSISTANTSHIPS

The Graduate School offers several different types of assistantships and fellowships. Students should check the Graduate School's website ([www.troyst.edu/graduateschool/index.html](http://www.troyst.edu/graduateschool/index.html)) for details about assistantships and fellowships, deadlines, and copies of application forms. Students should send the completed assistantship forms to the Department of Biological and Environmental Sciences, 213 McCall Hall. Students should also contact a faculty member who would be willing to serve as their graduate thesis adviser before applying for an assistantship.

### CORE COURSES AND CONCENTRATIONS

#### *Required Core Courses (10 hours)*

EAM	6601	3	Environmental Ethics, Policy and Law
EAM	6630	3	Pollution Science
EAM	L630	1	Pollution Science Lab
EAM	6691	3	Research Methodology and Experimental Design

#### **Resources Management Concentration**

##### *Non-Thesis Option (26 hours)*

##### *A) Required courses:*

EAM	6603	3	Environmental Management
EAM	6612	3	Environmental Impact Studies/Risk Management
EAM	6650	3	Spatial Analysis Using GIS
EAM	L650	1	Spatial Analysis Using GIS Lab

##### B) Electives (16 hours)

##### *Thesis Option (20 hours minimum)*

##### *A) Select one course:*

EAM	6603	3	Environmental Management
EAM	6612	3	Environmental Impact Studies/Risk Management
EAM	6650	3	Spatial Analysis Using GIS
EAM	L650	1	Spatial Analysis Using GIS Lab

##### B) Electives (10-14 hours)

##### C) EAM 6695 2-6 Thesis Research

#### **Environmental Chemistry and Toxicology Concentration**

##### *Non-Thesis option (26 hours)*

##### *A) Required courses:*

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

B) Select one course with its corresponding lab:

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

C) Electives (15 hours)

*Thesis option (20 hours minimum)*

A) *Required courses:*

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

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

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

C) Electives 3-6 hours

D) EAM 6695 2-6 Thesis Research

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

### PREREQUISITE REQUIREMENTS

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

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

### ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE IN INTERNATIONAL RELATIONS DEGREE

#### Unconditional Admission

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

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

OR

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

AND

3. Have an acceptable score on the appropriate entrance exam (GRE 920 – verbal plus quantitative, MAT 40, GMAT 490).

#### Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to a graduate program. See conditional admission requirements in the general regulations section of this *Bulletin*.

#### TRANSFER CREDIT

A maximum of four courses (12 semester credit hours) taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. These courses must be comparable in catalog description to Troy University courses in the MSIR program and must be approved by the Dean of Arts and Sciences or Chair of the Department of Political Science.

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## MASTER OF SCIENCE IN INTERNATIONAL RELATIONS

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### PROGRAM OVERVIEW AND OBJECTIVES

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

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

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

**REQUIREMENTS FOR ADMISSION TO CANDIDACY**

1. To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. If the student makes a “D” or “F” in a core course, the course must be retaken. If the student makes a “D” or “F” in an elective course, the course may be retaken or another elective taken in its place.
2. Unconditionally admitted graduate students may apply for admission to candidacy after completing six semester graduate hours and requirements as outlined for the specific degree program. A student will be admitted to candidacy the term following completion of 12 semester hours.

**DEGREE REQUIREMENTS**

1. Unconditional admission
2. Overall 3.0 GPA
3. Completion of the curriculum listed below
4. Successful completion of comprehensive examination or a thesis
5. Successful completion (“B” or better) of program research requirement – IR 6601
6. Admission to candidacy

**CURRICULUM**

All courses offer three semester hours credit.

The MSIR curriculum of study consists of three integral components.

- I. Four core required courses
- II. The selection and completion of a program concentration
- III. The successful completion of a comprehensive examination OR the preparation and defense of a Master’s Thesis

**CORE REQUIRED COURSES -- All MSIR students must take these four courses:**

IR	5551	3	Survey of International Relations
IR	6601	3	Research Methods in International Relations
IR	6620	3	International Political Economy
IR	6652	3	Theory and Ideology of International Relations

**CONCENTRATION -- Students must choose ONE of the following concentrations:**

- Global Studies
- National Security Affairs
- Regional Affairs

**GLOBAL STUDIES CONCENTRATION**

Students may choose any eight of the following courses:

GEO	5506	3	Urbanism
GEO	5511	3	Demography
GEO	5526	3	Geography of the Russian Realm

GEO	6624	3	Geographic Characteristics of the Developing Realm
HIS	5503	3	Contemporary Europe
HIS	5504	3	Military History of the United States
HIS	5510	3	Modern England
HIS	5515	3	Contemporary America, 1945 to Present
HIS	5523	3	U.S. Diplomatic History
HIS	5532	3	Russia to 1861
HIS	5533	3	Russia since 1861
HIS	5545	3	Modern Germany
HIS	5551	3	The Far East
HIS	5583	3	Latin American States
HIS	6614	3	Contemporary Japan
HIS	6615	3	Seminar in Latin American History
IR	5502	3	International Political Geography
IR	5524	3	Contemporary American Foreign Policy
IR	5533	3	Comparative Government
IR	5552	3	International Law
IR	5570	3	Politics of Southeast Asia
IR	6600	3	Selected Topics in International Relations
IR	6602	3	Geostrategic Studies
IR	6610	3	International Organizations
IR	6625, 6626, 6627	3	Specialized Study in International Relations
IR	6629, 6630	3	Seminar in International Relations
IR	6631	3	Intercultural Relations
IR	6633	3	Developed and Developing Nations
IR	6634	3	Tradition, Revolution, and Change
IR	6635	3	National Security Policy
IR	6640	3	Government and Politics of Developing Nations
IR	6641	3	Latin America in World Affairs
IR	6642	3	Russia and Eastern Europe
IR	6644	3	Middle East in World Affairs
IR	6645	3	Asia in World Affairs
IR	6647	3	Western Europe in World Affairs
IR	6648	3	Sub-Saharan Africa in World Affairs
IR	6653	3	Political Psychology
IR	6654	3	Media, Technology, and International Politics
IR	6655	3	International Conflict Management
IR	6656	3	International Power and Influence
IR	6660	3	Military Strategy and International Relations
IR	6665	3	Readings in International Relations
IR	6668	3	Thesis
IR	6669	3	Thesis
IR	6670	3	United Kingdom in World Affairs
IR	6672	3	Germany in World Affairs
IR	6675	3	Central America in World Affairs
IR	6676	3	Japan in World Affairs
IR	6677	3	China in World Affairs
IR	6681	3	Tribalism and Colonialism in Africa
IR	6685	3	Terrorism and Political Violence
IR	6686	3	Drug Politics in the Americas

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

### NATIONAL SECURITY AFFAIRS CONCENTRATION

Students must choose any four of the following courses:

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

#### Free electives:

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

### REGIONAL AFFAIRS CONCENTRATION

#### Core Courses

Students must take each of the following courses:

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

#### Concentration Relevant Electives

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

#### Latin America

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

#### Europe

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

#### Asia

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

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

#### Free electives

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

**The third component of the MSIR degree program is the successful completion of ONE of the following options:**

1. **Comprehensive Examination** – Students choosing this option must successfully complete a six-hour comprehensive examination, typically after all course work is completed or during the last term that they are registered for course work. Comprehensive examinations are given each term. Examination questions are developed by the MSIR faculty and approved by the Chair. Students must pass by successfully demonstrating the ability to integrate and synthesize information obtained from the course work. The comprehensive examination is graded by a minimum of two full-time and selected part-time faculty and submitted to the College of Arts and Sciences for review. Troy University faculty and staff administer comprehensive examinations.
2. **Thesis** — Students choosing the thesis option must register for IR 6668 (3 credit hours) and IR 6669 (3 credit hours) as their last two courses in the program. They must then successfully research, write, and defend a thesis. This process involves directed research in selected areas of international relations, based on the student's proposal, related to the student's needs, with the advice and approval of a thesis adviser and a faculty reader, and culminating in a substantive research paper of appropriate depth and scholarship. Students will receive no letter grade for the two thesis courses, only a Pass or a Fail. Students completing this option are not required to take the Comprehensive Examination.

Program changes from the Comprehensive Examination Option to the Thesis Option are not permitted after attempting the Comprehensive Examination.

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## MASTER OF PUBLIC ADMINISTRATION

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### Mission and Objectives

The Troy University Master of Public Administration (MPA) program provides quality graduate professional education for individuals associated with public and nonprofit sectors by integrating teaching, research and service activities. The MPA program educates students in public administration, developing and enhancing professional competency and leadership by (1) encouraging students to develop sound intellectual foundations;

- (2) enabling students to build skill competency required for success in administrative, managerial, analytical, and leadership roles;
- (3) fostering an understanding of values and ethics emphasizing diversity and democratic principles;
- (4) promoting the professional development of students;
- (5) facilitating an appreciation for interdisciplinary approaches and cooperative relationships; and
- (6) requiring research and service activities that apply public administration knowledge.

### MASTER OF PUBLIC ADMINISTRATION

The MPA degree is a 12-course, 36-credit-hour curriculum of study. Students with less than one-year of work experience will complete an additional three-hour internship course for a total of 39 credit hours. Students may take courses as pre-service, in-service, full-time, and part-time students and through Distance Learning. The MPA degree program is offered at University College sites throughout the United States, through Distance Learning, and at the Troy campus.

### ADMISSION REQUIREMENTS

#### Unconditional Admission

1. Applicants who have completed a master's or higher degree from a regionally accredited university are admitted unconditionally. No test score is required. An official transcript showing completion of a master's or higher degree and a letter of recommendation that addresses the individual's potential for success in the MPA program and his/her written and oral communication skills are required.
2. Other applicants must meet the following requirements:
  - (a) Hold a baccalaureate degree from a regionally accredited college with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached are used to calculate the grade point average. All transcripts from all colleges or universities attended are required.
  - (b) Have an acceptable score on the appropriate entrance exam: GRE 920 verbal and quantitative, MAT 40, or GMAT 490.
  - (c) Provide a letter of recommendation that addresses the individual's potential for success in the MPA program and his/her written and oral communication skills.

#### Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements.

#### Baccalaureate Degree Holders:

Students who earned a baccalaureate degree from a regionally accredited college or university but lack the required grade point average and/or acceptable test score for unconditional admission may be granted conditional admission for a maximum of nine credit hours if they meet all minimum admission requirements.

#### Minimum Admission Requirements for Conditional Admission Status:

1. A baccalaureate degree from a regionally accredited college with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached are used to calculate the grade point average. All transcripts from all colleges or universities attended are required.
2. An acceptable score on the appropriate entrance exam: GRE 920 verbal and quantitative, MAT 40, or GMAT 490.
3. A letter of recommendation that addresses the individual's potential for success in the MPA program and his/her written and oral communication skills.

#### Conditional Status:

- Students admitted under conditional status may, with the consent of their major adviser, enroll in as many as nine credit hours during their first term.
- Students admitted conditionally due to a low grade point average are cleared of their conditional status if, at the conclusion of nine credit hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted.
- Students admitted conditionally due to a low test score are granted unconditional admission prior to the completion of nine hours provided they have maintained a 3.0 grade point average or have retaken the test and received a satisfactory score.
- Students must clear the conditional admission requirement of a 3.0 average at the conclusion of nine semester hours, or they will be dropped from the graduate program for one calendar year, after which they may petition the Dean of Graduate Studies and Research to re-enter.

#### TRANSFER CREDIT

A maximum of 12 credit hours taken at another regionally accredited university with a grade of "B" or better can be applied to the degree. These courses must be comparable in *Bulletin* description to courses in the MPA program and must be approved by the Dean of Arts and Sciences or the Director of the MPA Program. No more than nine approved Professional Military Education hours may be used toward the transfer maximum of 12 credit hours.

#### REQUIREMENTS FOR ADMISSION TO CANDIDACY

1. Unconditionally admitted MPA students may apply for admission to candidacy after completing six credit hours and the MPA requirements as outlined for the MPA degree. A student is admitted to candidacy the term following the completion of 12 credit hours.
2. To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. If the student makes a "D" or "F" in a core course, the core course must be retaken. If the student makes a "D" or "F" in an elective course, the elective course may be retaken or another elective taken in its place.
3. PA 6699, Capstone in Public Administration, must be taken as the final core course or, with the approval of the instructor, in conjunction with the final core course in the MPA program. The student must have a 3.0 grade point average to take this course and must achieve at least a grade of "B" to successfully complete this course.

4. Students with less than one year work experience in a para-professional, professional, technical, or supervisory position are required to complete PA 6694, Internship, for an additional three credit hours to the 36-hour program. The Internship cannot be used to satisfy an elective or core course requirement.

### DEGREE REQUIREMENTS

1. Unconditional Admission
2. Overall 3.0 GPA
3. Admission to candidacy
4. Successful completion of PA6601 Research Methods in Public Administration with a grade of "B" or better
5. Successful completion of PA6699, Capstone in Public Administration, with a grade of "B" or better
6. Completion of MPA Degree curriculum

### CURRICULUM

The MPA degree curriculum consists of 12 courses including nine core courses and three elective courses from one concentration. All courses offer three hours of credit except PA 6660, which offers one to three hours.

#### Required Core Courses (27 hours)

##### I. All MPA degree seeking students must take these seven courses:

PA	6601	3	Research Methods in Public Administration
PA	6610	3	Foundations of Public Administration
PA	6620	3	Organization Theory or PA 6646 Organizational Behavior
PA	6622	3	Public Policy Analysis
PA	6624	3	Public Human Resource Management
PA	6650	3	Governmental Budgeting
PA	6699	3	Capstone in Public Administration

##### II. Students must select one of the following courses:

PA	6602	3	Quantitative Methods in Public Management
PA	6603	3	Economics for Public Management
PA	6631	3	Program Evaluation

##### III. Students must select one of the following courses:

PA	6640	3	Intergovernmental Relations
PA	6644	3	Administrative Law
PA	6674	3	Ethics in Public Administration

#### Concentrations (nine hours)

Students must select one of the following concentrations and take three courses from one of the following concentrations:

- Education
- Environmental Management
- Government Contracting
- Health Care Administration

- Justice Administration
- Management Information Systems
- National Security Affairs
- Nonprofit Management
- Public Human Resource Management
- Public Management

### CONCENTRATIONS

#### EDUCATION

EDU	6615	3	Social and Philosophical Foundations of American Education
EDU	6651	3	Comparative Education
EDU	6652	3	Issues in Education
EDU	6660	3	Current Trends in Education
PSY	6631	3	Psychological Foundations of Education

#### ENVIRONMENTAL MANAGEMENT

EAM	6601	3	Environmental Ethics, Policy, and Law
EAM	6603	3	Environmental Management
EAM	6611	3	Global Pollution and International Environmental Policy
EAM	6612	3	Environmental Impact Studies and Risk Management
EAM	6613	3	Environmental Economics
EAM	6614	3	Natural Resources Economics
EAM	6615	3	Permitting and Regulatory Compliance
EAM	6623	3	Environmental Negotiations and Conflict Resolution
EAM	6665	3	Sustainable Development
EAM/HIS	5550	3	Environmental History of the United States

#### GOVERNMENT CONTRACTING

PA	6645	3	Managing Government Contracts
PA	6647	3	Advanced Contract Administration
PA	6648	3	Contract Negotiation
PA	6649	3	Government Contract Law
PA	6668	3	Grant Writing for Public and Nonprofit Organizations

#### HEALTH CARE MANAGEMENT

HSA	6680	3	Health Services Administration and Policy
HSA	6681	3	Legal and Social Issues in Health Administration
HSA	6682	3	Health Care Planning and Management
HSA	6683	3	Health Care Economics
HSA	6684	3	Managed Healthcare

#### JUSTICE ADMINISTRATION

PA	6620	3	Organization Theory
CJ	6620	3	Current Trends in Criminal Law
CJ	6622	3	Seminar in the Administration of Justice

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

**MANAGEMENT INFORMATION SYSTEMS**

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

**NATIONAL SECURITY AFFAIRS**

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

**NONPROFIT MANAGEMENT**

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

**PUBLIC HUMAN RESOURCE MANAGEMENT**

HRM	6601	3	Legal Environment of Employment Decisions
HRM	6604	3	Labor Law
HRM	6619	3	Seminar in Human Resources Administration
HRM	6622	3	Human Resources Staffing
HRM	6623	3	Training and Human Resources Development
HRM	6632	3	Compensation and Benefits
PA	6630	3	Strategic Planning
PA	6646	3	Organization Behavior

**PUBLIC MANAGEMENT**

PA	6602	3	Quantitative Methods in Public Management
PA	6603	3	Economics for Public Management
PA	6612	3	Comparative Public Administration
PA	6620	3	Organization Theory
PA	6630	3	Strategic Planning
PA	6631	3	Program Evaluation
PA	6640	3	Intergovernmental Relations
PA	6644	3	Administrative Law
PA	6645	3	Managing Government Contracts
PA	6646	3	Organizational Behavior
PA	6652	3	American Public Finance
PA	6665	3	Leadership in Public Administration
PA	6668	3	Grant Writing for Public and Nonprofit Organizations
PA	6674	3	Ethics in Public Administration
PA	6679	3	Computers and Government Management Information Systems

**Concentration Courses**

PA 6625 (Specialized Study in Public Administration) or PA 6660 (Readings in Public Administration) with the prior approval by the MPA Director or faculty adviser may be utilized in any concentration. In combination, these courses may not be used for more than six total credit hours. A course completed for one concentration cannot be used for another concentration.

Cross-listings applicable to the Master of Public Administration Degree Program only from other courses listed in this *Bulletin*.

PA 6601	BUS	6610	CJ	6650	IR 6601
PA 6602	QM	6640			
PA 6620	CJ	6671			
PA 6644	CJ	6644			
PA 6646	MGT	6671			
PA 6679	IS	6679			



# SORRELL COLLEGE OF BUSINESS

## Sorrell College of Business

Degree Program	Troy	Phenix City	Atlantic Region	Florida/Western Region	Pacific Region	International Region	Southeast Region	Dothan	Montgomery
Master of Bus. Adm.	X*	X	X		X	X	X	X	X**
Executive MBA	X		X	X		X	X		
Master of Sci. in Management	X*		X	X			X		X***
Master of Sci. in Human Res. Mgt.	X*		X	X			X	X**	X

\*Courses are also offered through Distance Learning Center

\*\*Ft. Rucker \*\*\*Maxwell AB

## MASTER OF BUSINESS ADMINISTRATION (MBA)

### MASTER OF BUSINESS ADMINISTRATION PROGRAM

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

### ACCREDITATION:

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

### BUSINESS FOUNDATION REQUIREMENTS FOR THE MBA.

1. The foundation course requirements to enter the MBA degree program ensure that students have acquired a common body of knowledge in business administration.
  - a. Candidates for admission to the MBA degree program must have earned an undergraduate degree in business administration or accounting from a school holding ACBSP or AACSB specialized accreditation for its business degree program within eight years of enrolling in the Troy MBA program.

OR

- b. Before attempting 6000-level course work, the student will have successfully completed, within eight years of enrolling in the Troy MBA program, all courses or their equivalent in the following subject areas from a school holding ACBSP or AACSB specialized accreditation for its degree program:
  - Principles of Management
  - Principles of Marketing
  - Managerial Finance

- Accounting (principles of financial and managerial accounting or their equivalent)
- Legal Environment
- Economics
- Statistics
- Global Business Issues
- Information Systems (or documented completion of an MS Office workshop/certification, minimally in Word and Excel)

2. If the foundation course requirement is not satisfied by either paragraphs 1.a or 1.b above, to include the restrictions related to currency (i.e., within eight years of initial enrollment in the Troy MBA program) and specialized accreditation, then unless specifically waived by the MBA Program Director based upon relevancy of professional business experience subsequent to the award of a four-year business degree, the following MBA foundation courses must be successfully completed through Troy prior to enrolling in 6000-level courses for which they are identified as prerequisite courses.

MBA 5502	3	Fundamentals of Accounting and Finance
MBA 5503	3	Fundamentals of Economic Analysis and Business Law
MBA 5504	3	Fundamentals of Management and Marketing
MBA 5505	3	Fundamentals of Information Systems and Quantitative Methods

3. Along with the MBA foundation courses above, students entering the accounting option must have completed a degree in accounting or, minimally, the following courses based on accounting standards, auditing standards, and tax laws that are prevalent in the United States:

ACT 3391	3	Intermediate Accounting I
ACT 3392	3	Intermediate Accounting II
ACT 3394	3	Governmental Accounting
ACT 4494	3	Income Tax Accounting I
ACT 4495	3	Income Tax Accounting II
ACT 4497	3	Auditing

**ADMISSION REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION****Unconditional Admission:**

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least a 2.5 GPA in all undergraduate work or at least a 3.0 GPA in the last 30 semester hours.
5. Official graduate admission exam results (GMAT, GRE (verbal and quantitative), MAT) scores must be on file (except for applicants with a previous master's or higher degree; see #2 above).
6. A letter of recommendation is required with all applications for the MBA program. The individual's potential for success in the MBA program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

**Conditional Admission:**

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

**CURRICULUM**

All courses offer three semester hours credit except MBA 6625, 6626, and 6627, which may vary from one to three semester hours each.

**TRANSFER CREDIT**

A maximum of four courses (12 semester hours) taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. Credit accepted for transfer into the MBA core, or to satisfy specified concentration courses, is limited to institutions holding ACBSP or AACSB specialized accreditation for their business programs. These courses must be comparable in catalog description, level, and content to Troy courses and must be approved by the appropriate Troy dean/department chair. No more than two courses (six semester hours) may be transferred in from a completed master's degree program. Professional military education courses are not

accepted for credit in the MBA program.

**REQUIREMENTS FOR ADMISSION TO CANDIDACY**

1. To be admitted to candidacy, students must have a 3.0 GPA on all work attempted.
2. Unconditionally admitted graduate students may apply for admission to candidacy after completing six semester graduate hours and requirements as outlined for the specific degree program. A student will be admitted to candidacy the term following completion of 12 semester hours.

**DEGREE REQUIREMENTS**

Successful completion of the courses listed below with an overall grade point average of 3.0 (A = 4.0) is necessary to fulfill requirements for the degree. If the student makes a "D" or "F" in a core course, the course must be retaken. If the student earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. The student can satisfy the research component requirement by successfully completing MBA 6610, IS 6674, or ACT 6695 with a grade of "B" or better. The capstone course, MBA 6611, must be completed with a grade of "B" or better.

The MBA degree offers three, 36-semester-hour options: accounting, information systems, and general management. All options require six core courses and six option courses as follows:

Required Core Courses:

ACT	6691	3	Managerial Accounting
MBA	6611	3	Business Strategy
MBA	6631	3	Managerial Finance
MBA	6642	3	Quantitative Methods for Business
MBA	6651	3	Managerial Economics
MBA	6661	3	Strategic Marketing Management

Accounting Option Courses:

ACT	6692	3	Advanced Accounting Problems
ACT	6694	3	Income Tax Research or ACT 6696 Accounting Information
ACT	6695	3	Accounting Research and Communication
ACT	6698	3	Advanced Auditing
ACT	6699	3	Contemporary Issues in Accounting
LAW	6600	3	Business Law for Accountants

Information Systems Option Courses:

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

(Two approved electives)

General Management MBA Option Courses:

MBA	6610	3	Business Research Design
MBA	6671	3	Organizational Behavior

MBA 6673 3 Operations Management  
(Three approved electives)

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

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

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

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

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## EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)

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### EXECUTIVE MBA PROGRAM

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

### ADMISSION REQUIREMENTS

#### Unconditional Admission

- For concentrations other than those listed in (a) and (b) below, a minimum of five years professional, post-baccalaureate experience (unless modified in a contractual corporate program); or a minimum of five years managerial experience beyond first line supervision, and
  - for the accounting concentration, a baccalaureate degree in accounting or successful completion of all accounting course prerequisites; and
  - for the healthcare concentration, a baccalaureate degree in healthcare-related field and five years of healthcare-related professional work.
- Students applying for admission must provide official transcripts from all universities attended.
- Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
- A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
- Applicants must have achieved at least 2.5 GPA in all undergraduate work or at least 3.0 GPA in the last 30 semester hours.
- Official graduate admission exam results on the GMAT (except as modified by contractual agreement with a part-

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

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

### Conditional Admission

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

For the accounting concentration, students with a B.S. Degree in a field other than accounting must have completed the following courses or their equivalent. The prerequisite accounting courses must be based on accounting standards, auditing standards, and tax laws that are prevalent in the United States.

ACT 3391	3	Intermediate Accounting I
ACT 3392	3	Intermediate Accounting II
ACT 3394	3	Governmental Accounting
ACT 4494	3	Income Tax Accounting I
ACT 4495	3	Income Tax Accounting II
ACT 4497	3	Auditing

### CURRICULUM

All courses offer three semester hours credit.

### TRANSFER CREDIT

A maximum of two courses (six semester hours) taken at another regionally accredited institution each with a grade of "B" or better can be applied toward the degree. (This policy may be modified for contractual programs.) These courses must be comparable in bulletin description to Troy courses in the EMBA program and must be approved by the appropriate Troy campus dean/department chair. As the capstone course serves as a component of the degree requirements, it may not be transferred in to the EMBA program.

### REQUIREMENTS FOR ADMISSION TO CANDIDACY

- To be admitted to candidacy, students must have a 3.0 GPA on all work attempted.
- Unconditionally admitted students may apply for admission to candidacy after completing six semester graduate hours and requirements as outlined for the specific degree program. A student will be admitted to candidacy the term following completion of 12 semester hours.

### DEGREE REQUIREMENTS

Successful completion of the courses listed below with an overall grade point average of 3.0 (A=4.0) is necessary to fulfill requirements for the degree. The student can fulfill the research component requirement by successfully completing EMBA 6625 or ACT 6695 (or another designated course in concentrations not requiring these courses) with a grade of "B" or better. Successful completion of the capstone course (EMBA 6611) and presentation of the applied research project are required to fulfill requirements for the degree. If a "D" or "F" is made in a core course or a restricted elective course, the course must be retaken.

### The EMBA degree offers several 36-semester hour concentration options:

- Accounting
- Criminal Justice
- General Management
- Healthcare Management
- Information Systems

### Required Prerequisite Course

EMBA	5501	3	Survey of Business Concepts
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### Required Core Courses

ACT	6691	3	Managerial Accounting
EMBA	6611	3	Business Strategy
EMBA	6631	3	Managerial Finance
EMBA	6661	3	Strategic Marketing Management
EMBA	6671	3	Organizational Behavior
EMBA	6674	3	Ethics in Business

### Required in all concentrations other than Accounting

EMBA	6642	3	Quantitative Methods for Business
EMBA	6651	3	Managerial Economics
IS	6679	3	Management Information Systems

### Professional Concentrations:

#### Accounting Concentration:

ACT	6692	3	Advanced Accounting Problems
ACT	6694	3	Income Tax Research
ACT	6695	3	Accounting Research and Communication
ACT	6698	3	Advanced Auditing
ACT	6699	3	Advanced Accounting Theory
LAW	6600	3	Business Law for Accountants

#### Criminal Justice Concentration:

CJ	6620	3	Current Trends In Criminal Law
CJ	6624	3	Court Administration
CJ	6625	3	Specialized Study (in the Administration of Criminal Justice)

#### General Management Concentration:

EMBA	6603	3	Human Resource Management
EMBA	6625	3	Specialized Study in Business (with a Management focus)
EMBA	6673	3	Operations Management

*Healthcare Management Concentration:*

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

*Information Systems Concentration:*

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

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

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## MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT (MSHRM)

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### MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT PROGRAM (MSHRM)

The Master of Science in Human Resource Management (MSHRM) is a specialized professional program designed to offer the student an opportunity to obtain proficiency in contemporary human resource management concepts, activities, and skills, particularly as they are applied to developing and executing human resource management systems in support of strategic organizational objectives. As a result of successfully completing the MSHRM program, graduates should improve their ability to apply problem-solving skills to designing human resource management systems that fit the strategic objectives of organizations and to use written and verbal communication skills effectively to communicate the results of their problem-solving analyses and recommendations.

#### PREREQUISITE REQUIREMENTS

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

#### ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

##### Unconditional Admission

1. Students applying for admission must provide official transcripts from all universities attended.

2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least 2.5 GPA on all undergraduate work or at least 3.0 GPA on the last 30 semester hours.
5. Official graduate admission exam results (GMAT, GRE [verbal and quantitative], MAT) must be on file (except for applicants with a previous master's or higher degree; see #2 above).
6. A letter of recommendation is required with all applications for the MSHRM program. The letter should address the individual's potential for success in the MSHRM program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills.

##### Conditional Admission

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

#### CURRICULUM

All courses offer three semester hours credit except HRM 6625, 6626, and 6627.

#### TRANSFER CREDIT

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

#### ADMISSION TO CANDIDACY

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

Unconditionally admitted graduate students may apply for admission to candidacy after completing six semester graduate hours and requirements as outlined for the specific degree program. A student will be admitted to candidacy the term following completion of 12 semester hours.

**DEGREE REQUIREMENTS**

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

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

**Curriculum:**

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

**Required core courses:**

BUS	6610	3	Business Research (A grade of "B" or better is required.)
HRM	6601	3	Legal Environment of Employment Decisions
HRM	6603	3	Human Resource Management
HRM	6622	3	Human Resource Staffing
HRM	6623	3	Training and Human Resource Development
HRM	6632	3	Compensation and Benefits
HRM	6698	3	Strategic Human Resource Management (capstone course)
MGT	6601	3	Advanced Concepts and Topics in Management (May be waived if the student has an undergraduate major in business. An elective course will be substituted.)
MGT	6671	3	Organizational Behavior

**Elective Courses – Select Three:**

ECO	6654	3	Labor Economics
HRM	6604	3	Labor Law
HRM	6619	3	Seminar in Human Resource Administration
HRM	6625, 6, 7	1-5	Independent Study
HRM	6645	3	International Human Resource Management
HRM	6689	3	Internship in HRM
HSA	66XX	3	Any HSA-prefixed course
IS	6679	3	Management Information Systems
MGT	66XX	3	Any MGT-prefixed course

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

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

Cross-listing will be permitted as follows:

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

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

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## MASTER OF SCIENCE IN MANAGEMENT (MSM)

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**MASTER OF SCIENCE IN MANAGEMENT PROGRAM**

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

**PREREQUISITE REQUIREMENTS**

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

**ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE IN MANAGEMENT****Unconditional Admission**

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an

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

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

**Conditional Admission**

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

**CURRICULUM**

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

**TRANSFER CREDIT**

A maximum of four courses (12 semester hours) taken at another regionally accredited institution, each with a “B” grade or better, can be applied toward the degree. These courses must be comparable in catalog description to Troy courses and must be approved by the appropriate main campus dean/department chair. Note that in the Applied Management concentration, no transfer credit is permitted.

**ADMISSION TO CANDIDACY**

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students may apply for admission to candidacy for a degree after completing six semester graduate hours and requirements as outlined for the specific degree program. A student will be admitted to candidacy the term following completion of 12 semester hours.

**DEGREE REQUIREMENTS**

Students graduating with the MSM degree will have successfully completed the following curriculum:

**General Program Course Requirements**

- a. 30 semester hours for the applied management concentration offered to contractual cohort groups, with successful completion of a comprehensive written examination.

OR

- b. 36 semester hours for all other concentrations, with no comprehensive written examination. Students must achieve an overall grade point average of 3.0 (A=4.0) to fulfill requirements for the degree.

If a "D" or "F" is made in a core course or a restricted elective course, the course must be retaken. If the student makes a "D" or "F" in an elective course, the course may be retaken or another elective taken in its place.

The MSM degree offers five, 36-semester hour options: Human Resource Management, Leadership and Organizational Effectiveness, Information Systems, International Management, and Healthcare Management. The MSM degree also offers 30-semester-hour options for contractual, cohort groups of students in Applied Management and in Public Management. All options require six core courses, four concentration courses and two elective courses (except for the Applied Management and Public Management concentrations) as follows:

**Required MSM Core (6 courses)**

BUS	6610	3	Business Research
MGT	6601	3	Advanced Concepts and Topics in Management (May be waived if the student has an undergraduate major in business, in which case, an elective course will be substituted. This course should be taken within the first 12 semester hours of the degree program.)
MGT	6627	3	Specialized Study in Management (Focus on concentration selected by the student; serves as the Research Component for the degree. The core course requirements should be completed. Typically taken as the last, or concurrently with the last, concentration course. A grade of “B” or better is required.)
MGT	6671	3	Organizational Behavior
MGT	6685	3	Management Strategy ("B" grade or better required in 36-semester-hour concentrations)
MGT	6696	3	Financial Analysis

**Four additional courses from one concentration area**

- Area A: Human Resource Management
- Area B: Leadership and Organizational Effectiveness
- Area C: International Management
- Area D: Healthcare Management
- Area E: Information Systems
- Area F: Applied Management (Contractual Cohort Groups Only)
- Area G: Public Management (Contractual Cohort Groups Only)

**Elective (2 courses)**

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

**Concentration Areas (4 courses in one area)****Area A: Human Resource Management (Select 12 semester hours)**

HRM	6601	3	Legal Environment of Employment Decisions
HRM	6603	3	Human Resource Management (Required)
HRM	6604	3	Labor Law
HRM	6619	3	Seminar in Human Resource Administration
HRM	6622	3	Human Resource Staffing
HRM	6623	3	Training and Human Resource Development
HRM	6632	3	Compensation Management
HRM	6645	3	International Human Resource Management

**Area B: Leadership and Organizational Effectiveness**

IS	6679	3	Management Information Systems
MGT	6674	3	Business Ethics
MGT	6681	3	Organization Development and Change (Required)
MGT	6682	3	Leadership and Motivation

**Area C: International Management (Select 12 semester hours)**

ECO	6657	3	International Trade and Economics
HRM	6645	3	International Human Resource Management
MGT	6670	3	Seminar In International Management (Required)
POL	5552	3	International Law
POL	6631	3	Intercultural Relations
POL	6656	3	International Power and Influence

**Area D: Healthcare Management (Select 12 semester hours)**

HSA	6680	3	Health Services Administration and Policy
HSA	6681	3	Legal and Social Issues in Health Administration
HSA	6682	3	Health Care Planning and Management (Required)
HSA	6683	3	Health Care Economics
HSA	6684	3	Managed Healthcare

**Area E: Information Systems Option**

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

**Area F: Applied Management (Limited to site-specific cohorts/contract programs)**

*(Select 12 semester hours)*

HRM	6603	3	Human Resource Management
MGT	6645	3	Quantitative Methods in Management
MGT	6681	3	Organization Development and Change

Management Elective Selected for Cohort

**Area G: Public Management (Limited to Maxwell/Gunter/contract programs)**

*(Complete the specified 12 semester hours)*

PA	6610	3	Foundations of Public Administration
PA	6624	3	Public Human Resources Management
PA	6644	3	Administrative Law
PA	6650	3	Governmental Budgeting

**Other Business Electives:**

Elective courses may be selected from any appropriate graduate business administration or management curriculum, to include the Troy MSM, Troy MSHRM, Troy approved PME course, specialized study completed with a Troy faculty member, or selected pre-approved MPA courses (i.e., PA 6603, 6630, 6631, 6645, 6647, 6648, 6649, 6650, 6687, or 6688) and an MSIR course, POL 6641. All authorizations for a Troy MSM student to be a transient student at another institution must be approved before the course is attempted.

*Cross-listings for this program only:*

BUS	6610	PA	6601
IS	6679	PA	6679
ECO	6657	IR	6620
MGT	6675	PA	6620
MGT	6671	PA	6646



# COLLEGE OF COMMUNICATION AND FINE ARTS

## College of Communications and Fine Arts

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

## MASTER OF SCIENCE IN CONDUCTING (MSC)

### THE MASTER OF SCIENCE IN CONDUCTING PROGRAM OBJECTIVE

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

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

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

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

### PREREQUISITE REQUIREMENTS

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

### ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE IN CONDUCTING

#### Unconditional Admission

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

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

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

#### Conditional Admission

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

### CURRICULUM

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

### TRANSFER CREDIT

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

### REQUIREMENTS FOR ADMISSION TO CANDIDACY

1. To be admitted to candidacy, students must have a 3.0 GPA on all work attempted.
2. Unconditionally admitted graduate students may apply for admission to candidacy for a degree after completing six semester graduate hours at Troy University. A student will be admitted to candidacy the term following completion of 12 semester hours.

### DEGREE REQUIREMENTS—Master of Science in Conducting

Students will elect to specialize in either instrumental or choral conducting. Any student who completes the 30 semester hours of course work listed below with a 3.0 GPA or better and successfully completes the conducting recital (MUS 6633) and the comprehensive exam (for MUS 6631, 6632, 6636, 6691, and 6606 or 6609) will be awarded the master's degree.

**Required Courses:**

*Conducting Concentration—10 hours*

MUS	6631-6632	6	Advanced Conducting I-II
MUS	6633	1	Conducting Recital
MUS	6636	3	Conducting and Score Analysis

**Other Courses in Music—10 hours**

MUS	6691	3	Research
MUS	6600 or 6601	2	Instrumental or Choral Performance Seminar
MUS	6614-6647	2	Private Performance Instruction
MUS	6606	3	Repertoire of the Band
	or		
MUS	6609	3	Choral Literature

**Electives—10 hours**

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

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## COLLEGE OF EDUCATION

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*The College of Education offers teacher education programs that lead to certification as well as non-certification programs in graduate study. Offerings reflect a flexible program of current curricula, educational plans, and requirements, which may be altered as warranted by changes in the professions and accrediting agencies. As regulating agencies (e.g., Alabama State Department of Education, NCATE, CACREP, and CORE)*

*modify standards and expectations, programs may be modified during a candidate's period of study. At such time, candidates may be subject to revised program or certification requirements. The purpose of all College of Education graduate programs is to develop innovative, informed, reflective decision makers.*

<b>Professional Educator Certification Programs (Traditional and Alternative A)</b>								
<b>Master of Science</b>	<b>Dothan</b>		<b>Montgomery</b>		<b>Phenix City</b>		<b>Troy</b>	
	Trad	Alt A	Trad	Alt A	Trad	Alt A	Trad	Alt A
<b>Early Childhood Education (P-3)</b>	X	X						
<b>Elementary Education (K-6)</b>	X	X	X		X	X	X	X
<b>Collaborative Teacher (K-6)</b>	X						X	
<b>Secondary Education (6-12)</b>								
Biology	X	X					X	X
History	X	X					X	X
English/Language Arts	X	X					X	X
General Science	X	X					X	X
Mathematics	X	X					X	X
Social Science	X	X					X	X
<b>Interdisciplinary Education (P-12)</b>								
Art							X	X
Gifted Education	X							
Music Instrumental							X	X
Music Choral							X	X
Physical Education							X	X
Reading Specialist							X	
<b>Instructional Support Programs (P-12)</b>								
Educational Administration	X				X			
School Counseling	X		X		X		X	
School Psychometry	X		X					
<b>Education Specialist</b>								
Early Childhood Education (P-3)	X							
Elementary Education (K-6)	X				X			
<b>Instructional Support Programs (P-12)</b>								
Educational Administration	X				X			
School Counseling	X		X		X			
School Psychology	X							

Adult Education, Counseling and Psychology, and Post Secondary Education Programs								
Master of Science, cont.	Dothan	Mont- gomery	Phenix City	Troy	Atlantic	Florida Western	South- east	Distance Learning
<b>Adult Education</b>		X						
<b>Counseling and Psychology</b>								
Clinical Mental Health			X			X		
Community Counseling	X	X	X	X			X	
Corrections Counseling	X							
Rehabilitation Counseling	X	X	X	X				
Social Services Counseling		X				X		
Substance Abuse	X	X						
<b>Post Secondary Education</b>								
Adult Education					X			X
Biology	X							
Criminal Justice				X	X		X	
English	X	X		X			X	
Foundations of Education					X	X	X	X
General Science	X			X				
Higher Education Admin.							X	
History	X	X		X			X	
Instructional Technology					X		X	X
Mathematics	X	X		X				
Physical Fitness							X	
Political Science		X						
Psychology		X				X	X	
Public Administration				X	X	X		
Social Science	X						X	
TESOL				X				
<b>Education Specialist</b>								
Community Counseling		X						

**ACCREDITATION**

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)**

The Master of Science degree programs in Community Counseling, Clinical Mental Health Counseling, and School Counseling offered at the Phenix City campus are accredited by CACREP.

The Master of Science degree programs in Community Counseling and School Counseling offered at the Troy campus are accredited by CACREP.

**Council on Rehabilitation Education (CORE)**

The Master of Science degree program in Rehabilitation Counseling offered at the Troy campus is accredited by CORE.

**National Council for Accreditation of Teacher Education (NCATE)**

The Teacher Education Unit at the Troy, Dothan, and Phenix City campuses is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation and advanced education preparation programs. NCATE is rec-

ognized by the US Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

**TEACHER CERTIFICATION**

All teacher education certification programs are approved by the Alabama State Department of Education. Students seeking teacher certification should refer to the specific program for eligibility and program completion requirements. Only those students who are properly admitted to an approved teacher certification program and complete all current requirements will be recommended for certification.

**PURPOSE OF ALL CERTIFICATION PROGRAMS**

The purpose of all certification programs in the College of Education is to develop practicing master teachers, instructional support personnel, and education specialists who more effectively serve students in P-12 settings. As master teachers, instructional support personnel, and education specialists, they participate as leaders in their schools and contribute to their profession.

<b>Certification Programs</b>						
<b>Approved by the Alabama State Department of Education</b>						
	Semester Hours		Sites Offering Programs			
<b>Masters Certification Programs</b>	Traditional	Alternative	Dothan	Mont-gomery	Phenix City	Troy
Early Childhood Education (P-3)	36	45	X			
Elementary Education (K-6)	36	45*	X	X	X	X
Collaborative Teacher (K-6)	36	---	X			X
Secondary Education (6-12)						
Biology	36	45	X			X
History	36	45	X			X
English/Language Arts	36	45	X			X
General Science	36	45	X			X
Mathematics	36	45	X			X
Social Science	36	45	X			X
Interdisciplinary Education (P-12)						
Art	36	45				X
Gifted Education	36	---	X			
Music Instrumental	36	45				X
Music/Choral	36	45				X
Physical Education	36	45				X
Reading Specialist	36	---				X
Instructional Support Programs (P-12)						
Educational Administration	36	---	X		X	
School Counseling	48	---	X	X	X	X
School Psychometry	36	---	X	X		
<b>Education Specialist Certification Programs</b>						
			Dothan	Mont-Gomery	Phenix City	Troy
Early Childhood Education (P-3)	36-39	---	X			
Elementary Education (K-6)	36	---	X		X	
Instructional Support Programs (P-12)						
Educational Administration	36	---	X		X	
School Counseling	36	---	X	X	X	
School Psychology	33-36	---	X			

\*The Phenix City and Troy campuses offer the Alternative Experience Route Program in Elementary Education. See special admission requirements for eligibility.

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

### **CERTIFICATION IN ALABAMA**

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

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

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

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

### **CERTIFICATION IN OTHER STATES**

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

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

### **ADMISSION REQUIREMENTS FOR COLLEGE OF EDUCATION**

Unconditional admission to the Graduate School does not constitute unconditional admission to specific programs in the College of Education. Students seeking advanced degrees in the College of Education should refer to the admission requirements specific to the degree program.

### **TRANSFER CREDIT**

A maximum of four courses (12 semester hours) taken at another regionally accredited institution each with a grade of "B" or better within eight years of graduation may be considered for application toward the degree. These courses must be comparable in catalog description to Troy University courses in the specific degree program and must be approved by the appropriate department chair and dean. If the Troy program holds specialized accreditation, all courses taken at other sites/institutions will be reviewed to ensure that they are eligible for credit under specialized accreditation requirements.

### **REQUIREMENTS FOR ADMISSION TO CANDIDACY**

Students should refer to the appropriate candidacy form for detailed information regarding program requirements.

1. Students must have a 3.0 GPA on all work completed to be admitted to candidacy.
2. Unconditionally admitted graduate students may apply for candidacy after completing six semester graduate hours and requirements as outlined for the specific degree program.
3. Conditionally admitted graduate students having attained unconditional graduate status may apply for candidacy after completing nine semester graduate hours required for the specific degree program.

### **DEGREE REQUIREMENTS**

Successful completion of the courses listed under each program area with an overall grade point average of 3.0 on a 4.0 scale is necessary to fulfill requirements for the degree. If the student makes a "D" or "F" in a core course, the course must be retaken. If the student makes a "D" or "F" in an elective course, the course may be retaken or another elective may be taken in its place.

### **PROGRAM COMPLETION REQUIREMENTS**

All graduate programs require successful completion of specific end-of-program assessments. These assessments may include, but are not limited to, written comprehensive examinations, a portfolio, a thesis, a field project, and standardized examinations.

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## **MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)**

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### **TRADITIONAL FIFTH-YEAR CERTIFICATION PROGRAMS FOR TEACHERS**

#### **PURPOSE**

The purpose of the fifth-year certification program for teachers is to provide an opportunity for advanced study within their discipline for candidates who are seeking advanced certification in the same discipline/level in which they hold baccalaureate level professional educator certification.

#### **ADVANCED CERTIFICATION AT THE MASTER'S LEVEL**

The College of Education offers the Traditional Fifth-Year Master of Science in Education Program for candidates seeking

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

### INITIAL CERTIFICATION AT THE MASTER'S LEVEL

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

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

### Admission Requirements for Traditional Fifth-Year Certification Programs

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

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

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

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

### REQUIRED COURSES FOR THE TRADITIONAL FIFTH-YEAR CERTIFICATION PROGRAM FOR TEACHERS

#### Common Required Core

EDU	6629	3	The Master Teacher
PSY	6631	3	Psychological Foundations of Education
EDU	6611	3	Educational Technology in the Curriculum (or an approved technology course in the discipline)
SPE	6630	3	Collaboration for Inclusion

EDU	6653	3	Educational Evaluation (or approved Evaluation course in the teaching field)
EDU	6691	3	Research Methodology (or an approved research course in the discipline)

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

### EARLY CHILDHOOD EDUCATION (ECE)

(Grades P-3) 36 Semester Hours

Location: Dothan

Required Core Courses: 18

Teaching Field Courses: 18

Select 12 semester hours of adviser-approved ECE courses.

Select six additional hours of adviser-approved ECE courses or other adviser-approved courses related to the profession (e.g., EDU, ELE, SPE, RED). A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level.

### ELEMENTARY EDUCATION (ELE)

(Grades K-6) 36 Semester Hours

Location: Dothan, Montgomery, Phenix City, Troy

Required Core Courses: 18

Teaching Field Courses: 18

Select 12 semester hours of adviser-approved ELE courses.

Select six additional hours of adviser-approved ELE courses or other adviser approved courses related to the profession (e.g., EDU, ECE, SPE, RED)

A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level.

### SECONDARY EDUCATION (Grades 6-12)

36 Semester Hours

Location: Dothan, Troy

Required Core Courses: 18

Teaching Field Courses: 18

Select 18 semester hours of adviser-approved courses specific to the major. Choices for major are biology, English/language arts, general science, history, mathematics and social science. A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level.

Comprehensive degree programs (i.e., English/language arts, general science, and social science) require course work in multiple disciplines. Candidates should consult their academic adviser regarding any specific course requirements in the teaching field.

**ELEMENTARY/SECONDARY EDUCATION**

**36 Semester Hours**

**(Grades P-12)**

**Location: Troy**

Required Core Courses:	18
Teaching Field Courses:	18

Select 18 semester hours of adviser-approved courses specific to the major. Choices for a major are art, instrumental music, choral music, and physical education. A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level. Candidates should consult their academic adviser regarding any specific course requirements in the teaching field.

**COLLABORATIVE TEACHER (Grades K-6)**

**36 Semester Hours**

**Location: Dothan, Troy**

**Additional Admission Information for Collaborative Teacher**

Candidates holding professional baccalaureate-level certification in any teaching field may be admitted to the traditional master's program in Collaborative Teacher provided all other admissions criteria are met. A candidate's prior coursework will be evaluated by the College of Education to determine if undergraduate prerequisite coursework is required. All prerequisites must be satisfied prior to unconditional admission.

**Required Core Courses:**

EDU	6629	3	The Master Teacher
SPE	6635	3	Meeting Instructional Needs Through Technology
SPE	6632	3	Assessment and Individual Planning
SPE	6610	3	Research Trends and Issues in Special Education
SPE	6630	3	Collaboration for Inclusion

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

**Select one:**

PSY	6631	3	Psychological Foundations of Education
EDU	6645	3	Nature of Intelligence

**Teaching Field Courses:**

SPE	6631	3	Legal Issues in Special Education
SPE	6614	3	Adaptive Teaching Strategies for Students with Mild Disabilities K-6
SPE	6615	3	Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities K-6
SPE	6616	3	Teaching Students with Emotional And Social Needs

**Select one:**

SPE	6694	3	Collaborative Teacher K-6 Practicum
SPE	6699	3	Collaborative Teacher K-6 Initial Practi-

cum (Required for initial certification in Collaborative Teacher K-6.)

SPE	6697	3	Field Based Research Project
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**Select one:**

RED	6670	3	Advanced Study of Literacy**
Adviser-Approved Elective			

\*\* required if not ECE, ELE or Reading Specialist\*\*

**GIFTED EDUCATION (Grades P-12)**

**Location: Dothan**

**Additional Admission Information for Gifted Education**

Candidates holding professional baccalaureate-level certification in any teaching field may be admitted to the traditional master's program in Gifted Education provided all other admissions criteria are met. A candidate's prior coursework will be evaluated by the College of Education to determine if undergraduate coursework is required. All prerequisites must be satisfied prior to unconditional admission.

**Gifted Education (Grades P-12) 36 Semester Hours**

**Required Core Courses:**

EDU	6629	3	The Master Teacher
EDU	6611	3	Educational Technology in the Curriculum
SPE	6630	3	Collaboration for Inclusion
EDU	6600	3	Classroom Management

**Select One Sequence (2 courses): 6**

EDU	6653	3	Educational Evaluation
EDU	6691	3	Research Methodology
<i>or</i>			
EDU	6698	3	Introduction to Research
EDU	6699	3	Research in Practice

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

**Teaching Field Courses:**

EDG	6666	3	Nature and Needs of Gifted Individuals
EDG	6667	3	Creativity
EDG	6668	3	Integrating Thinking Skills into the Curriculum
EDG	6669	3	Teaching Methods in Gifted Education
EDG	6670	3	Special Populations of Gifted Students
EDG	6696	3	Practicum in Gifted Education

**READING SPECIALIST (Grades P-12)**

**Location: Troy**

**Additional Admission Requirements for Reading Specialist:**

A candidate's prior coursework will be evaluated by the College of Education to determine if undergraduate coursework is required. All prerequisites must be satisfied prior to uncondi-



tional admission. Additional admission requirements include:

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

### Reading Specialist 36 Semester Hours

Required Core Courses:

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

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

Teaching Field Courses:

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

## MASTER OF SCIENCE IN EDUCATION (M.S.Ed.) ALTERNATIVE FIFTH-YEAR CERTIFICATION PROGRAM FOR TEACHERS

### PURPOSE

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

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

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

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

### ADMISSION REQUIREMENTS FOR ALTERNATIVE FIFTH-YEAR PROGRAM FOR TEACHERS (Initial Teacher Certification Program)

#### Admission Requirements for the Alternative Fifth-Year Program:

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

1. Admission to Graduate School.
2. A baccalaureate degree from a regionally accredited institution with a minimum graduating GPA of 2.75.
3. Completion of all undergraduate prerequisite courses. Transcripts must be evaluated by the College of Education and the discipline of study to determine prerequisites for admission.
4. Successful completion of EDU 3310: The Professional Educator.
5. Candidates must be admitted to the Teacher Education Program (TEP).

### ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)

Admission to graduate school does not qualify a student for admission to the Teacher Education Program. Written application to the Teacher Education Program is required. Additional requirements include:

1. A grade of "C" or better in the two English composition courses.
2. A grade of "C" or better in mathematics courses completed for the baccalaureate degree that is equivalent to the required general studies courses for the teacher education major. If equivalent courses were not completed at the baccalaureate level, these must be completed as prerequisites.
3. A minimum graduating grade point average (GPA) of 2.75 on the baccalaureate transcript.
4. An initial score on the Alabama Prospective Teacher Test. (Music students must also receive a passing score on the Basic Music Skills Test.)
5. Successful completion of a speech and interview.

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

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

### INTERNSHIP

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

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

### REQUIRED CORE COURSES FOR THE ALTERNATIVE FIFTH-YEAR PROGRAM

EDU	6603	3	Planning for the Classroom
PSY	6631	3	Psychological Foundations of Education
SPE	6630	3	Collaboration for Inclusion
EDU	6691	3	Research Methodology (or approved research course in the discipline)
EDU	6653	3	Educational Evaluation (or approved evaluation course in the discipline)
EDU	6611	3	Educational Technology in the Curriculum

*Select the Appropriate Reading Course:*

RED	6630	3	Directed Reading Practicum (Secondary and P-12)
RED	6670	3	Advanced Study of Literacy (Elementary)
RED	6678	3	Literacy and Multicultural Diversity (Early Childhood)

Select the Appropriate Internship:

ECE	6674	6	Early Childhood Internship Grades P-3
ELE	6674	6	Elementary Internship Grades K-6
IED	6655	6	Interdisciplinary Internship Grades P-12
SED	6695	6	Secondary Internship Grades 6-12

Select the Appropriate Internship Seminar (Co-requisite for internship. Prefix should be consistent with internship.):

___	5544	3	Internship Seminar
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### EARLY CHILDHOOD EDUCATION (Grades P-3)

**45 Semester Hours**

**Location: Dothan**

Required Core Courses: 30

Teaching Field:

ECE	6618	3	Designing Prosocial Learning Environments
ECE	6628	3	Inquiries into Literacy Acquisition
ECE	6632	3	Authentic Assessment in the ECE Classroom
ECE	6634	3	Inquiries into the Logico-Mathematical Knowledge

Select one course from the following:

ECE	6620	3	Inquiries into Physical Knowledge
ECE	6622	3	Parents as Partners in Education
ECE	6630	3	Inquiries into Representation
ECE	6633	3	Integrated Thematic Curriculum
ECE	6640	3	Integrating Children's Literature
SPE	6631	3	Legal Issues in Special Education

### ELEMENTARY EDUCATION (Grades K-6)

**45 Semester Hours**

**Location: Dothan, Phenix City, Troy**

Required Core Courses: 30

Teaching Field: 15

Select 15 semester hours of adviser-approved ELE courses. A candidate may not enroll in a 5000 level course if it duplicates the same course listed on an undergraduate transcript. At least eight semester hours of teaching field courses must be at the 6000 level.

### SECONDARY EDUCATION (Grades 6-12) 45 Semester Hours

**Location: Dothan, Troy**

*Alternative Fifth-Year certification programs are offered in the following secondary (grades 6-12) areas: Biology, History, English/Language Arts, Mathematics, Social Science and General Science.*

Required Core Courses: 30

Teaching Field: 15

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

**ELEMENTARY/SECONDARY  
EDUCATION (Grades P-12)**

**45 Semester Hours**

**Location: Troy**

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

Required Core Courses:	30
Teaching Field:	15

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

**MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)  
ALTERNATIVE FIFTH-YEAR EXPERIENCE ROUTE  
CERTIFICATION PROGRAM IN  
ELEMENTARY EDUCATION**

**ADMISSION REQUIREMENTS FOR ALTERNATIVE  
FIFTH-YEAR EXPERIENCE ROUTE PROGRAM IN ELE-  
MENTARY EDUCATION**

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

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

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

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

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

## NOTES:

- "Internship in Grades K-6" and "at least one year of teaching experience in Grades K-6" are to be interpreted as internship or experience in an early childhood or elementary classroom (Grades K-6) in which English language arts including reading, and mathematics, social studies, or science is taught.
- The Alternative Fifth-Year Experience Route Program is a 36-hour program that includes a three-hour internship.

**Alternative Fifth-Year Experience Route Program in Elementary Education (Grades K-6)**  
**36 Semester Hours**  
**Location: Phenix City, Troy**

## Required Core Courses:

EDU 6629	3	The Master Teacher
PSY 6631	3	Psychological Foundations of Education
EDU 6611	3	Educational Technology in the Curriculum
SPE 6630	3	Collaboration for Inclusion
EDU 6653	3	Educational Evaluation
EDU 6691	3	Research Methodology

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

## Teaching Field Courses:

EDU 6680	3	Alternative Experience Internship Grades K-6
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Adviser-approved ELE coursework 15

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

**MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)  
 FIFTH-YEAR CERTIFICATION PROGRAMS  
 FOR INSTRUCTIONAL SUPPORT AREAS**

**PURPOSE**

The purpose of the fifth-year certification program for instructional support areas is to provide initial certification at the graduate level in the areas of Educational Administration, School Counseling, and School Psychometry.

In addition to the admission requirements for the Graduate School, candidates for the fifth-year programs for instructional support personnel must have baccalaureate-level professional certification in a teaching field. Temporary, provisional, and other nonrenewable certifications are not acceptable. See the specific program for other admissions and degree completion requirements.

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

**EDUCATIONAL ADMINISTRATION (Grades P-12)**

**Location: Dothan, Phenix City**

**Additional Admission Requirements for Fifth-Year Certification Program in Educational Administration:**

The candidate shall not complete more than two courses from the approved program checklist until all requirements for unconditional admission have been met.

**Applicants must**

- Hold a baccalaureate-level professional educator certification in a teaching field or master's-level professional educator's certificate in a teaching field or instructional support area. Verification of a professional educator certificate must be provided upon application to the program.
- Verify a minimum of three years of successful teaching experience.
- Submit prior to the interview an admission portfolio containing the following:
  - three letters of recommendation including one from the applicant's principal or supervisor
  - completed copy (all forms) of most recent performance appraisal to include professional development component if available
  - evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership and/or student achievement
  - summary of candidate's reasons for pursuing educational administration certification
  - summary of what the candidate expects from the preparation program

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

### **Educational Administration                      36 Semester Hours**

#### Required Professional Core:

EAL	6615	3	Social and Philosophic Foundations of Educational Leadership
EAL	6684	3	Curriculum Development for Educational Leaders
EAL	6653	3	Educational Evaluation for School Improvement
EAL	6691	3	Research Methodology

#### Instructional Support Area:

EAL	6603	3	School Business Procedures
EAL	6613	3	Legal Issues in Public Education
EAL	6633	3	Educational Leadership
EAL	6643	3	Administration of School Personnel
EAL	6663	3	Internship in Educational Administration I
EAL	6664	3	Internship in Educational Administration II

#### Select two from the following:

EAL	6607	6	Readings in Organization and Administration
EAL	6609	6	Communication and Problem Solving for School Leaders
EAL	6610	6	Grant Writing and Fundraising
EAL	6625	6	Special Topics in Educational Leadership

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

### **Endorsement in Educational Administration 18 Semester Hours**

#### **Additional Admission Requirements for Fifth-Year Certification Endorsement Program in Educational Administration:**

#### **Applicants must meet the following criteria:**

1. Hold a master's-level professional educator certification in a teaching field or instructional support area. Verification of a master's-level professional educator certificate must be provided upon application to the program.
2. Verify a minimum of three years of successful teaching experience.
3. Submit prior to the interview an admission portfolio containing the following:
  - three letters of recommendation, including one from the applicant's principal or supervisor
  - completed copy (all forms) of most recent performance appraisal to include professional development component if available
  - evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership and/or student

achievement

- Summary of candidate's reasons for pursuing educational administration certification
- Summary of what the candidate expects from the preparation program

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

#### Instructional Support Area:

EAL	6603	3	School Business Procedures
EAL	6613	3	Legal Issues in Public Education
EAL	6633	3	Educational Leadership
EAL	6643	3	Administration of School Personnel
EAL	6663	3	Internship in Educational Administration I
EAL	6664	3	Internship in Educational Administration II

### **Internship in Educational Administration**

The internship shall include experiences at grade levels P-5, 6-8, 9-12, and in the central office and shall consist of quality-based learning activities that closely approximate real school experiences and require demonstration of the knowledge of best practices. There must be a minimum of six months from the beginning of EAL 6663 to the completion of EAL 6664. The internship must be completed at the designated home campus.

### **Evaluation for Certification in Educational Administration**

Criteria for determining eligibility for certification in educational administration and leadership (degree program or endorsement) shall include the following:

1. Completion of specific requirements with a GPA of not less than 3.25 on all courses in the approved educational administration program
2. Successful completion of all required components of the internship
3. A passing score on a comprehensive written educational administration test

### **SCHOOL COUNSELING**

**48 Semester Hours**

**Location: Dothan, Montgomery, Phenix City, Troy**

*Troy University offers a Master of Science in School Counseling. Additional admissions requirements, curriculum, and program completion expectations are listed in the Counseling and Psychology section to follow.*

### **SCHOOL PSYCHOMETRY**

**36 Semester Hours**

**Location: Dothan, Montgomery**

*Troy University offers a Master of Science in School Psychometry. Additional admissions requirements, curriculum, and program completion expectations are listed in the Counseling and Psychology section to follow.*

**MASTER OF SCIENCE (M.S.)  
COUNSELING AND PSYCHOLOGY PROGRAMS**

Program Specialty	Semester Hours	Troy University Sites						
		Dothan	Montgomery	Phenix City	Troy	Atlantic	Florida Western	South-East
Clinical Mental Health	60			X*			X	
Community Counseling	48	X	X	X*	X		X	X
Corrections Counseling	48	X						
Rehabilitation Counseling	48	X	X	X	X**			
School Counseling***	48	X	X	X*	X			
Social Services Counseling	36		X				X	
Substance Abuse Counseling	48	X	X					

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

\*\*The Rehabilitation Counseling Program offered at the Troy campus is accredited by the Council on Rehabilitation Education (CORE).

\*\*\*The School Counseling and School Psychometry programs are approved by the Alabama State Department of Education and lead to Alabama Class A certification.

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

**COUNSELING AND PSYCHOLOGY MISSION STATEMENT**

The mission of the Department of Counseling and Psychology is to educate and train counseling and psychology professionals by utilizing the highest external standards set by state and national licensing/certifying boards. Highly qualified faculty design and deliver counseling and psychology programs through a wide range of instructional modalities. The counseling and psychology degree programs provide graduate education at regional and national locations. The program seeks qualified students from diverse populations.

**NOTE:** *For specialized accreditation purposes, each Troy University site has mission statements and program objectives to complement the University's Counseling and Psychology mission statement and objectives.*

**Counseling and Psychology Admission Policy**

In addition to meeting graduate school admissions requirements, the student is required to have the following:

1. Three specified reference forms/letters to include one from the applicant's undergraduate adviser, department chair or dean, most recent employer, and a person chosen by the applicant. If the applicant is unable to obtain references regarding educational or employment history, selected individuals may be approved by the Graduate Counseling Admissions Committee. These references must attest to the applicant's potential in forming effective interpersonal relationships, aptitude for graduate study, appropriate vocational goals relevant to the program, and personal and professional self-development as well as other relevant information to be determined by the program faculty.
2. A résumé that includes personal information and professional portfolio regarding topics such as, but not limited to, educational and work history, personal and professional goals, professional affiliations, awards, articles, and references.
3. Individual and/or group interviews conducted by members of the program faculty to assess the following topics: appropriateness of academic history, work history, potential success in forming effective interpersonal relationships in individual and group contexts, vocational goals and objectives and their relevance to the program, each applicant's openness to self-examination, personal and professional self-development, and other factors deemed relevant by the program faculty regarding successful performance as a graduate student and as a counselor.
4. Evidence of academic skills deemed essential by the program faculty to include, but not limited to, written and oral communication, comprehension and critical analysis of professional literature, basic use of the library, Internet, and other information systems, and competence in statistics and relevant mathematics.
5. Approval of the Graduate Counseling Admissions Committee for the department within the parameters established by the College of Education and the Graduate Council.

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

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

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

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

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

**Counseling and Psychology Program Guidelines**

1. **Required Hours**  
Specialized program accreditation guidelines require that students enrolled in Troy University's Counseling and Psychology programs must complete a minimum number of required hours at the site where the internship and practicum are completed. Students should see their academic adviser for specific requirements.
2. **Internships/Practicum**  
Students are required to complete supervised internship and practicum courses at the same campus.
3. **Comprehensive Examination**  
Students must pass a written comprehensive examination for completion of counseling and psychology programs.

**CLINICAL MENTAL HEALTH**

**Location: Phenix City, Florida Western**

**Mission Statement**

The Clinical Mental Health Program is designed to train mental health counselors. This 60-semester hour program has

been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

**Objectives for Clinical Mental Health Counseling**

The Clinical Mental Health Counseling Program seeks to prepare graduates who have achieved the following:

1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications
2. An active professional identity as evidenced by participating in professional associations, such as the American Counseling Association
3. A strong knowledge base regarding counseling facilitation skills, theories, and techniques
4. An understanding of human development, both normal and abnormal
5. Culturally sensitive skills to ensure the ability to work with diverse populations
6. An understanding of career development and related life factors
7. An understanding of theoretical and experiential concepts of group work
8. An understanding of individual and group approaches to assessment and evaluations
9. An understanding of research methods, statistical analysis, needs assessment, and program evaluation

**Clinical Mental Health**

**60 Semester Hours**

Required Courses:

CP	6600	3	Professional Orientation & Ethics
CP	6642	3	Group Dynamics and Counseling
CP	6649	3	Theories of Counseling
CP	6691	3	Research Methodology
PSY	6645	3	Evaluation and Assessment of the Individual
PSY	6635	3	Vocational Psychology and Career Development
CP	6601	3	Legal, Ethical, and Professional Standards
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6650	3	Practicum (100 hours)
CP	6651	3	Counseling Diverse Populations
CP	6656	3	Marriage, Family and Sex Therapy Counseling

Select one:

*CP	6605	3	Foundations of Mental Health Counseling (Required at Phenix City and Holloman AFB)
	or		
*CP	6644	3	Community Counseling Services (Required at Florida only)

CP	6659	3	Internship: Mental Health (300 hours)
CP	6660	3	Internship: Mental Health (300 hours)
CP	6661	3	Internship: Mental Health (300 hours)

PSY	6648	3	Theories of Personality
PSY	6668	3	Human Lifespan and Development
PSY	6669	3	Behavior Pathology
PSY	6670	3	Diagnosis and Treatment Planning

Select one:

*CP	6634	3	Drug Education, Prevention, and Intervention (Required in Florida only)
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Adviser-approved elective

**COMMUNITY COUNSELING**

**Location: Dothan, Montgomery, Phenix City, Troy, Augusta, Holloman AFB**

**Mission Statement**

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

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

**Objectives for Community Counseling**

1. To develop knowledge of the foundations of the counseling profession to include history, current trends/ issues, roles, functions, professional identity, leadership/advocacy and laws/legislation
2. To develop knowledge and skills in technology as it is applied to psycho-educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling
3. To develop sensitivity and skill in providing counseling services to diverse cultural populations
4. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation
5. To develop sound clinical and ethical judgment and skills
6. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals
7. To promote counselor accountability and professional credibility
8. To demonstrate psychological health and the ability to use high levels of self-awareness

**Community Counseling                      48 Semester Hours**

Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6642	3	Group Dynamics and Counseling
CP	6649	3	Theories of Counseling
CP	6691	3	Research Methodology
PSY	6645	3	Evaluation and Assessment of the Individual

PSY	6635	3	Vocational Psychology and Career Development
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6650	3	Practicum (100 hours)
CP	6651	3	Counseling Diverse Populations
CP	6656	3	Marriage, Family, and Sex Therapy Counseling
CP	6662	3	Internship: Community Counseling (300 hours)
CP	6663	3	Internship: Community Counseling (300 hours)
PSY	6668	3	Human Lifespan and Development
PSY	6669	3	Behavior Pathology
PSY	6670	3	Diagnosis and Treatment Planning

Select one: 3

CP	6644	3	Community Counseling Services
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OR Adviser-Approved Elective

**SCHOOL COUNSELING**

**Location: Dothan, Montgomery, Phenix City, Troy**

**Mission Statement**

The School Counseling Program is designed to train certified teachers as school counselors. The program meets Alabama State Department of Education guidelines for school counselor certification. The curriculum is designed to train school counselors in the knowledge of theory, application of counseling skills in working with P-12 grade level students, knowledge of program development and implementation of comprehensive guidance programs, development of professional and personal dispositions, advocacy of children and adolescents, and development of public school educators to become professional school counselors.

**Objectives for School Counseling**

1. To develop knowledge of the foundations of school counseling to include history, current trends/issues, role, functions, professional identity, leadership/advocacy strategies and laws/legislation
2. To develop skills in technology as applied to school counseling
3. To develop sensitivity to provide counseling to diverse school populations
4. To develop skills in comprehensive guidance program development to include needs assessments, program development and program evaluation
5. To develop skills related to assessment of students and interpretation of assessment results to administrators, parents and students
6. To develop skills in counseling to include individual, group and classroom guidance.
7. To develop skills in consultation to include working with community agencies, parents, teachers and other school personnel
8. To develop knowledge and skills in conducting programs designed to enhance students' academic, social, career and other developmental needs



**Additional School Counseling Requirements**

1. Hold a valid teaching certificate in any field. Temporary, provisional, and other nonrenewable certifications are not acceptable.
2. To complete certification requirements, students also must have two years of professional experience.

**School Counseling****48 Semester Hours**

## Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Techniques
CP	6642	3	Group Dynamics and Counseling
CP	6649	3	Theories of Counseling
CP	6691	3	Research Methodology
CP	6651	3	Counseling Diverse Populations
CP	6641	3	School Counseling Program Management
PSY	6606	3	Interventions for Children and Adolescents
PSY	6645	3	Evaluation and Assessment of the Individual
PSY	6668	3	Human Lifespan and Development
CP	6650	3	Practicum (100 hours)
CP	6657	3	Internship: School Counseling (300 hours)
CP	6658	3	Internship: School Counseling (300 hours)
PSY	6635	3	Vocational Psychology and Career Development

Select two (6 hours)\*:

## Option A

PSY	6653	3	Measurement and Evaluation
PSY	6659	3	Cognitive and Behavioral Interventions

## Option B

Adviser-Approved Electives

\*Students who have not taken the survey of special education course are required to take that course.

**REHABILITATION COUNSELING****Location: Dothan, Montgomery, Phenix City, Troy****Mission Statement**

The mission of the Troy University Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services designed to assist individuals with disabilities to achieve their maximum potential. In addition, services will be provided to rehabilitation agencies and programs, and research related to rehabilitation will be pursued. The Troy University program leads to a Master of Science degree with a specialty in Rehabilitation Counseling. Students may choose an emphasis area in either hearing or visual impairment. Upon graduation, students will have the basic foundational knowledge, skill and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

**Objectives for Rehabilitation Counseling**

To prepare master's-level rehabilitation counselors who

1. understand and follow the Code of Professional Ethics for Rehabilitation Counselors;

2. know the laws that affect individuals with disabilities and are able to advocate for the rights of those individuals;
3. understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;
4. value the worth and dignity of all individuals and view individuals with disabilities as equal partners in the rehabilitation process;
5. demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skills and competencies they need to function effectively in society; and
6. know the technology and accommodations that are available to provide individuals with disabilities access to work, leisure, and school activities.

To continuously update the Rehabilitation Counseling Specialty by

1. encouraging communication, feedback, and evaluation between faculty, students, and community resources to promote quality programmatic improvement;
2. providing a balanced curriculum of knowledge and skill development that is consistent with the requirements of the Council on Rehabilitation Education (CORE);
3. promoting research by students and faculty in the area of rehabilitation counseling; and
4. promoting participation in local, state and national professional rehabilitation and counseling associations.

**Rehabilitation Counseling****48 Semester Hours**

## Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Techniques
CP	6649	3	Theories of Counseling
PSY	6645	3	Evaluation and Assessment of the Individual
CP	6691	3	Research Methodology
CP	6651	3	Counseling Diverse Populations
PSY	6635	3	Vocational Psychology and Career Development
PSY	6668	3	Human Lifespan and Development
CP	6650	3	Practicum (100 hours)
CP	6670	3	Internship: Rehabilitation Counseling (300 hours)
CP	6671	3	Internship: Rehabilitation Counseling (300 hours)
PSY	6688	3	Medical/Psychosocial Aspects of Disability
CP	6652	3	Rehabilitation Delivery and Process
CP	6686	3	Job Development and Placement
CP	6642	3	Group Dynamics and Counseling

Select one of the following courses (adviser approval required):

PSY	6664	3	Assessment of Disabling Conditions
CP	6687	3	Placement of Special Disability Groups

CP	6680	3	Seminar: Counseling Approaches to Working with Hearing Impairment
CP	6681	3	Seminar: Counseling Approaches to Working with Visual Impairment

Adviser-Approved Elective in Rehabilitation Counseling

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

## SUBSTANCE ABUSE COUNSELING

**Location: Dothan, Montgomery**

### Mission Statement

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

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

### Objectives for Substance Abuse Counseling

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

## Substance Abuse Counseling

### 48 Semester Hours

#### Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6649	3	Theories of Counseling
CP	6642	3	Group Dynamics and Counseling
PSY	6669	3	Behavior Pathology
PSY	6645	3	Evaluation and Assessment of the Individual
CP	6691	3	Research Methodology
CP	6651	3	Counseling Diverse Populations
PSY	6635	3	Vocational Psychology and Career Development
PSY	6668	3	Human Lifespan and Development
CP	6650	3	Practicum (100 hours)
CP	6662	3	Internship Community Counseling (300 hours)
CP	6663	3	Internship Community Counseling (300 hours)

#### Select three of the following: 9

PSY	5520	3	Physiological Dynamics of Alcohol and Other Drugs
CP	6634	3	Drug Education, Prevention, and Intervention
CP	5535	3	Treatment of Addictive Family Diseases
CP	5536	3	Treatment Theories and Modalities of Addictive Disease
CP	6602	3	Seminar in the Prevention/Treatment of Chemical Dependency

## CORRECTIONS COUNSELING

**Location: Dothan**

### Mission Statement

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

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

### Objectives for Corrections Counseling

1. Develop knowledge of the foundations of the counseling profession to include history, current trends/issues, roles, functions, and professional identity. The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to corrections counseling.
2. To provide didactic and experiential training that enables graduates to obtain entry-level positions within the criminal justice system.

3. To develop knowledge and skills in technology as it is applied to psycho-educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling.
4. To develop sensitivity and skill in providing counseling services to diverse cultural populations.
5. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation.
6. To develop sound clinical and ethical judgment and skills.
7. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals.
8. To promote counselor accountability and professional credibility.
9. To demonstrate psychological health and the ability to use high levels of self-awareness.

### Corrections Counseling

#### 48 Semester Hours

##### Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Techniques
CP	6649	3	Theories of Counseling
CP	6642	3	Group Dynamics and Counseling
PSY	6669	3	Behavior Pathology
PSY	6645	3	Evaluation and Assessment of the Individual
CP	6691	3	Research Methodology
CP	6651	3	Counseling Diverse Populations
PSY	6635	3	Vocational Psychology and Career Development
PSY	6668	3	Human Lifespan and Development
CP	6650	3	Practicum (100 hours)
CP	6662	3	Internship Community Counseling (300 hours)
CP	6663	3	Internship Community Counseling (300 hours)

##### Select three specialty courses:

CJ	5571	3	Probation, Pardons, and Parole
CJ	6621	3	Current Issues in Corrections
CJ	6635	3	Community Based Corrections/Correctional Systems
CJ	6638	3	Seminar in Civil Liberties Related to Corrections

### SOCIAL SERVICES COUNSELING

**Location: Montgomery, Florida Western**

#### Mission Statement

The Social Services Counseling Program is designed to train social service providers. This 36-semester-hour program has been tailored to meet needs of individuals interested in providing social services in settings that do not require licensure.

The program is designed to provide students with knowledge of theory and application of counseling skills particularly as it relates to providing social services.

### Social Services Counseling

#### 36 Semester Hours

*Note: This is a non-licensure/non-certification degree*

##### Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6642	3	Group Dynamics and Counseling
PSY	6645	3	Evaluation and Assessment of the Individual
CP	6649	3	Theories of Counseling
CP	6651	3	Counseling Diverse Populations
CP	6650	3	Practicum (100 hours)
CP	6691	3	Research Methodology
PSY	6635	3	Vocational Psychology and Career Development
CP	6610	3	Facilitation Skills and Counseling Techniques
PSY	6668	3	Human Lifespan and Development
	Adviser-Approved Elective	3	
	Adviser-Approved Elective	3	

### SCHOOL PSYCHOMETRY

**Location: Dothan, Montgomery**

#### Mission Statement

The School Psychometry Program is designed to train school psychometrists. The 36-semester-hour program meets Alabama State Department of Education guidelines for school psychometry certification.

The program is designed to provide students with experiences in psychometrics and interventions. Additionally, it provides training in measurement, knowledge of normal and pathological development, consultation, and preventative strategies.

#### Objectives for School Psychometry

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

#### Additional School Psychometry Requirements

1. A valid teaching certificate in any field. Temporary, provisional, and other nonrenewable certifications are not acceptable.
2. To complete certification requirements, students also must have two years of professional experience.

### School Psychometry

#### 36 Semester Hours

##### Required Courses:

PSY	6636	3	Wechsler Scales
PSY	6637	3	Stanford Binet and Others

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

*Select one from the following:*

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6649	3	Theories of Counseling

*Select one from the following:*

PSY	5559	3	Applied Behavior Analysis
PSY	6659	3	Cognitive and Behavioral Interventions

*Select three from the following:*

PSY	6606	3	Interventions for Children and Adolescents
PSY	6653	3	Measurement and Evaluation
CP	6651	3	Counseling Diverse Populations
PSY	6638	3	Philosophy of Cognitive Development

**MASTER OF SCIENCE (M.S.)  
ADULT EDUCATION  
Non-Certification Program**

**Location: Montgomery**

***This is a non- certification program. Students holding this degree will not be recommended for any teacher/counselor/administrator certificate or license.***

**PURPOSE**

To prepare new entrants to the adult education field to become qualified professional practitioners in adult education.

**OBJECTIVES**

Based upon current and projected needs of Alabama's workforce, this degree seeks to enable students to successfully develop diverse curricula and programs for adult education in public, private, and governmental environments.

This course of study will provide students with broad foundational elements of adult education, highlighting both theory and application.

**PROGRAM OF STUDY**

**30 semester hours**

Required Core Courses:

ADE	6600	3	Foundations of Adult Education
ADE	6630	3	Programs for Adult Education
ADE	6670	3	Psychological Foundations of the Adult Learner
ADE	6691	3	Research Methodology

Select one:

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

Select three courses:

ADE	5560	3	Instructional Systems Development (ISD)
ADE	6605	3	Computer Based Instructional Technologies
ADE	6606	3	Current and Emerging Instructional Technologies
ADE	6653	3	Educational Evaluation
ADE	6674	3	Methods and Strategies for Teaching Adults
ADE	6694	3	Special Problems in Adult Education

Adviser-Approved Electives: 6

**MASTER OF SCIENCE (M.S.)  
POST SECONDARY EDUCATION  
NON-CERTIFICATION PROGRAM**

***This is a non- certification program. Students holding this degree will not be recommended for any teacher/counselor/administrator certificate or license.***

MASTER OF SCIENCE IN POST SECONDARY EDUCATION								
LOCATIONS OF CONCENTRATIONS								
CONCENTRATIONS	Dothan	Montgomery	Phenix City	Troy	Atlantic Region	Florida/Western Region	Southeast Region	Distance Learning
Adult Education					X			X
Biology	X							
Criminal Justice				X	X		X	
English	X	X		X			X	
Foundations of Education					X	X	X	X
General Science	X			X				
Higher Education Administration							X	
History	X	X		X			X	
Instructional Technology					X		X	X
Mathematics	X	X		X				
Physical Fitness							X	
Political Science		X						
Psychology		X				X	X	
Public Administration				X	X	X		
Social Science	X						X	
Teaching English to Students of Other Languages (TESOL)				X				

### MASTER OF SCIENCE IN POST SECONDARY EDUCATION

#### *Non-Teacher Certification Program*

The Master of Science in Post Secondary Education Program is designed to prepare new entrants to the field of post secondary education as professional practitioners in a selected area of study. Two options are available to students which include a core of required courses and the completion of an approved 18-semester-hour concentration.

- Option I is a 36-semester-hour program consisting of an 18-semester-hour core of required courses and a selected 18-semester-hour concentration. Option I does not require a comprehensive examination. Students may select a thesis or a non-thesis track in Option I.
- Option II is a 30-semester-hour program consisting of a 12-semester-hour core of required courses and a selected 18-semester-hour concentration. Successful completion of a written comprehensive examination is required.

#### OBJECTIVES OF THE POST SECONDARY EDUCATION PROGRAM

1. To demonstrate an understanding of the body of knowledge, research base, instructional techniques, and competencies related to the area of concentration
2. To identify and develop alternative solutions to problems through evaluation, synthesis and application of knowledge, theories and concepts in the area of concentration

3. To demonstrate knowledge of various models of education, and social and cultural influences on post secondary education
4. To demonstrate an understanding of learning styles and their relationship to student achievement

#### OPTION I – 36-SEMESTER-HOUR PROGRAM

##### Program of Study for Option I      36 Semester Hours

##### *No Comprehensive Examination*

##### *Required Core Courses:*

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

##### *Select one:*

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

##### *Select Thesis Track or Non-Thesis Track:*

PSE	6695	6	Thesis
			or
PSE	6665	3	Field Project in Post Secondary Education
PSE	6699	3	Capstone in Post Secondary Education

*Select an approved concentration: 18*

**OPTION II – 30-SEMESTER-HOUR PROGRAM****Program of Study Option II                      30 Semester Hours***Comprehensive Examination Required*

Required Core Courses:

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

*Select one:*

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

Select an approved concentration: 18

**CONCENTRATIONS**

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

**ADULT EDUCATION CONCENTRATION****18 Semester Hours****Location: Atlantic, Distance Learning**

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

**BIOLOGY CONCENTRATION****18 Semester Hours****Location: Dothan**

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

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

**CRIMINAL JUSTICE CONCENTRATION****18 Semester Hours****Location: Atlantic, Troy, Southeast**

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

**ENGLISH CONCENTRATION****18 Semester Hours****Location: Dothan, Montgomery, Troy, Southeast**

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

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

**FOUNDATIONS OF EDUCATION CONCENTRATION****18 Semester Hours****Location: Atlantic, Florida Western, Southeast, Distance Learning**

PSE	6612	3	Community Junior College
PSE	6615	3	Social and Philosophical Foundations of Education
PSE	6642	3	History of Education
PSE	6651	3	Comparative Education
PSE	6653	3	Educational Evaluation
PSE	6658	3	Understanding Cultural Diversity

**GENERAL SCIENCE CONCENTRATION****18 Semester Hours****Location: Dothan, Troy**

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

An 18-semester-hour plan of study in general science must be developed by the student and the general science adviser and pre-approved by the dean of the College of Education or the dean's designee. The general science adviser will determine if any prerequisite coursework is necessary in the areas of biology, chemistry, physics or environmental science. Courses must be selected from more than one of the disciplines.

## HIGHER EDUCATION ADMINISTRATION CONCENTRATION

### 18 Semester Hours

**Location: Southeast**

*Select six courses for 18 semester hours:*

HEA	6611	3	Organization and Administration of Higher Education
HEA	6612	3	Community Junior College
HEA	6614	3	School Law
HEA	6690	3	Financing of Higher Education
HEA	6696	3	Practicum in Higher Education
HEA	6635	3	Seminar on the American College Student
HEA	6660	3	Contemporary Issues in Higher Education

## HISTORY CONCENTRATION

### 18 Semester Hours

**Location: Dothan, Montgomery, Troy, Southeast**

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

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

## INSTRUCTIONAL TECHNOLOGY CONCENTRATION

### 18 Semester Hours

**Location: Atlantic, Southeast, Distance Learning**

*Select six courses for 18 semester hours:*

EDU	6605	3	Computer-Based Instructional Technologies
EDU	6606	3	Current and Emerging Instructional Technologies
EDU	6607	3	Curriculum Integration of Technology
EDU	6613	3	Principles of Instructional Design
EDU	6614	3	Advanced Instructional Design
EDU	6616	3	Distance Learning Strategies
EDU	6617	3	Graphic Design in Multimedia Instruction
EDU	6618	3	Advanced Multimedia Production
EDU	6625	3	Specialized Study in Area of Education

## MATHEMATICS CONCENTRATION

### 18 Semester Hours

**Location: Dothan, Montgomery, Troy**

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

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

## PHYSICAL FITNESS CONCENTRATION

### 18 Semester Hours

**Location: Southeast**

This concentration is open only to graduate students who have an undergraduate degree in a related field of exercise science.

*Select six courses for 18 semester hours:*

SFM	6620	3	Physical Fitness: A Critical Analysis
SFM	6623	3	The Biomechanics of Sport Techniques
SFM	6632	3	Critical Issues in Sport and Fitness Management Health and Physical Education
SFM	6650	3	Nutrition and Physical Performance
SFM	6670	3	Exercise and Disease Prevention
SFM	6671	3	Exercise through the Lifespan
SFM	6625	3	Specialized Study in Sport and Fitness Management
SFM	6626	3	Specialized Study in Sport and Fitness Management

## POLITICAL SCIENCE CONCENTRATION

### 18 Semester Hours

**Location: Montgomery**

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

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

## PSYCHOLOGY CONCENTRATION

### 18 Semester Hours

**Location: Montgomery, Florida Western, Southeast**

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in psychology. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript.

PSY	5501	3	Psychological Tests and Measurement
PSY	6631	3	Psychological Foundations of Education
PSY	6635	3	Vocational Psychology and Career Development
PSY	6648	3	Theories of Personality

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

**PUBLIC ADMINISTRATION CONCENTRATION**

**18 Semester Hours**

**Location: Troy, Atlantic, Florida Western**

- PA 6610 3 Foundations of Public Administration
- PA 6622 3 Public Policy Analysis
- PA 6650 3 Governmental Budgeting
- PA 6674 3 Ethics in Public Administration

Select two of the following: 6

- PA 6602 3 Quantitative Methods in Public Management
- PA 6624 3 Public Human Resource Management
- PA 6644 3 Administrative Law
- PA 6646 3 Organizational Behavior

**SOCIAL SCIENCE CONCENTRATION**

**18 Semester Hours**

**Location: Dothan, Southeast**

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester

hours) in the social sciences. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in social science must be developed by the student and the social science adviser and pre-approved by the Dean of the College of Education or the dean’s designee. The social science adviser will determine if any prerequisite coursework is necessary. Courses must be selected from more than one of the social science disciplines.

**TEACHING ENGLISH TO STUDENTS OF OTHER LANGUAGES (TESOL) CONCENTRATION**

**18 Semester Hours**

**Location: Troy**

- ENG 5568 3 Methods and Approaches in Second Language Teaching
- ENG 5569 3 Principles, Techniques and Materials in Second Lang. Teaching
- ENG 6660 3 Introduction to Applied Linguistics
- ENG 6696 3 Practicum
- ENG 6630 3 Survey of SLA for Second Language Teachers
- ENG 6631 3 Survey of Sociolinguistics for Second Language Teachers

**EDUCATION SPECIALIST (Ed.S.)  
SIXTH-YEAR CERTIFICATION PROGRAM  
FOR TEACHERS**

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

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

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

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

**ADMISSION REQUIREMENTS FOR EDUCATION SPECIALIST PROGRAMS FOR TEACHERS**

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

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

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



**CERTIFICATION IN ALABAMA**

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

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

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

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

**CERTIFICATION IN OTHER STATES**

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

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

**EARLY CHILDHOOD EDUCATION**

**Location: Dothan** **36-39 Semester Hours**

Required Professional Core:

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

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

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

Teaching Field Courses:

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

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

*Select two Adviser-Approved Teaching Field Courses: 6*

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

**ELEMENTARY EDUCATION** **36 Semester Hours**  
**Location: Dothan, Phenix City**

*Required Professional Core:*

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

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

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

*Teaching Field Courses:*

Select 12 semester hours of adviser-approved ELE courses.

Select 3-6 additional hours of adviser-approved ELE courses or other adviser-approved courses related to the profession (e.g., EDU, ECE, SPE, RED).

A candidate may not enroll in a 6000-level course if it duplicates the same course listed on a graduate transcript. At least nine semester hours of teaching field courses must be at the 7000 level.

**EDUCATION SPECIALIST (Ed.S.)  
SIXTH-YEAR CERTIFICATION PROGRAMS IN  
INSTRUCTIONAL SUPPORT AREAS**

Program Specialty	Semester Hours	Troy University Sites						
		Dothan	Montgomery	Phenix City	Troy	Atlantic	Florida Western	Southeast
Educational Administration	36	X		X				
School Counseling	36	X	X	X				
School Psychology	33-36	X						

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

**PURPOSE**

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

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

**ADMISSION REQUIREMENTS FOR EDUCATION SPECIALIST PROGRAMS IN INSTRUCTIONAL SUPPORT AREAS**

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

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

1. hold a masters degree from a regionally accredited college or university,
2. hold valid master’s level certification in the same instructional support area in which the Class AA certificate is sought, (Not required for Community Counseling.)
3. complete a special education course as a prerequisite if not previously completed, and (Not required for Com-

munity Counseling.)

4. be unconditionally admitted and complete all additional admission requirements identified in the specific program.

**CERTIFICATION IN ALABAMA**

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

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

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

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

**CERTIFICATION IN OTHER STATES**

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

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

**EDUCATIONAL ADMINISTRATION (Ed.S.)****Certification Program****Location: Dothan, Phenix City****Additional admission requirements for the Education Specialist degree program in Educational Administration**

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

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

**Educational Administration (Grades P-12)****36 Semester Hours**

EAL	7705	3	School Finance and Taxation
EAL	7746	3	Personnel Relations and Processes in Educational Leadership
EAL	7791	3	Organizational and Administrative Behavior
EAL	7790	3	Trends, Issues and Policy Studies in Educational Leadership
EAL	7793	3	Statistics
EAL	7714	3	School Law
EAL	7717	3	Mentoring Methods and Techniques
EAL	7794	3	Thesis: Field Problem Analysis
EAL	7795	3	Thesis: Problem Analysis Implementation

*Select one: 3*

EAL	7742	3	History of Educational Leadership
EAL	7758	3	Cultural Diversity

*Select two: 6*

EAL	7710	3	Supervision of Education
EAL	7701	3	Administration of Special Education
EAL	7735	3	Development and Operation of Educational Plant Facilities
EAL	7725, 7726, 7727	3	Specialized Topics in Educational Leadership
EAL	6610	3	Grant Writing and Fundraising

*\* A survey course in special education is required unless previously completed.*

All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above. **At least 50% of the degree program must be earned at the 7000 level.** Courses applied toward certification at the master's level may not be applied toward certification at the education specialist level.

**SCHOOL COUNSELING (Ed.S.)****Certification Program****Location: Dothan, Montgomery, Phenix City****Goals and Objectives**

The goal of the Ed.S. School Counseling program is to strengthen and extend the students' knowledge and skills developed at the Master's level so that the students will

1. become informed, reflective decision makers;
2. understand the developmental, proactive, and preventive focus of counseling in the schools;
3. facilitate academic, career, and personal-social development of K-12 students;
4. provide interventions for learning and behavioral problems;
5. work collaboratively with parents, school personnel, and with other agencies and organizations to facilitate student learning; and manage a comprehensive developmental counseling program.

**School Counseling Ed.S.****36 Semester Hours***Required Courses:*

CP	6656	3	Marriage, Family and Sex Therapy Counseling
CP	7700	3	Advanced Practicum in Group Leadership
CP	7702	3	Advanced Theories and Techniques of Counseling
PSY	6669	3	Behavior Pathology

*Research Course (Select one- 3 hours)*

PSY	6693	3	Psychological and Educational Statistics
EDU	6693	3	Quantitative Methods of Evaluation of Teaching and Learning
EDU	7792	3	Advanced Research in Education

*Field Project or Thesis (3-6 hours)*

CP	7794	3	Field Project
CP	7795, 7796	6	Thesis

Electives 15 – 18\*

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

*NOTE: All Education Specialist degree students must complete at least 18 semester hours of required coursework at the campus where the internship and/or practicum is supervised.*

All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above. Courses applied toward certification at the master's level may not be applied toward certification at the education specialist level.

**SCHOOL PSYCHOLOGY (Ed. S.)**

**Certification Program**

**Location: Dothan**

**Goals and Objectives**

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

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

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

<b>School Psychology Ed.S.</b>	<b>33-36 Semester Hours</b>
PSY 6635 3	Vocational Psychology and Career Development
CP 6644 3	Community Counseling Services
CP 6651 3	Counseling Diverse Populations
PSY 6693 3	Psychological and Educational Statistics
PSY 6669 3	Behavior Pathology
PSY 7700 3	Professional School Psychology

*Select one:*

PSY 6633 3	Advanced Psychology of Learning
PSY 6631 3	Psychological Foundations of Education

*Select one:*

CP 6641 3	School Counseling and Program Management
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Adviser-Approved Course in Educational Leadership

Select two (six hours of adviser-approved electives):

EDU 6605 3	Computer-Based Instructional Technology
CP 7702 3	Advanced Theories and Techniques of Counseling
SPE 6630 3	Collaboration for Inclusion
SPE 6631 3	Legal Issues in Special Education
SPE 6632 3	Assessment and Individual Programming
PSY 7794 3	Field Project
PSY 7795 3	Thesis

Internship

PSY 7753 3-6	Internship: School Psychology
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\*a survey course in special education is required if not previously completed.

All Education Specialist Degree students must complete at least 18 semester hours of required coursework at the campus where the internship and/or practicum is supervised.

All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above, and no courses applied toward certification at the master’s level may be applied toward certification at the education specialist level.

**COMMUNITY COUNSELING (Ed.S.)**

**Non-Certification Program**

**Location: Montgomery**

The Ed.S. in Community Counseling is restricted to students who hold a minimum 36-semester hour master’s degree in counseling. It is **not** a program which is approved by the Alabama State Department of Education as a certification program.

**Goals**

The Community Counseling program provides broader experiences in counseling. The knowledge base expands the student’s exposure to theories of counseling, group leadership, and specialized areas of study.

**Objectives for Community Counseling Ed.S.**

1. To expand knowledge of the functions, roles, professional identity, current trends/issues, professional organizations, and professional identity
2. To expand sensitivity and skill in providing counseling services to diverse cultural populations
3. To expand knowledge and skill in research
4. To expand knowledge of principles, theories, and practices of community interventions
5. To expand knowledge related to the general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior
6. To expand the ability to apply sound clinical and ethical judgment and skills
7. To demonstrate psychological health and the ability to use high levels of self-awareness

**Community Counseling Ed.S. 30 Semester Hours**

*Required Courses:*

CP 7702 3	Advanced Theories and Techniques of Counseling
CP 7700 3	Advanced Practicum in Group Leadership
CP 7753, 54, 55 1-6	Internship: Advanced Counseling
CP 7791, 92, 93 1-3	Research Seminar
CP 7794, 95 3-6	Field Project or Thesis
PSY 6693 3	Psychological and Educational Statistics
Approved Electives 12-15	

## COLLEGE OF HEALTH AND HUMAN SERVICES

Degree Program	Troy	Phenix City	Atlantic Region	Florida/Western Region	Pacific Region	Southeast Region	Dothan	Montgomery
M.S. in Nursing	X*	X						X
M.S. Sport & Fitness Man.	X							

\*Health & Human Services courses are also offered through Distance Learning Center.

### MASTER OF SCIENCE IN NURSING (MSN)

The Master of Science in Nursing Program is designed to provide graduates of baccalaureate programs in nursing the opportunity to develop the advanced knowledge and clinical skills required for leadership positions in nursing. The program prepares clinical nurse specialists in Adult Health and Maternal-Infant Health, Nursing Informatics Specialists, and Family Nurse Practitioners. Students are accepted for admission to the MSN clinical nurse specialist and nursing informatics specialist tracks every semester. Fall admission is recommended for students who wish to pursue full-time study. Students are accepted for admission to the Family Nurse Practitioner track in fall semester only.

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

1. incorporate advanced knowledge and theories from nursing and related disciplines into practice as an advanced practice nurse;
2. demonstrate advanced clinical expertise in advanced practice in a specialized area of nursing practice;
3. evaluate research for the purpose of selectively integrating research findings in nursing practice;
4. integrate leadership, management, and teaching strategies into advanced practice;
5. analyze the impact of health policy on health care for identification of areas needing improvement and development of appropriate strategies; and
6. assume responsibility for contributing to the advancement of nursing as a profession.

#### ACCREDITATION:

The School of Nursing MSN degree is accredited by the National League for Nursing Accrediting Commission, 61 Broadway 33rd floor, New York, NY 10006.

#### PREREQUISITE REQUIREMENTS:

Candidates for admission must hold the baccalaureate degree in nursing.

#### ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE IN NURSING:

##### Unconditional Admission

1. Graduate of a BSN program from a regionally accredited institution. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.

2. Overall undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale, or 3.0 on a 4.0 scale in the nursing major.
3. Score of 40 on Miller's Analogy Test (MAT) or score of 860 on Graduate Record Exam (GRE-verbal and quantitative).
4. Current RN licensure.
5. Undergraduate health assessment course or the equivalent.
6. Three letters of professional reference.
7. Minimum of one year experience as a registered nurse is required for the Family Nurse Practitioner track.

#### Conditional Admission

1. Graduate of a BSN program from a regionally accredited institution. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
2. Overall undergraduate GPA of 2.5 on a 4.0 scale or 2.5 on a 4.0 scale in the nursing major or score of 30 on the Miller's Analogy Test or score of 650 on the Graduate Record Exam (GRE - verbal and quantitative).
3. One or more years of clinical experience as an RN; or graduate study without a graduate degree in nursing or another discipline, and a graduate GPA of 3.0 on a 4.0 scale.
4. Current RN licensure.
5. Undergraduate health assessment course or the equivalent.
6. Three letters of professional reference.
7. Minimum of one year experience as a registered nurse is required for the Family Nurse Practitioner track.

A student admitted conditionally to the graduate nursing program must clear conditional admission after nine semester hours. The student must attain an overall GPA of 3.0 on a 4.0 scale. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student may petition for readmission.

#### CURRICULUM:

##### CLINICAL NURSE SPECIALIST

Students may choose one of two clinical options: (Clinical major)

1. Adult Health Nursing
2. Maternal Infant Health Nursing

Students may choose one of two role options: (Functional minor)

1. Educator
2. Administrator

A minimum of 39 semester hours is required for completion of the program.

**Nursing Core Courses (6 hrs)**

NSG	5504	2	Theories in Nursing
NSG	5505	2	Health Care Economics
NSG	6660	2	Foundations of Advanced Practice

**Research Courses (7 hrs)**

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

**Optional**

NSG	6695	1-4	Thesis
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**Nursing Specialty Courses (20 hrs)**

NSG	5512	3	Advanced Health Assessment
NSG	5515	1	Advanced Health Assessment Practicum
NSG	6649	3	Advanced Pharmacology
NSG	6671	3	Advanced Pathophysiology

**(Select One Series)**

NSG	6620	2	Advanced Acute Care Nursing of Adults
NSG	6621	3	Advanced Acute Care Nursing Preceptorship
NSG	6622	2	Advanced Long-Term Nursing Care of Adults
NSG	6623	3	Advanced Long-Term Nursing Care of Adults Preceptorship

OR

NSG	6640	2	Advanced Maternal/Infant Health Nursing
NSG	6641	3	Advanced Maternal/Infant Health Nursing Preceptorship
NSG	6642	2	High-Risk Maternal/Infant Health Nursing
NSG	6643	3	High Risk Maternal/Infant Health Nursing Preceptorship

**Nursing Role Courses (5 hrs)**

**(Select One Series)**

NSG	6614	2	Role of the Nurse Educator
NSG	6615	3	Nursing Education Internship

OR

NSG	6616	2	Role of the Nurse Administrator
NSG	6617	3	Nursing Administration Internship

**Synthesis and Evaluation (1 hr)**

NSG	6655	1	Synthesis and Evaluation of Advanced Nursing Practice
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**Minimum Total: 39 Semester Hours**

**NURSING INFORMATICS SPECIALIST TRACK**

**Nursing Core Courses (6 hrs)**

NSG	5504	2	Theories in Nursing
NSG	5505	2	Health Care Economics
NSG	6660	2	Foundations of Advanced Practice

**Research Courses (7 hrs)**

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

**Optional**

NSG	6695	1-4	Thesis
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**Nursing Specialty Courses (11 hrs)**

NSG	6631	3	Computer-Based Communication
NSG	6632	2	Theoretical Foundations of Nursing
NSG	6633	3	Systems Analysis and Design
NSG	6635	3	Integration of Technology in Information Exchange

**Nursing Role Courses (6 hrs)**

NSG	6634	2	Role of the Nursing Informatics Specialist
NSG	6636	4	Nursing Informatics Internship

**Elective (3 hrs)**

Any 5000/6000 Approved Elective

**Synthesis and Evaluation (1 hr)**

NSG	6655	1	Synthesis and Evaluation of Advanced Nursing Practice
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**Minimum Total: 34 Semester Hours**

**FAMILY NURSE PRACTITIONER (FNP) TRACK**

**Nursing Core Courses (6 hrs)**

NSG	5504	2	Theories in Nursing
NSG	5505	2	Health Care Economics
NSG	6660	2	Foundations of Advanced Practice
NSG	6659*	1	Adaptation to the FNP Role (required for FNP-PM certificate students only)

**Research Courses (7 hrs)**

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

**Optional**

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

NSG	5512	3	Advanced Health Assessment
NSG	5513	3	Advanced Health Assessment Preceptorship
NSG	6645	3	Family and Cultural Theories in Advanced Nursing Practice
NSG	6649	3	Advanced Pharmacology
NSG	6665	3	Primary Care I
NSG	6666	3	Primary Care I Preceptorship
NSG	6667	3	Primary Care II
NSG	6668	3	Primary Care II Preceptorship
NSG	6671	3	Advanced Pathophysiology

**Role Courses (6 hrs)\***

NSG	6670	1	Role Synthesis Seminar
NSG	6680	5	Family Nurse Practitioner Internship

**Synthesis and Evaluation (1hr)**

NSG	6655	1	Synthesis and Evaluation of Advanced Nursing Practice
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**Minimum Total: 47 Semester Hours**

\*The FNP Certificate for nurses holding the MSN requires 34 hours and includes all FNP nursing specialty and role courses.

NOTE: 1. Requirements for the MSN degree must be satisfied within five years of the initial enrollment for that degree.

NOTE 2. A grade of "D" is not acceptable for meeting requirements for a subsequent course.

**Requirements for Students in Clinical Courses**

All students must maintain RN licensure, current CPR certification, professional liability insurance, proof of annual physical examination and negative drug screen when enrolled in clinical nursing courses. Professional liability insurance is available through the School of Nursing. Students are responsible for their own medical care if needed in the clinical setting. Students are also responsible for personal transportation costs incurred during the program.

Students must meet Communicable Disease Center (CDC) and Occupational Safety and Health Administration (OSHA) guidelines.

**Laboratory Fees for the MSN Program:**

NSG 5515, 6696, 6697	\$ 37.50
NSG 5513, 6621, 6623, 6641, 6643, 6666, 6668	\$ 67.50
NSG 6615, 6617	\$105.00
NSG 6636, 6680	\$180.00

**Requirements for Admission to Candidacy**

- To be admitted to candidacy, students must have a 3.0 GPA on all work attempted.
- Unconditionally admitted graduate students may apply for admission to candidacy after completing six semester hours and requirements as outlined for the specific degree program. A student will be admitted to candidacy the term following completion of 12 semester hours.

**Degree Requirements**

Any student completing the course work with a 3.0 or better GPA, fulfilling candidacy requirements, and successfully completing the required comprehensive examination will be awarded the degree.

**Transfer Credit**

A maximum of six semester hours taken at another regionally accredited institution of higher learning with a "B" grade or better can be applied toward the degree. These courses must be comparable to Troy University courses and must be approved by the MSN graduate faculty.

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**MASTER OF SCIENCE IN SPORT AND FITNESS  
MANAGEMENT**

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The Sport and Fitness Management program is designed to provide the graduate with the knowledge, skills, and attitudes to engage in the practice of management in a variety of settings. The goals and objectives of the program are guided by, but are not limited to, the criteria and guidelines set forth in the Standards for an Accredited Educational Program by the North American Society for Sport Management.

Students are provided with classroom, laboratory and clinical experiences to accomplish these objectives. Students are evaluated on their progress in meeting the above objectives throughout the program. Opportunities and evaluations are provided for actual participation in professional clinical sites including athletic, sport and club fitness, coaching facilities, rehabilitation facilities and community settings in the practice of Sport and Fitness Management.

The program aims to provide a broad-based, comprehensive curriculum, with an emphasis on interdisciplinary collaboration that prepares a sport and fitness manager practitioner to

- direct an individual's participation in selected clinical opportunities aimed at reinforcing and enhancing performance; facilitate learning of those skills and functions essential for productivity, thus the individual will be able to better communicate effectively with clients, subordinates and the public;
- provide services to improve function to prevent deficits in activities of daily living, work, play/leisure, and in the un-

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

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

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

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

### PREREQUISITE REQUIREMENTS

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

### ADMISSION REQUIREMENTS FOR THE MASTER OF SCIENCE IN SPORT AND FITNESS MANAGEMENT

#### *Unconditional Admission*

- Applicants must have a baccalaureate degree from a regionally accredited four-year institution. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
- Applicants must achieve a score of 33 or higher on the Miller Analogies Test or a score of 850 or higher on the Graduate Record Examination (verbal and quantitative).
- Applicants must have an overall grade point average of 2.5 on a four-point scale.

#### *Conditional Admission:*

- Students not satisfying the unconditional admission requirements may be conditionally admitted to the program pending satisfactory completion of the first 12 semester hours with a 3.0 grade point average. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
- Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student must petition for readmission.

### CURRICULUM

All courses offer three semester hours of credit except SFM 6625, 6626, 6627, 6680, 6681, 6682.

### TRANSFER CREDIT

A maximum of 12 semester hours taken at another regionally accredited institution of higher learning, with a grade of "B" or better, can be applied toward the degree. These courses must be comparable to Troy University's courses and must be approved by the SFM graduate faculty.

### REQUIREMENTS FOR ADMISSION TO CANDIDACY

- To be admitted to candidacy, students must have a 3.0 GPA on all work attempted.
- Unconditionally admitted graduate students may apply for admission to candidacy after completing six semester hours of requirements as outlined for the specific degree program. A student will be admitted to candidacy the term following completion of 12 semester hours.

### DEGREE REQUIREMENTS

Any student completing course work with a 3.0 or better GPA, fulfilling candidacy requirements, and successfully completing the required comprehensive examinations will be awarded the degree.

#### **Sport and Fitness Management:**

Students may choose one of two options (concentrations):

- Athletic Administration
- Fitness, Sport and Club Management

A minimum of 33 semester hours is required for completion of the program.

#### Sport and Fitness Management Core Courses (18 hrs.)

SFM	6610	3	Physical Education, Sport and the Law
SFM	6615	3	Sport Administration
SFM	6617	3	Readings in Sport Management, Fitness Management
SFM	6632	3	Critical Issues in Sport and Fitness Management
SFM	6640	3	Sport Marketing
SFM	6691	3	Research Methods

### CONCENTRATION REQUIREMENTS

#### *Athletic Administration (Select 15 hrs.)*

SFM	6616	3	Sport Finance
SFM	6672	3	Sport Psychology
SFM	6673	3	Ethical Issues in Sport
SFM	6674	3	Entrepreneurship in Sport
SFM	6690	3	Thesis/Intern/Elective
SFM		3	Adviser Approved Elective



***Fitness, Sport and Club Management (Select 15 hrs.)***

SFM	6623	3	Biomechanics of Sport Technique
SFM	6620	3	Physical Fitness: A Critical Analysis
SFM	6650	3	Nutrition and Physical Performance
SFM	6670	3	Exercise and Disease Prevention
SFM	6671	3	Exercise Through Life Span
SFM	6690	3	Thesis/Intern/Elective
SFM		3	Adviser Approved Elective

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## COURSE DESCRIPTIONS

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ACCOUNTING			ADULT EDUCATION		
ACT	6691	<p><b>Managerial Accounting (3)</b> A study of sources and classifications of accounting data, classification and behavior of revenues and costs, use of accounting data for profit planning and cost control, and use of accounting data for special analysis. <i>Prerequisite: MBA 5502 or equivalent</i></p>	ADE	5560	<p><b>Instructional Systems Development (3)</b> This course emphasizes systematically developed course design. Special attention is given to learning and instructional systems theory.</p>
ACT	6692	<p><b>Advanced Accounting Problems (3)</b> A consideration of problems relating to pension plans, long-term leasing arrangements, refunding of bonds payable, stock options, allocation of income taxes, changing price levels, cash flow statements, and other financial accounting topics with emphasis on relevant pronouncements by professional organizations and governmental agencies.</p>	ADE	6600	<p><b>Foundations of Adult Education (3)</b> An overview of adult education to give an understanding of characteristics of adults as learners as well as the history, philosophy, and nature of adult education. Includes exposure to fundamental adult education concepts such as lifelong learning, self-directed learning, and contract learning.</p>
ACT	6694	<p><b>Income Tax Research (3)</b> An advanced study of selected topics in the Internal Revenue Code and Regulations with the emphasis on tax research. The course covers individual, partnership, corporations as well as estate and gift taxes.</p>	ADE	6605	<p><b>Computer Based Instructional Technologies (3)</b> This graduate level advanced survey course is designed to prepare students to use classroom adaptable technologies. Emphasis is given to historical and social context, computer systems, software, hardware, and curriculum adaptation.</p>
ACT	6695	<p><b>Accounting Research and Communication (3)</b> An individual study of specific accounting topics and written and oral communication of the results of the study.</p>	ADE	6606	<p><b>Current and Emerging Instructional Technologies (3)</b> This course focuses on current and emerging instructional technologies. The emphasis of this class is on the instructional use of production software, desktop publishing, graphics, hypermedia, on-line services, optical technology, and telecommunications. <i>Prerequisite: ADE 6605 or permission of instructor</i></p>
ACT	6696	<p><b>Accounting Information Systems (3)</b> An advanced study of accounting information systems concepts and applications. Case studies will provide the students an opportunity to relate systems concepts to the actual problems encountered in the analysis, design, implementation, and utilization of computer-based information systems.</p>	ADE	6608	<p><b>Curriculum Integration of Technology (3)</b> The purpose of this course is to prepare students to apply knowledge and competency in instructional technologies in relation to curriculum design, diverse models, and teaching situations at all developmental levels. Included is evaluation of software, audio/visual production, and instructional design using technology as a basis for instruction.</p>
ACT	6698	<p><b>Advanced Auditing (3)</b> An examination of the AICPA's professional standards and techniques of reviewing and appraising the various functions of an organization with the objective of reporting on the opportunities for improvement and the deficiencies disclosed. Emphasis on the effectiveness of internal control structure and operating procedures.</p>	ADE	6617	<p><b>Seminar in Personnel Planning and Leadership (3)</b> A study of literature and research pertinent to adult education in areas of planning and leadership.</p>
ACT	6699	<p><b>Contemporary Issues in Accounting (3)</b> A study of the recent growth of accounting theory, as influenced by regulatory agencies, economic conditions, and professional accounting organizations.</p>			

ADE	6620	<b>Seminar in Communication and Human Relations (3)</b> An investigation of literature and research related to verbal and nonverbal communication, listening, and human relations appropriate to adult education.	Study should contribute to student's program. Preparation of scholarly paper or project required and may involve oral defense.
ADE	6630	<b>Programs for Adult Education (3)</b> A study of current concepts and objectives of adult education programs, courses and activities. Includes study of adult education programs and agencies serving diverse adult learners.	ADE 6696, 6697, 6698 <b>Practicum in Adult Education (1-3)</b> Supervised experiences related to instruction in area of specialization. Emphasis on application of skills, concepts, and principles acquired in previous courses. <i>Prerequisite: Completion of coursework and approval of adviser are required.</i>
<hr/>			
<b>ART</b>			
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ART	5599	<b>Advanced Studio Projects (3)</b> Supervised study and projects in an area not included in the student's undergraduate studies.	
ART	6605	<b>Seminar in Art History (3)</b> Historical inquiry into art with emphasis on sources and approaches to the visual arts as they interact with other facets of culture.	
ART	6625, 6626, 6627	<b>Specialized Study in Area of Art. (1-3)</b> An individualized study with studio art faculty. Total credit for any combination of enrollments in these courses may not exceed six semester hours.	
ADE	6670	<b>Psychological Foundations of the Adult Learner (3)</b> An in-depth study of research findings and philosophical concepts related to the nature of adult learners and learning process; principles of motivation and effective instructional design geared toward adult learners; and social and cultural influences on adult learning. Emphasis will be given to the understanding of critical and variable attributes of adult learners.	
ADE	6674	<b>Methods and Strategies for Teaching Adults (3)</b> A study of methods and formats used in organizing educational materials for adult learners. Emphasis is given to designing effective instruction which matches methods and strategies to educational demands.	
ADE	6680	<b>Curriculum Development for Adult Education (3)</b> A study of concepts, learning theories, materials, and media related to curriculum and program development in adult education.	
ADE	6691	<b>Research Methodology (3)</b> The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required.	
ADE	6694	<b>Special Problems in Adult Education (1-3)</b> A study of problem or problems using research techniques. Selection of problem to be approved by student's adviser and instructor under whom study is to be made.	
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<b>BIOLOGY</b>			
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BIO	5502	<b>Spring Flora (4-7)</b> A survey of vascular plants from different habitats in southeast Alabama. Principles of plant taxonomy, including history and systems of classification and nomenclature, the use of dichotomous keys, and general herbarium techniques. Emphasis is placed on plant identification and habitat types. <i>Prerequisites: general biology, general ecology.</i>	
BIO	5505	<b>Entomology (3)</b> A study of the orders of insects with the emphasis on morphology, taxonomy, and life cycles. <i>Prerequisites: general biology. Corequisite: BIO L505.</i>	
BIO	L505	<b>Entomology Lab (1-3)</b> A study of morphology, classification, and identification of insects. A collection is	

required. *Corequisite: BIO 5505.*

- BIO 5510 Animal Behavior (3)**  
A study of the classical and current concepts of animal behavior including individual and social behavioral patterns. *Prerequisite: genetics. Corequisite: BIO L510.*
- BIO L510 Animal Behavior Lab (1-3)**  
Experimental and observational techniques in behavior. *Corequisite: BIO 5510.*
- BIO 5513 Limnology (3)**  
A study of the physical, chemical, geological, and biological aspects of freshwater ecosystems as influenced by activities in surrounding watersheds. *Prerequisites: general biology, general ecology, general chemistry. Corequisite: BIO L513.*
- BIO L513 Limnology Lab (1-3)**  
Field and laboratory exercises in lake and stream science, including instrumentation, measurement, sampling, and analysis. *Corequisite: BIO 5513.*
- BIO 5514 Food Microbiology (3)**  
A study of food spoilage, food preservation, food-borne pathogens, microbial metabolism, and molecular techniques. *Prerequisites: microbiology, organic chemistry. Corequisite: BIO L514.*
- BIO L514 Food Microbiology Lab (1-3)**  
Advanced microbiological laboratory techniques including enumeration and analysis of bacteria in food, water, and dairy products. *Corequisite: BIO 5514.*
- BIO 5516 Environmental Microbiology (3)**  
A study of the taxonomy, diversity, and ecology of microbial populations in ecosystems, with the emphasis on the roles that they play in biogeochemical cycles, their contributions to metabolic diversity, their interactions with animals and plants, their niches and bioremediation. *Prerequisites: microbiology, organic chemistry. Corequisite: BIO L516.*
- BIO L516 Environmental Microbiology Lab (1-3)**  
Environmental microbiological laboratory techniques including isolation, identification, and enumeration of microorganisms from aquatic and terrestrial environments. *Corequisite: BIO 5516.*
- BIO 5520 Field Vertebrate Zoology (4-7)**  
A study of the basics of vertebrate identification, with emphasis on phylogeny, anatomy, morphology, life histories, habitats, distributions, and conservation. *Prerequisites: general biology, general chemistry.*
- BIO 5521 Population Ecology (3)**
- This course covers animal and plant populations, food supply, competition, disease, fecundity, distribution, and other environmental factors. Management of endangered species and protected ecosystems are included. *Prerequisites: general ecology, genetics, general chemistry. Corequisite: BIO L521.*
- BIO L521 Population Ecology Lab (1-3)**  
Field exercises in identifying ecological problems, formulating and testing hypotheses, and evaluating data using standard statistical methods. *Corequisite: BIO 5521.*
- BIO 5525 Fall Flora (4-7)**  
A survey of vascular plants from different habitats in southeast Alabama. Principles of plant taxonomy, including history and systems of classification and nomenclature, the use of dichotomous keys, and general herbarium techniques. Emphasis is placed on plant identification and habitat types. *Prerequisites: general biology, general ecology.*
- BIO 5530 Applied Genetics (3)**  
Advanced studies in genetics with emphasis on cytogenetics and molecular genetics. *Prerequisites: genetics, organic chemistry. Corequisite: BIO L530.*
- BIO L530 Applied Genetics Lab (1-3)**  
An introduction to procedures and equipment used in the study of cytogenetics and molecular genetics. *Corequisite: BIO 5530.*
- BIO 5532 Comparative Vertebrate Anatomy (3)**  
A detailed study of vertebrate organ-systems with emphasis on structural and functional morphology and evolutionary relationships. *Prerequisites: Any 3000-level BIO lecture and lab. Corequisite: BIO L532.*
- BIO L532 Comparative Vertebrate Anatomy Lab (1-3)**  
A detailed study of the shark, mudpuppy, and cat with emphasis on structural and functional morphology. *Prerequisites: Any 3000-level BIO lecture and lab. Corequisite: BIO 5532.*
- BIO 5533 Embryology (3)**  
A study of embryonic development of vertebrates. This course links cellular and molecular mechanisms to morphogenesis. *Prerequisites: genetics, cell biology, organic chemistry. Corequisite: BIO L533.*
- BIO L533 Embryology Lab (1-3)**  
A study of embryonic development of vertebrates as illustrated by the frog, chick, and pig. Lab includes experimental investigations of developing systems. *Corequisite: BIO 5533.*
- BIO 5545 Ichthyology (3)**

		This course covers the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of fishes. <i>Prerequisites: general biology, general ecology. Corequisite: BIO L545.</i>			<i>BIO L571.</i>
BIO	L545	<b>Ichthyology Lab (1-3)</b> A study of the structural features, identification, and classification of freshwater and marine fishes. <i>Corequisite: BIO 5545.</i>	BIO	L571	<b>Parasitology Lab (1-3)</b> A laboratory study of parasitic protozoa, helminths, and arthropods, with the emphasis on those of medical importance. <i>Corequisite: BIO 5571.</i>
BIO	5546	<b>Herpetology (3)</b> A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of amphibians and reptiles. <i>Prerequisites: general biology, general ecology. Corequisite: BIO L546.</i>	BIO	5576	<b>Special Topics (1 to 4 credit hours per course per semester)</b> Specialized topics not generally included in course offerings. <i>Prerequisite: Permission of instructor.</i>
BIO	L546	<b>Herpetology Lab (1-3)</b> A study of the structural features, identification, and classification of amphibians and reptiles. <i>Corequisite: BIO 5546.</i>	BIO	5578	<b>Cell Biology (3)</b> A study of cell structure and function with the emphasis on biochemical and molecular mechanisms. Topics include cell division, movement, differentiation, and recognition. <i>Prerequisites: genetics, microbiology, organic chemistry. Corequisite: BIO L578.</i>
BIO	5547	<b>Ornithology (3)</b> A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of birds. <i>Prerequisites: general biology, general ecology. Corequisite: BIO L547.</i>	BIO	L578	<b>Cell Biology Lab (1-3)</b> Experimental approaches for studying cells at the biochemical and molecular levels. <i>Corequisite: BIO 5578.</i>
BIO	L547	<b>Ornithology Lab (1-3)</b> A study of the structural features, identification, and classification of birds. <i>Corequisite: BIO 5547.</i>	BIO	5580	<b>Histology (3)</b> A study of the microscopic anatomy and function of cell types and tissues of mammalian organs. <i>Prerequisite: general biology. Corequisite: BIO L580.</i>
BIO	5548	<b>Mammalogy (3)</b> A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of mammals. <i>Prerequisites: general biology, general ecology. Corequisite: BIO L548.</i>	BIO	L580	<b>Histology Lab (1-3)</b> A study of the microscopic anatomy of cell types and tissues of mammalian organs. <i>Corequisite: BIO 5580.</i>
BIO	L548	<b>Mammalogy Lab (1-3)</b> A study of the structural features, identification, and classification of mammals. <i>Corequisite: BIO 554.</i>	BIO	5582	<b>Molecular Biology (3)</b> The study of the fundamental principles of chromosomal organization and gene expression, with emphasis on the structure and function of nucleic acids and proteins. <i>Prerequisites: genetics, microbiology, organic chemistry. Corequisite: BIO L582.</i>
BIO	5551	<b>Toxicology (3)</b> A study of the principles related to the adverse effects of chemicals on living organisms. <i>Prerequisite: organic chemistry. Corequisite: BIO L551.</i>	BIO	L582	<b>Molecular Biology Lab (1-3)</b> Experimental approaches in molecular analyses of nucleic acids and proteins, with the emphasis placed on common techniques utilized in clinical and research settings. <i>Corequisite: BIO 5582.</i>
BIO	L551	<b>Toxicology Lab (1-3)</b> An assessment of terrestrial and aquatic toxicity of chemical agents following standard protocols. <i>Corequisite: BIO 5551.</i>	BIO	5592	<b>Guided Independent Research (1-4 credit hours per course per semester)</b> Additional information is indexed under "Guided Independent Research and Study."
BIO	5571	<b>Parasitology (3)</b> This course covers the taxonomy, structure, life histories, distribution, pathogenesis, and control of parasitic protozoa, helminths, and arthropods, with the emphasis on those of medical importance. <i>Prerequisites: Any 3000-level BIO lecture and lab. Corequisite:</i>	BIO	5594	<b>Guided Independent Study (1-4 credit hours per course per semester)</b> Additional information is indexed under "Guided Independent Research and Study."
			BIO	6600	<b>Aquatic Entomology (3)</b>

		A study of the morphology, physiology, taxonomy, life histories, and ecology of aquatic insects. <i>Prerequisites: general biology, general ecology. Corequisite: BIO L600.</i>
<b>BIO</b>	<b>L600</b>	<b>Aquatic Entomology Lab (1-3)</b> Classification and identification of immature and adult aquatic insects. A collection is required. <i>Corequisite: BIO 6600.</i>
<b>BIO</b>	<b>6602</b>	<b>Human Pathophysiology (3)</b> This course covers the structural and functional changes in tissues and organs of the human body which cause or are caused by disease. <i>Prerequisites: human anatomy &amp; physiology and histology, or permission of instructor. Corequisite: BIO L602.</i>
<b>BIO</b>	<b>L602</b>	<b>Human Pathophysiology Lab (1-3)</b> A study of the microscopic anatomy of normal and diseased tissues and organs. <i>Corequisite: BIO 6602.</i>
<b>BIO</b>	<b>6606</b>	<b>Economic Botany (3)</b> This course covers plants of importance in natural ecosystems and human affairs, with the emphasis on food plants, trees, and medicinal plants. <i>Prerequisites: Any upper-level botany course. Corequisite: BIO L606.</i>
<b>BIO</b>	<b>L606</b>	<b>Economic Botany Lab (1-3)</b> A study of the basic plant anatomy and taxonomy of plants of significance. <i>Corequisite: BIO 6606.</i>
<b>BIO</b>	<b>6620</b>	<b>Field Protistology (4)</b> An advanced study of protists from freshwater and marine habitats including collection techniques, taxonomy, specimen preparation and protistan ecology.
<b>BIO</b>	<b>6625, 6626</b>	<b>Specialized Study in Biology (1-4)</b> The student has the opportunity to engage in intensive study of a particular subject or learn a pertinent skill, which fits his/her academic and/or professional needs but is not available in the regular curriculum. This study may include educational activities or training outside of the University. The student will follow the guidelines that the Department established for the supervision and the pursuance of this study. Requires approval of the student's adviser and chair.
<b>BIO</b>	<b>6670, 6671</b>	<b>Special Topics (1-4)</b> Specialized topics not generally included in course offerings. A maximum total of 4 semester hours is allowed for program credit.

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**BUSINESS**


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<b>BUS</b>	<b>6610</b>	<b>Business Research Design (3)</b> Designed for the student to develop and demonstrate competency in business research methodology and techniques. This course teaches the MSM or MSHRM student proper research techniques and includes a research proposal.
<b>BUS</b>	<b>6612</b>	<b>Applied Business Research (3)</b> The study of applied research of business problems to develop managerial skills in the preparation and evaluation of a research project.

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**CHEMISTRY**


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<b>CHM</b>	<b>5500</b>	<b>Special Topics in Chemistry (3)</b> A study of topics of special interest, such as advanced physical chemistry, advanced analytical chemistry, advanced organic, group theory, surface chemistry, and colloid chemistry. <i>Prerequisites: CHM 2242 and CHM 3343.</i>
<b>CHM</b>	<b>5503</b>	<b>Advanced Organic Chemistry (3)</b> A more in-depth study of many of the topics studied in Organic Chemistry I and II. Topics will include reaction mechanisms, synthetic methods, and structure determination using spectroscopic techniques. <i>Prerequisite: CHM 3357.</i>
<b>CHM</b>	<b>5544</b>	<b>Advanced Inorganic Chemistry (3)</b> This course covers the spectroscopy of inorganic molecules, detailed molecular orbital applications, descriptive chemistry of the transition elements, including organometallics and bioorganic compounds. <i>Prerequisites: CHM 2242, 5552 and L552.</i>
<b>CHM</b>	<b>L544</b>	<b>Advanced Inorganic Laboratory (1)</b> A study of the preparation and characterization of inorganic compounds. Experience will be provided in techniques such as using a tube furnace and handling air-sensitive compounds with a glove bag and Schlenk line. <i>Corequisite or prerequisite: CHM 5544.</i>
<b>CHM</b>	<b>5545</b>	<b>Instrumental Analysis (3)</b> A study of the operating principles of modern analytical instrumentation for determining composition and concentration. <i>Prerequisites: CHM 2242, CHM 3343; PHY 2253 and L253 or PHY 2263 and L263. Corequisite: CHM L545</i>
<b>CHM</b>	<b>L545</b>	<b>Instrumental Analysis Laboratory (1)</b> The practical application of select modern analytical instruments to qualitative and quantitative examination of matter. Considerable attention is given to the instrument and elementary electronics involved in each.

*Corequisite: CHM 5545*

- CHM 5552 Physical Chemistry I (3)**  
A study of the theory and applications of thermodynamics, reaction kinetics, and transport properties with an emphasis on the description of ideal/non ideal gasses and solutions. *Prerequisite: CHM 3343; PHY 2253 and L253 or PHY 2263 and L263; MTH 1126. Corequisite: CHM L552.*
- CHM L552 Physical Chemistry I Laboratory (1)**  
An introduction to methods and techniques used in the physical chemistry laboratory, including experiments in calorimetry, phase equilibria, reaction kinetics, and transport properties. *Corequisite: CHM 5552.*
- CHM 5553 Physical Chemistry II (3)**  
A continuation of CHM 5552 with an introduction to surface phenomena, quantum chemistry, and spectroscopy with an emphasis on properties of surfaces, atomic and molecular structure, molecular orbital theory, and photochemistry. *Prerequisite: CHM 5552.*
- CHM L553 Physical Chemistry II Laboratory (1)**  
A continuation of CHM L552 with an introduction to methods and techniques in computational chemistry and spectroscopy. *Corequisite or prerequisite: CHM 5553.*
- CHM 6625, 6626, 6627 Specialized Study in Area of Chemistry (1-4)**  
A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A Specialized Study may be substituted for a required course only once in a student's program.

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**CRIMINAL JUSTICE**

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- CJ 5571 Probation, Pardons, and Parole (3)**  
This course focuses on the historical developments, philosophies and standards related to the process of probation, pardon, and parole. This course will investigate the use of parole and probation as methods of social control with emphasis on the implications of their social impact on field practice. This course will also investigate non-institutional methods of correctional practices relating to juveniles and adults.
- CJ 6610 Principles of Administration (3)**

A survey of the basic principles and functions of personnel administration with special attention paid to criminal justice applications.

- CJ 6620 Current Trends in Criminal Law (3)**  
A critical review through case studies of recent trends and developments affecting the interpretation of major portions of the United States Constitution which safeguard personal liberties and those which safeguard the public; an examination of principal trends and changes in the judicial processes in the light of historical experience.
- CJ 6621 Current Issues in Corrections (3)**  
An analysis of the contemporary problems surrounding corrections. Examples of topics include, but are not limited to, police unionization, court reforms, correctional problems, community-based correctional philosophy, comparative issues, and contemporary problems related to correctional officers' retention and employment practices.
- CJ 6622 Seminar in the Administration of Justice (3)**  
A critical examination of the administration of the criminal justice system in America, including the myths and misconceptions it generates, the controversial issues and trends it produces, and the current and future policies and administrative decision making it promotes.
- CJ 6624 Court Administration (3)**  
A study of the judicial process from the standpoint of its situational and legal basis, organization and management, and the technical aspects of the judicial function at both trial and appellate levels.
- CJ 6625 Specialized Study (3)**  
This course provides the student an opportunity to pursue in-depth study on a topic or issue of personal interest under the guidance and direction of a department faculty member. May be repeated up to a total of six credit hours.
- CJ 6630 Juvenile Justice (3)**  
An examination of the agencies, institutions, and personnel that work with juvenile offenders. Of special interest will be how the police, courts and correctional agencies interact and deal with juvenile offenders, as well as a review of the current issues and proposals being discussed at the national level.
- CJ 6635 Community-Based Corrections/Correctional Systems (3)**  
This course will advance the concept of the development of programs for offenders which substitute treatment in the community

		for institutionalization or imprisonment. Collectively, these programs constitute what is termed "Community-Based Corrections."			
CJ	6636	<b>Criminological Theory (3)</b> An in-depth overview of major criminological perspectives as well as their nature and extent, especially those found in the United States, and an analysis of the etiology of criminal behavior, criminal law, and the societal reaction to criminals.			(3) This course is designed to allow beginning graduate students the opportunity to acquire a basic background in criminal justice literature. The readings will be in specific areas in criminal justice. May be repeated (with different topics) for credit.
CJ	6638	<b>Seminar in Civil Liberties Related to Corrections (3)</b> This course is concerned with prisoners' rights as they are guaranteed by the United States judicial system. Because of the ongoing nature of the process defining rights of prisoners currently, decisions of federal appellate and district courts as well as state courts are utilized. This course is a critical review of recent trends and developments affecting personal liberties of incarcerated individuals.	CJ	6671	<b>Organization Theory (3)</b> An examination of the theories of modern criminal justice organization, including current trends and development.
CJ	6640	<b>Seminar in Law Enforcement (3)</b> An in-depth examination of the various issues and problems currently being experienced in American policing.	CJ	6692	<b>Agency Experience (3)</b> A supervised practice in an approved criminal justice agency. Reserved for students with no prior experience in a criminal justice setting.
CJ	6644	<b>Administrative Law (3)</b> A study of the legal environment in which the public administrator functions. The process and procedures of administrative agencies including administrative discretion, rule-making, investigating, prosecuting, negotiating, and settling; constitutional law, statutory law, common law, and agency-made law. Liability of governments and their officers. Selected cases and decisions.	CJ	6693	<b>Master's Project (3)</b> An applied professional research project involving the analysis of a management or public policy problem, designed for the student who does not wish to write a thesis but nonetheless desires to prepare a major written work in the field of criminal justice.
CJ	6649	<b>Statistics for Criminal Justice Research (3)</b> This course provides a review of advanced statistical techniques with emphasis upon their application in a criminal justice setting.	CJ	6694	<b>Thesis Practicum (3)</b> This course is designed to offer the student who elects to write a thesis an opportunity to review research strategies, initiate a literature search, and prepare preliminary drafts of the thesis. The student will receive a letter grade of "CR" until he/she has completed the thesis.
CJ	6650	<b>Survey of Research Methods in Criminal Justice (3)</b> An analysis of research strategies employed to study the causes of crime and the societal response to it.	CJ	6695	<b>Thesis (3)</b> The completion and oral defense of the thesis.
CJ	6652	<b>Seminar in Corrections (3)</b> An in-depth examination of the various issues and problems in corrections with a special emphasis relating to administration and management.	<hr/> <b>COMPUTER SCIENCE</b> <hr/>		
CJ	6655	<b>Selected Topics in Criminal Justice (3)</b> An examination of a particular subject which is not offered under the normal course offerings. May be repeated (with different topics) for credit.	CS	5543	<b>Software Engineering (3)</b> This course provides an overview of the theory and application of improved reliability methodologies in the design, development, and maintenance of computer software. It includes a survey and application of software development tools. <i>Prerequisite: CS 4447.</i>
CJ	6660	<b>Advanced Readings in Criminal Justice</b>	CS	5545	<b>Computer Architecture (3)</b> Functional descriptions of the major components of digital computer architectures are explored, such as arithmetic and control units, memory hierarchies, channels and characterizations and interactions of individual major components of small and large computers. Also included are minicomputer architectures, specialized computer architectures, and distributed data processing architectures. <i>Prerequisites: CS 3357 and CS 4445.</i>



- CS 5546 **Information Organization and Retrieval (3)**  
The theory of information organization, information requirements analysis, and statistical methods is examined. A survey of sorting methods, search techniques, pattern matching and information retrieval systems is also discussed. *Prerequisite: CS 3323.*
- CS 5547 **Applied Systems Analysis (3)**  
The analysis and logical design of computer and information processing systems' industrial techniques is examined to state and analyze information systems' requirements. Additional topics include feasibility and cost analysis studies, hardware/software selection and evaluation. *Prerequisite: CS 4447.*
- CS 5548 **Systems Programming and Operating Systems (3)**  
This course presents an introduction to assembler design, macroprocessing facilities, and loader schemes. Operating system topics include I/O programming, memory, processor, device, and information management. *Prerequisite: CS 4448.*
- CS 6625, 6626, 6627 **Specialized Study in Computer and Information Science (1-4)**  
This course involves the study of a problem or problems using research techniques. Selection of a problem is to be approved by the student's adviser, instructor, college dean, and graduate dean. The study should contribute to a student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in the specialized study courses may not exceed four (4) semester hours. With prior approval, there may be a substitution for one (1) required course in the student's program.
- CS 6640 **Data Base Management Systems (3)**  
An overview of the need for centralized control of data resources and tools is explored. The course includes a survey of current data models and systems, and a review of tools commercially available including data dictionary/directory systems and data conversion software.
- CS 6641 **Society and Information Systems (3)**  
A survey and analysis of individual and societal attitudes, interactions, and decision-making is provided concerning the design and application of computers in information storage, retrieval and processing.
- CS 6643 **Theory and Design of Compilers (3)**  
The formal properties of grammars, lexical and syntactic analysis, macro generators, and code selection are presented. Additional topics include hardware compilers, extensibility of languages, and implementation of simple compilers. *Prerequisite: CS 3343.*
- CS 6644 **Applied Computing Techniques (3)**  
This course reviews formal definitions and practical applications using string operations, linked lists, dynamic storage allocation, array operations, block structure, recursion and disk access. It involves the application of appropriate languages to the execution of programming projects. *Prerequisite: CS 5546.*
- CS 6646 **Information Systems for Operations and Management (3)**  
A study of conceptual and practical foundations of information processing systems' support for management and decision-making functions are examined. Computer system project management, economic and legal considerations of management information systems, systems implementation and evaluation are additional topic areas covered in this course. *Prerequisite: CS 5547.*
- CS 6647 **Operations Analysis and Modeling (3)**  
The theory and design of modeling problems, and simulation models for queuing are reviewed. Discrete event and continuous simulation models are analyzed. Simulation languages and the implementation of models on computers using general purpose and simulation languages is presented in this course. *Prerequisite: CS 5547.*
- CS 6648 **Operations Research (3)**  
A systems approach is explored as it relates to using various algorithms to solve different classes of managerial problems with a computer. *Prerequisite: CS 3325 and CS 5547.*
- CS 6649 **Special Topics in CIS (3)**  
A series of advanced topics in areas of computer and information science is offered. The course details a structured discussion of varied subjects to include technological updates, a more intense study of topics covered in other course offerings, and an introduction to advanced concepts such as artificial intelligence, the theory of computability, and formal languages. *Prerequisites: 12 semester hours of graduate credit.*
- CS 6699 **Research and Thesis (1-6)**  
Guided research in Computer and Information Science results in the preparation of a scholarly thesis. The thesis includes a discussion of the research design and methodology available to plan and conduct a systematic, thorough, critical, interpretive and analytical research in an area appropriate to the interest of the individual student and consistent with the degree program. The course requires students to prepare a thesis

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

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**COUNSELING**

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- CP 5535 **Treatment of Addictive Family Diseases (3)**  
A study of typical characteristics of dysfunctional families. Provides the basis for suggested intervention techniques, appropriate areas of family education, and guidelines for effective therapy.
- CP 5536 **Treatment Theories and Modalities of Addictive Disease (3)**  
A study of historical perspectives and the most effective treatment and assessment approaches of addictive diseases.
- CP 6600 **Professional Orientation and Ethics (3)**  
An introductory course to the world of professional counseling. Course content includes historical overview, concepts, approaches, philosophy and development of the counseling profession. Professional roles, organizations, credentialing, legal/ethical issues, and professional standards of care are covered. *Prerequisites: Recommended first course.*
- CP 6601 **Legal, Ethical, and Professional Standards (3)**  
This course assists counseling personnel in acquiring information and understanding necessary to effectively deal with legal, ethical and professional standards of the counseling profession.
- CP 6602 **Seminar in the Prevention/Treatment of Chemical Dependency (3)**  
An examination of specified issues which must be addressed to promote successful recovery in the treatment of chemical dependency.
- CP 6605 **Foundations of Mental Health Counseling (3)**  
A study of the historical, philosophical, societal, cultural, economic, and political dimensions within mental health practice. This course will address the professional identity, functions, and issues facing mental health practitioners: principles, theories, and practice of community intervention and the human services network; fiscal and administrative management of programs; and public policy and governmental relations impacting mental health services.

- CP 6610 **Facilitation Skills and Counseling Techniques (3)**  
A focus on the development and application of basic facilitation skills necessary for becoming an effective helping professional. Skills are developed through a combination of didactic, experiential, and demonstrated learning activities to train the beginning counselor in the establishment and maintenance of therapeutic relationships. *Prerequisites: CP 6600 or adviser's approval.*
- CP 6620, 6621, 6622 **Readings in Counseling and Psychology (1-3)**  
An independent exploration of the literature related to verbal and nonverbal communication, listening, and human relations under the supervision of a faculty member. An examination will be required upon the conclusion of the course. This course may be offered as a seminar.
- CP 6625, 6626, 6627 **Specialized Study in Counseling (1-3)**  
A study of a problem or a topic using research techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. Approval by the student's adviser, the course instructor, and department chair is required.
- CP 6634 **Drug Education, Prevention, and Intervention (3)**  
A study of commonly abused drugs, drug abuse prevention, and treatment techniques. Examines characteristics of people at high risk to become substance abusers/addicted.
- CP 6641 **School Counseling and Program Management (3)**  
In this course students will study planning, designing, implementing, and evaluating a comprehensive developmental school guidance program. The school counselor's role as an advocate and school leader will be emphasized. Historical perspective, new academic achievement, guidance curriculum and ethical and legal issues will be included.
- CP 6642 **Group Dynamics and Counseling (3)**  
The study of group dynamics and group counseling theories, including ethics, group leadership styles, types of groups, group counseling methods and skills, group developmental stages, and therapeutic factors of group work. Experiential activities included. *Prerequisite: CP 6610 or adviser's approval.*
- CP 6644 **Community Counseling Services (3)**  
A study of multifaceted, comprehensive, community counseling and school psychological services, needs assessment, resource

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

- CP 6649 Theories of Counseling (3)**  
A study of the major theoretical approaches in counseling including the affective, behavioral, and cognitive theories. Application of theories to basic types of problems in the counseling relationship is included. Includes case studies, class demonstrations, and role-playing. *Prerequisites: CP 6600 and CP 6610 or adviser's approval.*
- CP 6650 Practicum (3)**  
This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on-campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. *Prerequisites: Must be taken toward end of program. Permission of instructor and department chair required.*
- CP 6651 Counseling Diverse Populations (3)**  
A study of the psychological and sociological factors relative to cultural diversity. Special emphasis is placed on current practices utilized in counseling interventions with culturally diverse populations. Special emphasis is placed on current practices utilized in counseling interventions with diverse populations as well as increasing counselor sensitivity to the unique needs and experiences of such populations.
- CP 6652 Rehabilitation Delivery and Process (3)**  
A study of the rehabilitation process including historical developments, philosophical bases, and legal aspects, with an emphasis on the operational aspects of rehabilitation service delivery systems.
- CP 6656 Marriage, Family, and Sex Therapy Counseling (3)**  
The course is designed to provide the student with a conceptual framework for dealing with marriage and family problems. Students will be equipped with the skills necessary for working with all members of the family.
- CP 6657 Internship: School Counseling (3)**  
This course provides supervised school based experience at both the elementary and secondary levels. The school-based experience will be accompanied by scheduled on-campus supervision with the university supervisor. Course equals 300 hours of internship. Internship equals 300 clock hours, to include 120 hours of direct student service. *Prerequisite: CP 6650.*
- CP 6658 Internship: School Counseling (3)**  
This course provides supervised school-based experience at both the elementary and secondary levels. The school-based experience will be accompanied by scheduled on-campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student service. *Prerequisite: CP 6667.*
- CP 6659 Internship: Mental Health (3)**  
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6660 Internship: Mental Health (3)**  
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6661 Internship: Mental Health (3)**  
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*

**CP 6662 Internship: Community Counseling (3)**  
 This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*

**CP 6663 Internship: Community Counseling (3)**  
 This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*

**CP 6670 Internship: Rehabilitation Counseling (3)**  
 This course provides supervised experience in a rehabilitation setting. The experience will be accompanied by scheduled on-campus supervision with the university supervisor. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: Completion of CP 6650 and adviser approval.*

**CP 6671 Internship: Rehabilitation Counseling (3)**  
 This course provides supervised experience in a rehabilitation setting. The experience will be accompanied by scheduled on-campus supervision with the university supervisor. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Prerequisite: CP 6670.*

**CP 6680 Seminar: Counseling Approaches to Working with Hearing Impairment (3)**  
 This course is taken in conjunction with the practicum/internship in rehabilitation counseling, offers students an opportunity to apply medical, psychological and sociological research/techniques to counseling with individuals who are hearing impaired. *Prerequisite: Permission of instructor.*

**CP 6681 Seminar: Counseling Approaches to Working with Visual Impairment (3)**

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

**CP 6682 Leadership and Advocacy: Hearing Impairment (3)**  
 The purpose of this course is to develop an appreciation for the organization, administration, and coordination of services for the hearing impaired. Strategies for consulting with various agencies, educating the general public, counseling with hearing impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: Cp 6650, CP 6652, CP 6653. Taken in conjunction with internship.*

**CP 6683 Leadership and Advocacy: Visual Impairment (3)**  
 The purpose of this course is to develop an appreciation for the organization, administration and coordination of services for the visually impaired. Strategies for consulting with various agencies, educating the general public, counseling with the visually impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6650, CP 6652, CP 6653. Taken in conjunction with internship.*

**CP 6685 Case Management (3)**  
 A study of the case management process, including case findings, service coordination, referral and utilization of other disciplines, and client advocacy.

**CP 6686 Job Development and Placement (3)**  
 A study of the analysis of job development and placement in the rehabilitation process and related fields.

**CP 6687 Placement of Special Disability Groups (3)**  
 A study of effective job development and placement techniques and strategies in the rehabilitation process for disability groups traditionally challenging to place: Blind, Deaf, Hard of Hearing, Mentally Ill, Traumatic Brain Injured, Spinal Cord Injured, Multidisabled and Learning Disabled.

**CP 6691 Research Methodology (3)**  
 The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research

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

**CP 7700 Advanced Practicum in Group Leadership (3)**  
 Supervised training in group leadership, including experiential and didactic activities, focusing on group facilitation. *Prerequisites: CP 6642 and CP 6650 or equivalents and permission of the instructor. Enrollment restricted to Ed.S. students.*

**CP 7701 Seminar in Counseling and Student Personnel Work (3)**  
 Individual readings and conferences, group discussions and reports focusing on the advanced student's special interest in Counseling and Human Development. Emphasizes research findings.

**CP 7702 Advanced Theories and Techniques of Counseling (3)**  
 An in-depth study of current viable theories of counseling utilizing techniques appropriate for each framework. Some areas to be covered include the cognitive, affective, and eclectic approaches. *Prerequisite: CP 6649 or equivalent.*

**CP 7725, 7726, 7727 Advanced Studies in Counseling (1-3)**  
 A study of a problem or topic using research techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. *Approval by the student's adviser, the course instructor, and department chair is required.*

**CP 7753, 7754, 7755 Internship: Advanced Counseling (1-3)**  
 This course provides advanced graduate students with full-time, supervised, on-the-job experience in setting appropriate to their area of specialization. Experiences accompanied by weekly on-campus meetings designed to provide opportunity for analysis and evaluation of supervised activity.

**CP 7791, 7792, 7793 Research Seminar (1-3)**  
 This course provides in-depth assistance to prepare students for development of, research for, and preparation of thesis or field project proposal.

**CP 7794 Field Project (3)**  
 An independent study of a problem of a

practical nature which is encountered in a field setting. A proposal for the study and a written report of the findings must be approved by the student's advisory committee. The advisory committee will administer an oral examination covering the research findings. *Enrollment limited to Ed.S. students.*

**CP 7795, 7796 Thesis (3-6)**  
 Research for and preparation of a scholarly paper related to a counseling and guidance problem or situation under the supervision of the student's advisory committee. *Enrollment limited to Ed.S. students.*

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**EDUCATIONAL ADMINISTRATION**

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**EAL 6603 School Business Procedures (3)**  
 This is a comprehensive course designed to focus on the skills and knowledge needed to conduct school business procedures at two levels: school and district. The purpose is to concentrate on the principles and best practices necessary to manage those business transactions for effective school business administration. Restricted to students who are admitted to an NCATE approved EAL Certification program and must be taught by an individual who has successfully completed the Finance requirement under Alabama Code (Act 2001-706, Section 16-1-38).

**EAL 6607 Readings in Organization and Administration (3)**  
 This course explores current literature and thinking in the field of organizational and administrative theory and practice pertaining to educational leadership. *Prerequisite: Restricted to students who are admitted to an NCATE approved EAL Certification program.*

**EAL 6609 Communication and Problem Solving for School Leaders (3)**  
 This course is designed to improve the school leaders' skills in communication and problem solving. Emphasis will be placed on listening skills, group dynamics, conflict resolution and consensus building. Special attention will be given to these topics while working with ethnically or culturally diverse populations. *Prerequisite: Restricted to students who are admitted to an NCATE approved EAL Certification program.*

**EAL 6610 Grant Writing and Fundraising (3)**  
 This course explores how to write a grant

and discusses alternative ways of fundraising. Particular attention will be given to grant writing protocols and procedures, as well the dynamics involved in responding to a Request for Proposal, and understanding the school system's bureaucratic structures. *Prerequisite: Restricted to students who are admitted to an NCATE approved EAL Certification program.*

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| EAL | 6613 | <p><b>Legal Issues in Public Education (3)</b><br/>This course provides an introduction to the legal basis for public education and patterns of education control. Some attention is given to the necessity of providing a variety of school services and programs. Additional attention is given to the instructional program requirements to meet legal standards. Restricted to students who are admitted to an NCATE approved EAL Certification program and must be taught by an individual who has successfully completed the Law requirement under Alabama Code (Act 2001-706, Section 16-1-38).</p> | EAL | 6633 | <p><b>Educational Leadership (3)</b><br/>This course deals with the development of knowledge and skills needed for the responsibilities and major functions of educational leaders. The concept of leadership is discussed from both a theoretical and practical standpoint. Distinctions between management skills and leadership skills are emphasized. Key leadership challenges such as vision, motivation, staff development, inclusive decision-making and strategic planning are stressed. Historical and contemporary accounts of successful leaders are utilized. The ethical and moral aspects of leadership are examined. <i>Restricted to students who are admitted to an NCATE approved EAL Certification program.</i></p>   |
| EAL | 6615 | <p><b>Social and Philosophic Foundations of Educational Leadership (3)</b><br/>This course provides an overview of the societal structure and problems affecting education as well as the philosophical schools of thought in educational leadership. <i>Restricted to students who are admitted to an NCATE approved EAL Certification program.</i></p>   | EAL | 6643 | <p><b>Administration of School Personnel (3)</b><br/>This course is designed to deal with the selection, staffing and development of all school personnel. Salary schedules, personnel policies and fringe benefits will be studied. <i>Restricted to students who are admitted to an NCATE approved EAL Certification program.</i></p>   |
| EAL | 6625 | <p><b>Special Topics in Educational Leadership (3)</b><br/>A seminar concerned with an in-depth examination of one topic that is acutely important to educational leadership. Students are expected to use primary resources, journals, Internet to research and discuss the topic. The primary format of the class will be discussion, although group exercises, individual presentations and written responses will also be used. <i>Restricted to students who are admitted to an NCATE approved EAL Certification program.</i></p>   | EAL | 6653 | <p><b>Educational Evaluation for School Improvement (3)</b><br/>This course focuses on basic statistical processes and measures used in education. It provides an opportunity for the student to analyze a variety of standardized prognostic, diagnostic, and achievement tests and to evaluate teacher-made tests and other measuring devices. <i>Restricted to students who are admitted to an NCATE approved EAL Certification program.</i></p>   |
| EAL | 6626 | <p><b>Specialized Topics in Educational Leadership (3)</b><br/>An independent study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be conducted, and the Department Chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral presentation.</p>   | EAL | 6663 | <p><b>Internship in Educational Administration I (3)</b><br/>The purpose of this course is to provide students with school-based administrative experience in elementary, middle and secondary grades, as well as central office support functions. Full-time university educational administration faculty and local public school supervisors oversee the intern to ensure field experience is acquired in the areas of curriculum, instruction, student services, leadership skills, staff development, school and community relations, management skills, and legal responsibilities. Competencies to be addressed are taken from the Alabama State Department of Education Administrative Code. Internship requires a minimum of 300 clock hours and must be completed at the home campus (<i>Prerequisite: Restricted to students who are</i></p> |
| EAL | 6627 | <p><b>Specialized Topics in Educational Leadership (3)</b><br/>An independent study of a problem or problems using research techniques. Selection of problem must be approved by the professor</p>   |     |      |   |

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

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| EAL | 6664 | <p><b>Internship in Educational Administration II (3)</b><br/>The purpose of this course is to provide students with school-based administrative experience in elementary, middle and secondary grades, as well as central office support functions. Full-time university educational administration faculty and local public school supervisors oversee the intern to ensure field experience is acquired in the areas of curriculum, instruction, student services, leadership skills, staff development, school and community relations, management skills, and legal responsibilities. Competencies to be addressed are taken from the Alabama State Department of Education Administrative Code. Internship requires a minimum of 300 clock hours and must be completed at the home campus (<i>Prerequisite: EAL 6663 and have permission of the Department</i>). There must be a minimum of six months from beginning EAL 6663 and the completion of this course.</p> | EAL | 7705 | <p><b>School Finance and Taxation (3)</b><br/>A general study of finance at local, state, and federal basis. Includes principles of taxation, the concepts of equity and adequacy, acceptable practices in securing and administering school funds, and acceptable accounting and business procedures. Explores the unique characteristics of the Alabama Tax structure, its history, and impact on the funding of education. Class A Certification in Educational Administration is required. Course must be taught by an individual who has successfully completed the Finance requirement under Alabama Code (Act 2001-706, Section 16-1-38).</p> |
| EAL | 6684 | <p><b>Curriculum Development for Educational Leaders (3)</b><br/>This course prepares school administrators to provide leadership necessary to ensure appropriate curricula for the schools and for effective teaching and learning. Students will examine the curriculum design, development, implementation, and evaluation cycle. <i>Prerequisite: Restricted to students who are admitted to an NCATE approved EAL Certification program.</i></p>   | EAL | 7710 | <p><b>Supervision of Education (3)</b><br/>A development of the concept of supervision and its function in the school program. The techniques of supervision are studied and related to the improvement of instruction. Class A Certification in Educational Administration is required.</p>   |
| EAL | 6691 | <p><b>Research Methodology (3)</b><br/>This course is a study and evaluation of a variety of research methods; including but not limited to quantitative, qualitative, and action research, and reporting formats used in education and the social sciences. <i>Restricted to students who are admitted to an NCATE approved EAL Certification program.</i></p>   | EAL | 7714 | <p><b>School Law (3)</b><br/>A study of school law as set forth in the common law, state and federal constitution, statutes, judicial decision, and in the rules and regulations of the state of Alabama. Major emphasis will be on state and federal law and its impact on education today. Class A Certification in Educational Administration is required. Course must be taught by an individual who has successfully completed the Law requirement under Alabama Code (Act 2001-706, Section 16-1-38).</p>  |
| EAL | 7701 | <p><b>Administration of Special Education (3)</b><br/>This course is designed to provide an in-depth overview of the administrative organization that supports effective special education programs in diverse educational settings. The purpose of the course is to provide a comprehensive guide to the special education process while addressing current issues, trends, technology, research, literature, problems, legal principles, and concerns. The course is designed to provide the school leader with the knowledge base to make informed, reflective special education</p>   | EAL | 7717 | <p><b>Mentoring Methods and Techniques (3)</b><br/>The purpose of this course is to prepare educational leaders to serve as role models and mentors for individuals and to develop mentorship programs. Students will learn how to develop and organize a mentorship program for beginning teachers. Students will develop a knowledge base upon which to make informed reflective decisions about mentorship programs in diverse educational settings. Class A Certification in Educational Administration is required.</p>   |
| EAL | 7725 | <p><b>Specialized Topics in Educational Leadership (3)</b><br/>A seminar concerned with an in-depth examination of one topic that is acutely important to educational leadership. Students are expected to use primary resources, journals, and the Internet to research and discuss the topic. The primary format of the class will be discussion, although group exercises, individual presentations and written responses will also be used. Class A Certification in Educational Administration is re-</p>  | EAL | 7725 | <p><b>Specialized Topics in Educational Leadership (3)</b><br/>A seminar concerned with an in-depth examination of one topic that is acutely important to educational leadership. Students are expected to use primary resources, journals, and the Internet to research and discuss the topic. The primary format of the class will be discussion, although group exercises, individual presentations and written responses will also be used. Class A Certification in Educational Administration is re-</p>   |

		quired.			
EAL	7726	<b>Specialized Topics in Educational Leadership (3)</b> An independent study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be conducted, and the department chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral presentation. Class A Certification in Educational Administration is required.			long-range multicultural and diversity school goal setting. Students will learn competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. Activities are designed to appraise and evaluate diversity data, coordinate and synthesize curriculum development, utilize appropriate instructional designs including delivery, resources to manage change in their school's community. Emphasized is student reflection, the interpretation and utilization of data collected for the improvement of diversity, and multicultural programs. Class A Certification in Educational Administration is required.
EAL	7727	<b>Specialized Topics in Educational Leadership (3)</b> An independent study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be conducted, and the department chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral presentation. Class A Certification in Educational Administration is required.	EAL	7790	<b>Trends, Issues, and Policy Studies in Educational Leadership (3)</b> This is a seminar concerned with the trends and issues that arise based on educational policy. It offers a balance and reintegration of the relationship between policy studies and politics. Emphasis is placed on how educational policymaking occurs. Highlighted are the tools needed for investigating the current trends and issues impacting public education from a national, state, and local level. Class A Certification in Educational Administration is required.
EAL	7735	<b>Development and Operation of Educational Plant Facilities (3)</b> This course is designed to present to the student procedures and issues related to the design, development, and operation of educational plant facilities. Class A Certification in Educational Administration is required.	EAL	7791	<b>Organizational and Administrative Behavior (3)</b> A study of the nature, culture, and structure of organizations. Leadership, managerial and administrative behaviors will also be investigated, with a focus on educational organizations and change. Class A Certification in Educational Administration is required.
EAL	7742	<b>History of Educational Leadership (3)</b> This course will explore the rich tradition and history of the field of Educational Leadership. The history of the theory and practices associated with this field will be examined and reviewed. Class A Certification in Educational Administration is required.	EAL	7793	<b>Statistics (3)</b> This course is a study of descriptive and inferential statistics commonly used in the literature of Educational Administration. Emphasis is placed on the application of statistical method to research design. Instruction deals specifically with measures of central tendency and variability, probability theory, estimation and significance, correlation and regression, analysis of variance, and chi-square. Class A Certification in Educational Administration is required.
EAL	7746	<b>Personnel Relations and Processes in Educational Leadership (3)</b> This course deals with personnel processes and personnel management from the perspective of the central office. Topics include: human resource planning, forecasting, selection, staff development, training and evaluation. Also included are motivational principles, group dynamics, climate and culture, as well as problems typically associated with personnel. Class A Certification in Educational Administration is required.	EAL	7794	<b>Thesis: Field Problem Analysis (3)</b> The purpose of this course is to prepare educational leaders with research knowledge that supports informed, reflective decisions in diverse educational settings. Technology as a tool to investigate problems being faced by schools is employed. Emphasis is given to the proposal phase of designing a research project. The research project examines a problem of a practical nature, which is encountered in a field setting. The course cul-
EAL	7758	<b>Cultural Diversity (3)</b> This course provides in-class and field experiences for specialist students in the investigation of current diversity, multicultural and pluralistic literature and in the identification and creation of organizational patterns/designs, which support both short-and			



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

- EAL 7795 Thesis: Problem Analysis Implementation (3)**  
The purpose of this course is for students to implement the project or field study proposed in EAL 7794. Data will be collected, analyzed and summarized in writing. A summary of the project and recommendations for further study should also be submitted. The faculty adviser may require the student to defend the study before a faculty committee. The course is designed to prepare educational leaders with research knowledge that supports informed reflective decisions in diverse educational settings. Class A Certification in Educational Administration is required.

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**ENVIRONMENTAL ANALYSIS AND MANAGEMENT**

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- EAM 5513 Limnology (3)**  
The physical, chemical, geological, and biological aspects of freshwater ecosystems as influenced by activities in surrounding watersheds. *Prerequisites: general biology, general ecology, general chemistry. Corequisite: EAM L513.*
- EAM L513 Limnology Lab (1-3)**  
Field and laboratory exercises in lake and stream science, including instrumentation, measurement, sampling, and analysis. *Corequisite: EAM 5513.*
- EAM 5516 Environmental Microbiology (3)**  
The study of the taxonomy, diversity, and ecology of microbial populations in ecosystems, with the emphasis on the roles that they play in biogeochemical cycles, their contributions to metabolic diversity, their interactions with animals and plants, their niches and bioremediation. *Prerequisites: microbiology, organic chemistry. Corequisite: EAM L516.*
- EAM L516 Environmental Microbiology Lab (1-3)**  
Environmental microbiological laboratory techniques including isolation, identification, and enumeration of microorganisms from aquatic and terrestrial environments. *Corequisite: EAM 5516.*
- EAM 5520 Field Vertebrate Zoology (4-7)**  
The basics of vertebrate identification, with emphasis on phylogeny, anatomy, morphology, life histories, habitats, distributions, and conservation. *Prerequisites: general biology, general chemistry.*
- EAM 5521 Population Ecology (3)**  
A study of animal and plant populations, food supply, competition, disease, fecundity, distribution, and other environmental factors. Management of endangered species and protected ecosystems are included. *Prerequisites: general ecology, genetics, general chemistry. Corequisite: EAM L521.*
- EAM L521 Population Ecology Lab (1-3)**  
Field exercises in identifying ecological problems, formulating and testing hypotheses, and evaluating data using standard statistical methods. *Corequisite: EAM 5521.*
- EAM 5525 Fall Flora (4-7)**  
A survey of vascular plants from different habitats in southeast Alabama. Principles of plant taxonomy, including history and systems of classification and nomenclature, the use of dichotomous keys, and general herbarium techniques. Emphasis is placed on plant identification and habitat types. *Prerequisites: general biology, general ecology.*
- EAM 5530 Applied Genetics (3)**  
Advanced studies in genetics with emphasis on cytogenetics and molecular genetics. *Prerequisites: genetics, organic chemistry. Corequisite: EAM L530.*
- EAM L530 Applied Genetics Lab (1-3)**  
An introduction to procedures and equipment used in the study of cytogenetics and molecular genetics. *Corequisite: EAM 5530.*
- EAM 5550 Environmental History of the U.S. (3)**  
An introduction to environmental history of the United States from the 18<sup>th</sup> century to the late 20<sup>th</sup> century, emphasizing the post World War II period. The course will focus on the historical development of the science of ecology, the origins of environmental problems and solutions attempted by government and experts, as well as responses by grassroots activists over time.
- EAM 5551 Toxicology (3)**  
A study of the principles related to the adverse effects of chemicals on living organisms. *Prerequisite: organic chemistry. Corequisite: EAM L551.*
- EAM L551 Toxicology Lab (1-3)**  
Assessment of terrestrial and aquatic toxicity of chemical agents following standard protocols. *Corequisite: EAM 5551.*
- EAM 5552 Industrial Hygiene (3)**  
Identification and correction of chemical, biological, and physical hazards in and

- around the workplace. *Prerequisite: organic chemistry. Corequisite: EAM L552.*
- EAM L552 Industrial Hygiene Lab (1-3)**  
Methods and procedures for sampling, analyzing, and evaluating chemical, biological, and physical agents in the workplace. *Corequisite: EAM 5552.*
- EAM 5555 Principles of Waste Management (4)**  
The principles of waste management in modern societies and the protection of human health and the environment. Understanding of regulations to enable students to prepare and review permits for landfills and understand the various technologies associated with waste management. Summary of applicable local, state, and federal regulations. *Prerequisites: pre-calculus algebra and genetics or general physics.*
- EAM 5560 Stormwater Management (4)**  
Urban watershed processes, urban watershed restoration, urban watershed evaluation techniques, stormwater regulatory requirements, human aspects of stormwater management and stormwater management case studies. *Prerequisite: permission of instructor.*
- EAM 5561 Erosion and Sediment Control (4)**  
A study of the processes of erosion and sedimentation and ecological effects. Selection and application of nonstructural and structural measures for erosion and sediment control. Summary of local, state, and federal regulations. *Prerequisites: permission of instructor.*
- EAM 5576 Special Topics (1 to 4 credit hours per course per semester)**  
Specialized topics not generally included in course offerings. *Prerequisite: Permission of instructor.*
- EAM 5578 Cell Biology (3)**  
This course covers cell structure and function with the emphasis on biochemical and molecular mechanisms. Topics include cell division, movement, differentiation, and recognition. *Prerequisites: genetics, microbiology, organic chemistry. Corequisite: EAM L578.*
- EAM L578 Cell Biology Lab (1-3)**  
Experimental approaches for studying cells at the biochemical and molecular levels. *Corequisite: EAM 5578.*
- EAM 5582 Molecular Biology (3)**  
A study of the fundamental principles of chromosomal organization and gene expression, with emphasis on the structure and function of nucleic acids and proteins. *Prerequisites: genetics, microbiology, organic chemistry. Corequisite: EAM L582.*
- EAM L582 Molecular Biology Lab (1-3)**  
Experimental approaches in molecular analyses of nucleic acids and proteins, with the emphasis placed on common techniques utilized in clinical and research settings. *Corequisite: EAM 5582.*
- EAM 6600 Aquatic Entomology (3)**  
A study of the morphology, physiology, taxonomy, life histories, and ecology of aquatic insects. *Prerequisites: general biology, general ecology. Corequisite: EAM L600.*
- EAM L600 Aquatic Entomology Lab (1-3)**  
Classification and identification of immature and adult aquatic insects. A collection is required. *Corequisite: EAM 6600.*
- EAM 6601 Environmental Ethics, Policy, and Law (3)**  
A study of normative perspectives on environmental dilemmas, the values that shape environmental policy, and the role that environmental statutes play in addressing environmental problems.
- EAM 6603 Environmental Management (3)**  
Concepts and practices underlying procedures for environmental resource management, including planning, organizing, and conducting programs.
- EAM 6609 Environmental Chemistry (3)**  
Quantitative assessments of air, water, soils, and waste with applications to environmental evaluations and control. *Prerequisites: 12 semester hours in organic chemistry and quantitative analysis and eight semester hours of physics or equivalents. Corequisite: EAM L609.*
- EAM L609 Environmental Chemistry Lab (1-3)**  
Analytical procedures and instrumentation and approved methodologies used in the environmental analytical field to study air, water, and soil pollution. *Corequisite: EAM 6609.*
- EAM 6611 Global Pollution and International Environmental Policy (3)**  
An examination of global environmental issues, such as global climate change, ozone depletion, and acid precipitation. This course also deals with alternatives in developing global policies and treaties to address these problems.
- EAM 6612 Environmental Impact Studies/Risk Management (3)**  
An examination of practices used in analysis of land, water, and air to determine the impact of human activities such as construction, mining, clearing, and industrial opera-

tion. Planning approaches and ecological constraints, economic evaluation, and quantitative approaches to predict impact. *Prerequisites: EAM 6630, EAM L630.*

**EAM 6615 Permitting and Regulatory Compliance (3)**  
A study of the steps needed and programs required to insure that public and private sector organizations are in compliance with federal and state environmental regulations. *Prerequisites: EAM 6601.*

**EAM 6617, 6618 Seminars in Environmental Analysis and Management (1)**  
Presentations on interdisciplinary principles and concepts, current issues, and new studies and research from a variety of fields, with environmental science serving as a unifying theme. Faculty members and outside speakers will present guest lecturers. Candidates for the master's degree in the thesis option will present their research findings and conclusions.

**EAM 6620 Field Protistology (4)**  
An advanced study of protists from freshwater and marine habitats including collection techniques, taxonomy, specimen preparation and protistan ecology.

**EAM 6621 Environmental Toxicology (3)**  
This course encompasses the basic principles of environmental toxicology including bioaccumulation, the biological effects of toxicants from the molecular to global level of organization, and a basic understanding of environmental pollutants and the science of risk assessment. *Prerequisites: 12 semester hours or equivalent in general chemistry, quantitative analysis and organic chemistry.*

**EAM 6622 Industrial Hygiene and Occupational Safety (4)**  
A study of the methods and procedures for recognition, evaluation, and control of factors in the work environment that may cause illness, lack of well-being, or general discomfort either among workers or among the community as a whole. Regulations and technologies which protect humans in the work environment. *Prerequisites: EAM 6630, EAM L630, 12 semester hours or equivalent in organic chemistry and quantitative analysis.*

**EAM 6623 Environmental Negotiations and Conflict Resolution (3)**  
An examination of the approaches to solving environmental disputes through mediation.

**EAM 6624 Environmental Health (3)**  
The courses focuses on the physiological, molecular, cellular, genetic, and biochemical

mechanisms of action of physical, chemical, and biological agents that cause adverse effects on human health.

**EAM 6625, 6626 Specialized Study in Environmental Analysis & Management (1-3)**

The student has the opportunity to engage in intensive study of a particular subject or learn a pertinent skill, which fits his/her academic and/or professional needs, but is not available in the regular curriculum. This may include educational activities or training outside of the University. The student will follow the guidelines that the Department has established for the supervision and the pursuance of this study. *Requires approval of the student's adviser and the department chair.*

**EAM 6630 Pollution Science (3)**  
A study of pollution of atmosphere, surface water, and soil and groundwater from animate activities and inanimate processes. Adverse effects, fate, and transport of pollutants in air, soil, and water. *Prerequisite: general chemistry. Corequisite: EAM L630.*

**EAM L630 Pollution Science Lab (1-3)**  
Theory and analytical techniques used in both field and laboratory for the analysis of air, water, and soil contaminants. *Corequisite: EAM 6630.*

**EAM 6640 Watershed Management (3)**  
An examination of theory and practices used in analysis of chemical contamination of surface and groundwater and in the management of land resources. Sustainable management options and techniques to control NPS pollution will be discussed. *Prerequisites: EAM 6630, EAM L630.*

**EAM 6650 Spatial Analysis Using Geographical Information Systems (3)**  
A graduate level GIS course geared for beginners that presents the understanding behind the four functional and physical components of a GIS: data input; storage and retrieval; manipulation; and data output. Multiple GIS applications are also discussed. *Prerequisites: EAM 6630, EAM L630, or permission of chair. Corequisite: EAM L650.*

**EAM L650 Spatial Analysis Using Geographical Information Systems (1-3)**  
This lab is intended for average computer users with little or no experience in ArcView GIS or any other GIS software. At the end of the labs, students will be able to use ArcView to view, query, analyze, chart, and map geographic data. *Corequisite: EAM 6650.*

- EAM 6660 Issues in Aquatic Ecology (3)**  
 Case studies on the overexploitation and degradation of aquatic ecosystems and their resources, with a primary focus on freshwater systems. *Prerequisite: an undergraduate ecology course is highly recommended.*
- EAM 6661 Conservation Biology (3)**  
 Examination of the principles, practices, and philosophy of measuring, maintaining, and enhancing biological diversity. The course focuses on the applications of ecology, population biology, and genetics of the conservation of keystone and rare species and ecosystems. *Prerequisite: an undergraduate ecology course is highly recommended.*
- EAM 6662 Invasive Species Biology (3)**  
 This course will familiarize students with the principles of ecological invasions and factors affecting the spread and impacts of invasive species. Students will also become familiar with major sources of exotic species introductions, and methods available for prevention and control.
- EAM 6664 Restoration Ecology (3)**  
 This class presents an introduction to ecological approaches toward reconstruction of degraded or destroyed ecosystems; ecological basis of creating self-sustained ecosystems; planning, implementing and assessing restoration programs, economic and social context of restoration. *Prerequisites: an undergraduate ecology course and one year of general chemistry.*
- EAM 6665 Sustainable Development (3)**  
 This course will include classroom lectures, discussions, seminars, and classroom participation on sustainable development and related issues.
- EAM 6670, 6671 Special Topics (1-4)**  
 Specialized topics not generally included in course offerings. A maximum total of four semester hours is allowed for program credit.
- EAM 6691 Research Methodology and Experimental Design (3)**  
 This course will include hands-on statistical experience emphasizing hypothesis testing using a statistical software system. It will combine several elements of research methodology including developing a grant proposal that will include topic selection, literature search, question formulation, methods, statistics, and a budget. *Prerequisite: Three semester hours in probability and statistics or permission of instructor.*
- EAM 6695 Thesis Research (1-6)**  
 Under the guidance of the student's adviser and the chair of the department, the student

may pursue original research (independent acquisition and interpretation of data) in a particular area of environmental science. The completion of a thesis is required. The results and conclusions must be successfully defended before the student's graduate committee.

Refer to specific departmental listings in the *Troy University Graduate Catalog* for full course descriptions of BIO (biology), BUS (business), CHM (chemistry), and GEO (geography). Information pertaining to MB (marine biology) is also provided.

Note: Graduate students may not enroll in a 5000 numbered course if it duplicates the same course listed on an undergraduate transcript.

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**EARLY CHILDHOOD EDUCATION**

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- ECE 5544 Internship Seminar (3)**  
 This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship.
- ECE 6618 Designing Prosocial Learning Environments (3)**  
 An examination of early childhood education learning environments. Program models such as the English Infant School, the Open School, Montessori's Prepared Learning Environment and other selected models will be studied. In addition, techniques for creating, maintaining, and assessing an environment that fosters knowledge construction, integration of technology resources, the development of autonomy, and independence will be examined. Students will investigate and implement these techniques with young children.
- ECE 6620 Inquiries into Physical Knowledge (3)**  
 The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding about their own questions related to young children's construction of physical knowledge and the facilitation and evaluation of that knowledge construction in the early childhood classroom. In addition, the students will interact with young children through observation and participation in the application of appropriate physical knowledge experiences and the investigation and evaluation of children's construction of knowledge.
- ECE 6622 Parents as Partners in Education (3)**

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

**ECE 6625, 6626, 6627 Specialized Study in Early Childhood Education (1-3)**

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

**ECE 6628 Inquiries into Literacy Acquisition (3)**

This course is designed to explore emergent literacy and the role of developmentally appropriate practices for young children, N-3. The course includes emphasis on: role of the teacher and teaching reading to young children, children and multiple learning styles, the reading process, and developing a developmentally appropriate reading program for young children, N-3.

**ECE 6630 Inquiries into Representation (3)**

This course is designed to assist graduate students as they investigate and construct knowledge of symbolic representation in all of its form. Topics include: children's talk, play, art, writing process, music, movement and construction.

**ECE 6631 Historical Perspectives in Early Childhood Education (3)**

The purpose of this course is to assist graduate students in constructing a sense of identity with the field of early childhood education through an understanding of the past as a prologue to contemporary thought and practice. The philosophy, history, and impact of education from the time of Plato to the present will be examined with special emphasis on the major influences in early childhood education.

**ECE 6632 Authentic Assessment in the Early Childhood Classroom (3)**

The purpose of this course is to explore the investigation and evaluation of teaching and learning in the early childhood education program through the use of human and material resources. Purposes, types, and de-

signs for developmentally appropriate evaluation will be examined.

**ECE 6633 Integrated Thematic Curriculum (3)**

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

**ECE 6634 Inquiries into Logico-Mathematical Knowledge (3)**

The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding about their own questions related to young children's construction of logico-mathematical knowledge and the facilitation and evaluation of that knowledge construction in the early childhood classroom. In addition, the students will interact with young children through observation and participation in the application of appropriate logico-mathematical knowledge experiences and the investigation and evaluation of children's construction of knowledge.

**ECE 6635 Program Evaluation in Early Childhood (3)**

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

**ECE 6640 Integrating Children's Literature (3)**

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

**ECE 6674 Early Childhood Internship Grades P-3 (6)**

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

- ECE 7725 Specialized Study in ECE (1-3)**  
 A study of the problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.
- ECE 7760 Leading for Learning in the School Environment (3)**  
 This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will be placed on the transition to a teacher leading in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.
- ECE 7761 Effective Schools and Teachers (3)**  
 This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.
- ECE 7762 School Accreditation Process (3)**  
 The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as: the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.
- ECE 7763 Legal Issues and Ethics in Education (3)**  
 The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be

closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.

- ECE 7790 Qualitative Research Methodology (3)**  
 The purpose of this course is to provide graduate students with an introduction to qualitative research methodology. The historical development, rationale, and relationship to quantitative research will be examined. Qualitative research methods will include procedures for selection and sampling and for data collection and analysis. Students will read a variety of qualitative studies and conduct a brief qualitative research project. Prerequisite: Course in research or tests and measurement.
- ECE 7793 Problem Analysis in ECE (3)**  
 A study of processes involved in identifying, framing, evaluating analyzing, and seeking information about problems. Emphasis is given to information collection and processing. Students will select and analyze a problem related to early childhood education or elementary education. *Restricted to students enrolled in an Education Specialist program.*

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**ECONOMICS**

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- ECO 6654 Labor Economics (3)**  
 An overview of the forces of supply and demand as related to labor markets; wage determination and resource allocation in U.S. labor market operations; the interrelationship of labor and the national economy, wages, prices, and employment; and labor economics in the microenvironment. An introduction to wage determination policies and strategies in a competitive global marketplace.
- ECO 6655 Managerial Economics (3)**  
 Integration of various principles and concepts from different fields of business with primary emphasis on problems of economic decision making and policy formulation at the individual firm and industry levels.
- ECO 6657 International Trade and Economics (3)**  
 Principles and problems of international economics, trade theory, international payments, and monetary policies, economic integration, international economic institutions and policies, and contemporary developments in political economy.

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**GIFTED EDUCATION**

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- EDG 6666 Nature and Needs of Gifted Individuals**

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This foundation course in the study of gifted education and talent development focuses on understanding gifted individuals, assessment and identification issues in finding gifted students in the schools, models often used to provide education for gifted students and developing support systems for programs for gifted learners.

- EDG 6667 Creativity (3)**  
This course in creative thinking in gifted education focuses on understanding creativity and creative students. This course emphasizes the importance of helping children and adolescents become more self-actualized, creative individuals to better enable them to make important contributions to society. *Prerequisite: EDG 6666 Nature and Needs of Gifted Individuals*
- EDG 6668 Integrating Thinking Skills into the Curriculum (3)**  
The focus of this course is the integration of critical and productive thinking skills into the curriculum for gifted learners. This course emphasizes an inquiry-based approach to differentiation of the curriculum content for gifted learners. *Prerequisite: EDG 6666 Nature and Needs of Gifted Individuals.*
- EDG 6669 Teaching Methods in Gifted Education (3)**  
This methods course in curriculum development in gifted education focuses on planning, designing, and developing appropriate curriculum for gifted students. This course emphasizes the connection between the needs of gifted learners and the cognitive, affective, social, and aesthetic areas of curriculum experiences. *Prerequisites: EDG 6666 Nature and Needs of Gifted Individuals, EDG 6667 Creativity, and EDG 6668 Integrating Thinking Skills into the Curriculum.*
- EDG 6670 Special Populations of Gifted Students (3)**  
This course examines ways in which teachers can identify and plan for gifted children from special and underrepresented populations with particular emphasis on underachieving students, minority students, and students with physical, emotional, and learning disabilities. *Prerequisite: EDG 6666 Nature and Needs of Gifted Individuals.*
- EDG 6696 Practicum in Gifted Education (3)**  
Supervised experiences related to instruction in gifted education. The application of skills, concepts, and principles acquired in previous courses will be emphasized. *Prerequisite: At least six hours in teaching field component and a research course must be completed.*

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**EDUCATIONAL LEADERSHIP**


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*See Educational Administration (EAL) or Higher Education Administration (HEA)*

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**EDUCATION**


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- EDU 6600 Classroom Management and Behavior Intervention (3)**  
This course is a study of current theory, research, and practice in psychology, sociology, leadership, and human behavior as related to school age students, the nature of the educational organization, and the role of the teacher in that organization. Emphasis is placed upon the formation of a positive, developmental philosophy for effective management of classroom resources and student behavior as well as the identification of some appropriate methods and techniques to apply this philosophy
- EDU 6603 Planning For the Classroom (3)**  
This course provides students with an overview of the K-12 classroom environment and the planning necessary to establish environments that are conducive for learning.
- EDU 6605 Computer-Based Instructional Technologies (3)**  
This is an advanced survey course in those classroom adaptable technologies, which are associated with the personal computer. Emphasis is placed on familiarity with keyboarding, disk operating systems, and tool software. Proficiency with word processing, data base and spreadsheet in an integrated program is developed. Students present a lesson augmented with an electronic slide show produced during the course.
- EDU 6606 Current and Emerging Instructional Technologies (3)**  
This course focuses on the current and emerging uses of technology in the classroom, including electronic equipment for telecommunications, networking, online services, the internet, e-mail, list server, telenetting, and user groups, and the uses and hazards of involving these technologies in teaching.
- EDU 6607 Curriculum Integration of Technology (3)**  
This course covers evaluation, selection, and integration of educational software into elementary and secondary education curricula, taking into consideration teaching and learning styles while relating technologies to various disciplines, diverse models, and developmental levels. Microlessons are produced using multimedia-authoring tools. *Prerequisite: EDU 6606.*

- EDU 6611 Educational Technology in the Curriculum (3)**  
The purpose of this course is to advance pre-service and in-service teachers beyond simple computer literacy and basic understanding of Computer-Based Instructional Technologies. It will focus on more advanced educational use of multimedia and Internet based technologies. The student will explore technologies and learning tools that foster a more learner centered constructivist environment within their specific teaching area. Critical issues arising from the integration of these technologies such as development of interactive environments and new modes of communication and subsequent effects on the definition of learning will also be investigated. *Prerequisites: undergraduate or graduate technology course or placement exam.*
- EDU 6613 Principles of Instructional Design (3)**  
This course focuses on the development of instruction by using the instructional design process to develop online or electronic instructional materials. The systematic design of instruction will serve as the foundation for the development of such materials. The students will develop the necessary pedagogical and technological skills that will facilitate the design and development of instruction using the appropriate tools. *Prerequisite EDU 6605.*
- EDU 6614 Advanced Instructional Design (3)**  
This course will further expose students to the pedagogies, design processes, and technology-related tools that will facilitate proficiency in the development of online or electronic instructional materials. Attention will be paid to using advanced tools and techniques to develop strategies and materials that will focus on the cognitive needs of the learner. *Prerequisite EDU 6605.*
- EDU 6616 Distance Learning Strategies (3)**  
A study of various forms of distance learning with emphasis on computer based systems and on-line learning. The course integrates relevant technology including multimedia authoring, web design, and internet delivery systems. The course concentrates on the development of web-based instructional materials and the management of internet-based courses and programs. Students design an educational web site and develop a strategy to deliver web-based instruction. *Prerequisite: EDU 6605, 6606, 6607 or permission of the instructor.*
- EDU 6617 Graphic Design in Multimedia Instruction (3)**  
A study of graphic design principles as they apply to the development of multimedia instructional courseware. The course integrates advanced graphics, multimedia authoring and web design software to teach the student relevant technology as it applies to instructional design. Students apply graphic design principles in developing a variety of multimedia instructional products working individually and in teams. *Prerequisite: EDU 6605, 6606 or permission of the instructor.*
- EDU 6618 Advanced Multimedia Production (3)**  
An advanced course in computer based multimedia interactive course design. The course integrates course design software, multimedia authoring, web design and presentation graphics in the development of a multimedia lesson or course. The course concentrates on the total instructional process culminating complete multimedia class delivered either by disk or internet. Students develop their own video and audio elements learning the complete production process necessary for multimedia instructional products. *Prerequisite: EDU 6605, 6606, 6607 or permission of the instructor.*
- EDU 6625, 6626, 6627 Specialized Study in Area of Education (1-3)**  
This course focuses on the study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, the appropriate college dean, and the Dean of the Graduate School. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed 4 semester hours. A specialized study may be substituted for a required course only once in a student's program.
- EDU 6629 The Master Teacher (3)**  
This course is designed to assist the beginning graduate student in determining the expectations and attributes of the master teacher. Major emphasis will focus on effective teacher characteristics, skills and practices of teaching, as well as a review of the requirements for National Board for Professional Teaching Standards (NBPTS). All traditional masters degree teacher education candidates must complete this course in the first nine semester hours attempted. Formal admission to Graduate Teacher Education Program (GTEP) will be completed as a part of the course.
- EDU 6630 Teachers and the Law (3)**  
This course is designed to help teachers become legally literate by providing them with information about the law that affects them, how the legal system works, and how



that system can work for them.

- EDU 6632 Seminar in Classroom Teaching (2)**  
This course is an inter-disciplinary seminar course designed for classroom teachers who desire to investigate in depth the techniques, procedures and strategies related to improving learning through improved teaching.
- EDU 6645 The Nature of Intelligence (3)**  
This course provides a description and analysis of the quantitative and qualitative aspects of intelligence. It includes classic and contemporary theories of learning and their relationship to the understanding of individual differences.
- EDU 6650 Global Education in the Elementary/Middle School (3)**  
This course is designed to instruct teachers about the complexities of citizenship in a world community, current issues, and concerns in this field, and methods of globalizing the existing elementary curriculum.
- EDU 6653 Educational Evaluation (3)**  
A study of the basic statistical processes and measures used in education. Analysis of a variety of standardized tests and measurements procedures including construction, use and interpretation. Construction of teacher made tests and measuring devices.
- EDU 6655 The Arts Curriculum (3)**  
This course prepares the teacher to provide a broad-based arts education program that includes history, interpretation, production, and appreciation. Emphasis is placed on utilizing the arts to enrich students learning in all curricular areas.
- EDU 6656 Teaching the Bilingual Child (3)**  
This course prepares teachers to make classroom and instructional accommodations to meet the needs of the bilingual child. It also addresses facilitating home-school partnerships with families of bilingual children.
- EDU 6658 Understanding Cultural Diversity (3)**  
Understanding of culturally different studies, the psychological and sociological factors that influence the counseling, teaching or training, and the employment of the culturally different. Special emphasis is placed on current practices utilized in overcoming the deficiencies in school, home, and work settings.
- EDU 6680 The Alternative Experience Internship Grades K-6 (3)**  
This field experience is designed only for students who are admitted to the Alternative Fifth-Year Experience Route Program in Elementary Education. The internship will consist of a minimum of 100 clock hours of instructional experiences in elementary classroom (K-6) settings.
- EDU 6682 Internship in Area of Specialization (3)**  
This field experience is designed for teacher education candidates who hold current graduate-level professional educator certification and desire additional certification in another field and/or level. Experiences include planning, teaching and supervised activities in an approved clinical setting. Prerequisite: Admission to the Teacher Education Program, completion of all required coursework, and approval from the Director of Teacher Education.
- EDU 6691 Research Methodology (3)**  
This course is a study and evaluation of a variety of research methods and types of reporting. (May carry the prefix appropriate to the program of study i.e. SPE, SED, IED).
- EDU 6693 Quantitative Methods of Evaluation of Teaching and Learning (3)**  
This course is a study of descriptive and inferential statistics commonly used in the literature of psychology and education. Emphasis is placed on the application of statistical method to research design. Instruction deals specifically with measures of central tendency and variability, probability theory, estimation and significance, correlation and regression, analysis of variance, and chi-square.
- EDU 6695 Thesis (3)**  
The thesis must be related to an educational problem or situation. Information regarding the thesis program may be obtained from the Dean of the Graduate School. This course may be repeated. Pass/Fail.
- EDU 6696 Practicum in Area of Specialization (1-6)**  
The Practicum is supervised experiences related to instruction in area of specialization. The application of skills, concepts, and principles acquired in previous courses will be emphasized. Prerequisite: All Teaching Field courses must be completed.
- EDU 6698 Introduction to Research (3)**  
This course is designed to assist graduate students as they become competent consumers and producers of educational research. Purposes, designs, and characteristics of quantitative and qualitative research will be examined as students read and analyze a variety of studies.
- EDU 6699 Research in Practice (3)**  
The purpose of this course is to provide graduate students with an opportunity to design, implement, and write about quantitative or qualitative research related to their

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

- EDU 7706 Environmental Education: Teaching Across the Curriculum (3)**  
This course is designed to provide an interdisciplinary experience in teaching using an approach designed around environmental education themes. The graduate students will be immersed in teaching across the curriculum using issues related to the environment. The focus will be interdisciplinary and utilize hands-on learning experiences which will help to make learning meaningful and authentic.
- EDU 7709 Seminar in Decision-Making for Teachers and Educational Administrators (3)**  
The purpose of this course is to critically examine, analyze, and evaluate American public education in order to frame problems, identify possible causes, seek and collect information, delineate steps to solutions, and generate possible solutions to problems facing schools today. Particular focus will be given to curriculum and instruction, financial, political, cultural, economic ethical and legal policies, and the impact of cultural diversity in American schools. Restricted to students enrolled in an Education Specialist program.
- EDU 7725, 7726, 7727 Specialized Study in Education (1-3)**  
Study of the problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.
- EDU 7730 The Teacher Leader (3)**  
The purpose of this course is to help teachers develop as teacher leaders in their schools. Major emphasis will focus on teacher leader characteristics, skills and effective practices in teacher leadership.
- EDU 7750, 7752, 7757 Practicum in Area of Specialization (1-3)**  
The Practicum is a supervised application of the concepts, principles, and skills acquired by the students in previous course work. Students will explore and identify alternative solutions to the problems through group interaction.
- EDU 7760 Leading for Learning in the School Environment (3)**

This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will be placed on the transition to a teacher leading in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.

- EDU 7761 Effective Schools and Teachers (3)**  
This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.
- EDU 7762 School Accreditation Process (3)**  
The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as: the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.
- EDU 7763 Legal Issues and Ethics in Education (3)**  
The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.
- EDU 7764 Models and Strategies for Instruction (3)**  
The purpose of this course is to assist education specialist candidates as they explore a variety of instructional models throughout the educational and other learning environments. There will be an emphasis on current research of effective teaching and learning practices. Students will compare and contrast different educational instructional practices and develop set of strategies to enhance

the instructional environment.

- EDU 7792 Advanced Research in Education (3)**  
This course is designed primarily for students planning to prepare a thesis. Particular attention is given to the research techniques related to the types of thesis study the student desires to undertake. (May carry the prefix appropriate to the program of study i.e. SPE, SED, IED). *Prerequisite: This course is restricted to Ed.S. candidates only.*
- EDU 7795 Thesis (3-6)**  
Research for and preparation of a scholarly paper related to a school administration, supervision, and/or curriculum problem. The project will be under the direction of the student's advisory committee.
- EDU 9960 Environmental Science: Project WET (1)**  
Project WET (Water Education for Teachers) is an interdisciplinary, supplementary environmental and conservation education program. The goal of Project WET is to facilitate and promote awareness, appreciation, knowledge, and stewardship of water resources.
- EDU 9961 Environmental Science: Aquatic WILD (1)**  
Aquatic Project WILD is an interdisciplinary, supplementary environmental and conservation education program that explores the fascinating worlds of water and the aquatic habitats they support.
- EDU 9972 The Wiregrass Writing Project (3)**  
The Wiregrass Writing Project is the local affiliate of the Alabama Writing Project and the National Writing Project. The National Writing Project strives to improve student writing achievement by improving the teaching and learning of writing in the nation's schools. The 165 sites operate on a teachers teaching teachers model. Successful writing teachers who attend this invitational summer institute will examine their classroom practice, conduct research of sound theory supporting particular approaches to the teaching of writing, and develop their own writing skills.
- EDU 9980 Fundamentals of Learning through Distance Education (2)**  
Fundamental preparation for success in taking distance education courses offered through the Internet and other avenues of education delivery that require independent study, teamwork, and synchronous and asynchronous communications. The focus is on the development of basic skills in electronic communication with faculty and peers, access of information from Internet resources, and sharing products and ideas in an interactive environment that is not limited by time

or location. Measurement of performance is through participation in class activities and demonstration of basic competencies.

- EDU 9984 Environmental Science: Project WILD (1)**  
Project WILD is an interdisciplinary, supplementary environmental and conservation education program emphasizing wildlife. Project WILD emphasizes the intrinsic, ecological, and other values of wildlife, as well as the importance of wildlife as a basis for understanding the fragile grounds upon which all life rests.
- EDU 9986 Environmental Science: Project Learning Tree (1)**  
Learning Tree (PLT) is an interdisciplinary, supplementary environmental and conservation education program emphasizing forestry and related resources. PLT offers opportunities for learners to develop awareness, knowledge, and skills necessary for living in harmony with the world of living and non-living things.

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#### ELEMENTARY EDUCATION

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- ELE 5544 Internship Seminar (3)**  
This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship.
- ELE 6600 Diagnostic Approach to Teaching Mathematics (3)**  
The diagnostic/prescriptive component of teaching mathematics will be studied with an emphasis on the interpretation of diagnostic materials
- ELE 6601 The Art of Teaching Writing (3)**  
Course in which classroom teachers investigate and apply the art of teaching writing via whole language/natural approach. Focus on writing process.
- ELE 6602 Seminar in Mathematics Education (3)**  
This course will look at recent research and publications relative to the teaching of elementary school mathematics. Not only will specific areas selected by the instructor be examined, but the students in the class will have the opportunity to suggest areas of particular interest to them. This course provides opportunities for the student to extend knowledge and skills necessary for developing programs, selecting appropriate methods and employing materials, and evaluating in

- mathematics instruction, kindergarten through grade 6.
- ELE 6603 Seminar in Science Education (3)**  
This course will examine relevant research and a variety of instructional strategies appropriate in the field of natural science. Emphasis is placed on appropriate instruction and materials including technology for teaching science to students in grades K-6.
- ELE 6604 Seminar in Language Arts Education (3)**  
This course is a seminar for elementary educators desiring to design and implement developmental programs of language arts instruction in view of recent research. An examination of the research in the language arts and current practices in teaching techniques will be pursued.
- ELE 6605 Seminar in Social Science Education (3)**  
This course will examine relevant research and a variety of instructional strategies appropriate in the field of social science. Emphasis is placed on appropriate instruction and materials including technology for teaching social science to students in grades K-6.
- ELE 6622 Parents as Partners in Education (3)**  
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to strengthen the school-parent relationship while developing mutual supporters for the total development of the young child. Pertinent topics include: stress and children, parents and families in crisis, and helping children cope with the future.
- ELE 6625, 6626, 6627 Specialized Study in Elementary Education (1-3)**  
A study of a problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.
- ELE 6633 Integrated Thematic Curriculum (3)**  
The purpose of this course is to assist graduate students as they construct an operational knowledge of integrated thematic curriculum. The course will focus on theory, planning, implementation, and evaluation of an integrated thematic curriculum. Additionally, issues surrounding the implementation of innovative teaching methodology in traditional settings will be examined.
- ELE 6635 Program Evaluation in Elementary Education (3)**  
This course is designed for the education student to examine evaluation in early childhood and elementary education programs. Techniques and procedures concerning the design and implementation of evaluation in the total school program will be investigated.
- ELE 6640 Integrating Children's Literature (3)**  
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to incorporate quality children's literature across the curriculum. Pertinent topics include: award winning authors and titles found in children's literature among a variety of genre, along with developmentally appropriate techniques for focusing curriculum delivery through quality children's literature.
- ELE 6674 Elementary Internship Grades K-6 (6)**  
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester.
- ELE 7725, 7726, 7727 Specialized Study in Elementary Education (1-3)**  
A study of the problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.
- ELE 7736 Mentoring and Supervision in ELE (3)**  
This course is designed for the advanced sixth year education student to examine the faculty leadership roles of mentor/supervisor in ELE settings. Techniques and procedures will be investigated.
- ELE 7760 Leading for Learning in the School Environment (3)**  
This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will

be placed on the transition to a teacher leading in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.

**ELE 7761 Effective Schools and Teachers (3)**  
 This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.

**ELE 7762 School Accreditation Process (3)**  
 The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as: the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.

**ELE 7763 Legal Issues and Ethics in Education (3)**  
 The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.

**ELE 7790 Qualitative Research Methodology (3)**  
 The purpose of this course is to provide graduate students with an introduction to qualitative research methodology. The historical development, rationale, and relationship to quantitative research will be examined. Qualitative research methods will include procedures for selection and sampling and for data collection and analysis. Students will read a variety of qualitative studies and conduct a brief qualitative research project. *Prerequisite: Course in research or tests and measurement.*

**ELE 7793 Problem Analysis in ELE (3)**  
 A study of processes involved in identifying,

framing, evaluating analyzing, and seeking information about problems. Emphasis is given to information collection and processing. Students will select and analyze a problem related to early childhood education or elementary education. Restricted to students enrolled in an Education Specialist program.

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**EXECUTIVE MASTER OF BUSINESS  
 ADMINISTRATION**

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**EMBA 5501 Survey of Business Concepts (3)**  
 An overview course of the business management field including the functional areas of accounting, economics marketing, finance, human relations and human resource management. Must be completed as a prerequisite by all students as a condition of entrance in the EMBA program. (Pass/Fail only) (Prerequisite course to EMBA program; not for credit in other degree programs)

**EMBA 6603 Human Resource Management (3)**  
 An overview of recruitment, selection, training, retention, compensation, and termination of employees and the relationship of an HR strategy to the strategic and operational roles of general managers.

**EMBA 6611 Business Strategy (3)**  
 This course is the capstone course in the EMBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. Formulation and implementation of strategies are stressed. The course includes an end-of-course comprehensive examination. A grade of "B" or better is required to complete this course successfully. The course may not be transferred into the EMBA program. *Prerequisites: Completion of a minimum of 27 semester hours in the EMBA program, with a "B" average or better, including the following courses: ACT 6691, MBA 6651, MBA 6631, MBA 6661 and MBA 6642; or approval of the department chair.* Students should be in the last term of their program when completing this course.

**EMBA 6625 Specialized Study in the Area of EMBA Concentration (3)**  
 A study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean or site director. Preparation of an applied research paper is required and may involve an oral defense.

**EMBA 6631 Managerial Finance (3)**  
 A comprehensive and advanced study of financial analysis, planning, and control techniques for a business entity with emphasis on corporations.

EMBA 6642	<b>Quantitative Methods for Business (3)</b> A blending of topics in business statistics and quantitative modeling applied to business problems. The course is designed to develop students' ability to apply inferential statistical methods and modeling skills to decision making in business. Topics will include, but not be limited to, probability concepts, hypothesis testing, forecasting, simple and multiple regression, linear programming models, project management, and simulation.	ENG 5504	<b>Milton (3)</b> A study of Milton's poetry and major prose.
EMBA 6651	<b>Managerial Economics (3)</b> A study of the decision-making process of business firms in the resource allocation process. Both the functioning of markets and the decisions of firms in a variety of market structures are considered. Various theories of the firm are used to study the optimal decision-making rules for business firms under conditions of uncertainty.	ENG 5505	<b>History of the English Language (3)</b> A study of the development of English from the Anglo-Saxon period through the present, with reference to the Indo-European background of English.
EMBA 6661	<b>Strategic Marketing Management (3)</b> An application of marketing concepts, principles and procedures for planning, development, implementation and control of marketing programs in profit and non-profit organizations. Emphasis is on the matching of organization resources and strengths with global marketing opportunities, and strategies to overcome environmental threats.	ENG 5513	<b>Modern Short Story (3)</b> An examination of 20th- and 21st-century short stories.
EMBA 6671	<b>Organizational Behavior (3)</b> A study of contemporary concepts and theories of organization and the behavior of individuals and groups applied to organizations in the global business environment.	ENG 5515	<b>Modern Drama (3)</b> A detailed study of selected British and/or American plays written between 1900 and present. Review of production history, subject matter, staging, and dramatic techniques. Several oral and written reports. List of plays may vary with each offering.
EMBA 6673	<b>Operations Management (3)</b> An analysis of the conditions under which production and management of goods and services take place in business organizations with attention to the delineation of roles played by management and labor in carrying out production and application of selected quantitative techniques used in production.	ENG 5516	<b>Nineteenth-Century American Novel (3)</b> A study of representative American novels of the 19 <sup>th</sup> century.
		ENG 5526	<b>Modern Poetry (3)</b> A study of 20 <sup>th</sup> - and 21 <sup>st</sup> - century poetry.
		ENG 5527	<b>Contemporary American Literature (3)</b> An examination of representative American literature from the postmodern period (1960-present), with special emphasis on the diversity of themes, styles, and cultural contexts influencing the literary marketplace. Course readings may vary with each offering.
		ENG 5528	<b>The Age of Johnson (3)</b> A study of the works of Samuel Johnson and his most important contemporaries, from about 1745 to 1798.
		ENG 5530	<b>Shakespeare I: The Tragedies (3)</b> A study of major and minor tragedies, with some attention to non-dramatic poetry. List of plays may vary with each offering.
		ENG 5531	<b>Shakespeare II: The Comedies (3)</b> A study of comedies and romances. List of plays may vary with each offering.
		ENG 5532	<b>Shakespeare III: The Histories (3)</b> A study of history plays, especially those concerning Wars of the Roses. List of plays may vary with each offering.
		ENG 5533	<b>Literary Criticism (3)</b> A study of the major literary critics and their works from classical times to the present.
		ENG 5534	<b>Romantic Period in English Literature (3)</b>
<hr/> <b>ENGLISH</b> <hr/>			
ENG 5501	<b>Chaucer (3)</b> A study of Chaucer's major poetry.		
ENG 5502	<b>Studies in Medieval Literature (3)</b> A study of non-Chaucerian British literature from the Middle Ages, including <i>Beowulf</i> , <i>Piers Plowman</i> , <i>Sir Gawain and the Green Knight</i> , mystery plays, <i>Le Morte d'Arthur</i> , and other works.		
ENG 5503	<b>English Renaissance Literature (3)</b> This course covers English prose and poetry		

- A study of Romantic prose and poetry with emphasis on the writings of Blake, Coleridge, Wordsworth, Byron, Keats, and Shelley.
- ENG 5542 Advanced Writing (3)**  
An intensive study of and practice in expository and argumentative prose. Requires writing several essays. Some evaluation of other students' writing.
- ENG 5543 Southern Writers (3)**  
A study of works by writers from the American South from colonial times to the present.
- ENG 5552 Medieval and Renaissance English Drama (3)**  
A survey of drama from the Middle Ages and Renaissance, excluding Shakespeare. Begins with brief study of folk and liturgical origins of drama, includes a few medieval mystery and morality plays, and features Renaissance plays by Heywood, Udall, Kyd, Marlowe, Beaumont, Fletcher, Jonson, and Webster.
- ENG 5557 Form and Theory of Nonfiction Literature (3)**  
This course examines the theories behind various forms of nonfiction literature, whether autobiography, biography, the essay, diaries and/or travel writing, with special emphasis on the historical evolution of a particular form. List of readings will vary with each offering.
- ENG 5560 Victorian Poetry (3)**  
A study of Victorian poetry, with emphasis upon the works of Tennyson, Browning, Arnold, and Hardy.
- ENG 5561 Victorian Prose (3)**  
A survey of the works of major Victorian prose writers, with emphasis upon the works of Carlyle, Newman, Mill, Ruskin, Arnold, and Pater.
- ENG 5562 The Arthurian Legend Through the Ages (3)**  
This course will examine the Arthurian legend not only in literary and historical works from its earliest traces in the Middle Ages to the present, but also in archaeology, the visual and decorative arts (especially painting and sculpture), manuscript decoration, film, music, and opera.
- ENG 5565 African American Literature (3)**  
A study of selected works by significant African American writers from the eighteenth century to the present. Works include poetry, fiction, autobiography, and argumentative and expository prose.
- ENG 5568 Methods and Approaches in Second Lan-**
- guage Teaching (3)**  
This course traces the evolution of language teaching from the methods era (e.g., grammar translation method, audiolingual method) to post-methods approaches (e.g., task-based learning, content-based learning, communicative approaches). Students will develop a repertoire of teaching approaches, and identify appropriate options for different language teaching scenarios.
- ENG 5569 Principles, Techniques, and Materials in Second Language Teaching (3)**  
This course overviews the teaching principles, techniques, and materials relevant to an interactive approach to second language teaching. Students will expand their teaching repertoire by studying curriculum design, assessment measures, learner variables, techniques for teaching grammar/vocabulary/four skills (listening, speaking, reading, writing), and sociopolitical contexts for teaching ESL/EFL.
- ENG 5570 Advanced Survey of Speech (3)**  
This course provides a survey of speech. Explores the impact, purpose, occasion, and audience on written and spoken discourse, and effective listening techniques. Explains theory and techniques of group discussion, directive communication, storytelling, and argument.
- ENG 5571 Advanced Survey of Journalism (3)**  
This course provides a survey of journalism techniques. Explains the style of writing used in different news media, the types of news stories and how they are written, the editing process, the production of print and non-print journalistic media, and the ethical responsibilities of newsgathering organization and reporters.
- ENG 5572 Advanced Survey of Drama (3)**  
This course provides a survey of theater. Explains the history of the theater and the roles of the playwright, director, actors, and technicians.
- ENG 5581 Methods and Materials for the Secondary School English Language Arts Teacher (3)**  
A study of the teaching methods, selection, organization and use of English and language arts materials in middle and secondary schools. Observation and teaching experiences will be included.
- ENG 6601 Seminar in Chaucer (3)**  
A close examination of two major works of Chaucer and critical responses to them. Special consideration given to Chaucer's language and versification and the medieval social background to his writing.

- ENG 6603 Seminar in Shakespeare (3)**  
A study of selected tragedies or comedies. Examination of various critical approaches. Extensive reading in relevant criticism. List of plays, as well as genre, may vary with each offering.
- ENG 6605 Linguistic Approaches to Grammar (3)**  
Study of American English from point of view of modern linguistic theories. Special consideration given to structural grammar and its possibilities in classroom.
- ENG 6606 Theory and Practice of Analyzing Poetry (3)**  
A critical study of representative types of poetry, employing several approaches in analytical process.
- ENG 6607 The Backgrounds of Victorian Literature (3)**  
A study of Victorian literature (1837-1900) as it reflects social, economic, political, educational, aesthetic, and religious concerns.
- ENG 6608 Shakespeare's History Plays (3)**  
A study of eight plays, from *Richard II* to *Richard III*, concerning Wars of the Roses. Supplemental reading in Shakespeare's sources and in twentieth- and twenty-first-century histories.
- ENG 6609 The Backgrounds of Nineteenth-Century American Literature (3)**  
A study of literature (fiction, nonfiction prose, and poetry) as it reflects key issues, ideas, concerns, problems, and trends of the period. May be taught in conjunction with a course in American history.
- ENG 6610 The Backgrounds of Twentieth-Century American Literature (3)**  
A study of literature (fiction, nonfiction prose, poetry, and drama) as it reflects key issues, ideas, concerns, problems, and trends of the period. May be taught in conjunction with a course in American history.
- ENG 6613 Theory and Practice of Analyzing the Short Story (3)**  
A critical study of representative types of short stories employing theoretical approaches in the analytical process.
- ENG 6617 Dramaturgy I (3)**  
A study of selected classical, period, and contemporary plays (list may vary with each offering). Emphasis on dramatic form, historical perspectives, staging, and production.
- ENG 6618 Dramaturgy II (3)**  
Study of additional classical, period, and contemporary plays (list may vary with each offering). Emphasis on dramatic techniques, character development, directing, staging, and production.
- ENG 6620 Seminar in Restoration and 18<sup>th</sup> Century Literature (3)**  
A study of English prose and poetry in the Restoration and early 18<sup>th</sup> century with emphasis on Dryden, Behn, Swift, and Pope.
- ENG 6625-6627 Specialized Study in Area of English (1-4)**  
A study of problem or problems using research techniques. Selection of problem to be approved by student's adviser, instructor under whom study is to be done, and director of graduate studies. Study should contribute to student's program. Preparation of scholarly paper required and may involve oral defense. Total credit for any combination of enrollments in these courses not to exceed four semester hours. A specialized study may be substituted for a required course only one time in student's program.
- ENG 6630 Survey of SLA for Second Language Teachers (3)**  
SLA is the study of how language, social, and psychological factors influence language learning. A range of SLA topics are addressed from the perspective of language teaching: theories of human learning, theories of language acquisition, learning styles and strategies, communicative competence, cross-linguistic influences, and sociocultural factors.
- ENG 6631 Survey of Sociolinguistics for Second Language Teachers (3)**  
Sociolinguistics is the study of how social, political, and educational factors affect language use. A range of Sociolinguistics topics are addressed from the perspective of language teaching: literacy, world Englishes, language standardization, language variation and change, multilingual education, language planning and policy, group identity/morality, and regional/social dialects.
- ENG 6632 American Realism and Naturalism (3)**  
A seminar stressing critical approaches to the major works of such writers as James, Howells, Twain, Crane, and Dreiser.
- ENG 6635 The Victorian Novel (3)**  
The study of the content and techniques of representative novels of the period with some consideration of these novels in relation to significant social, philosophical, and literary needs.
- ENG 6636 The American Renaissance (3)**



		A seminar stressing critical approaches to the major works of Emerson, Thoreau, Hawthorne, Melville, Poe, and Whitman.			
ENG	6638	<b>Major American Writers: WWI to Present (3)</b> A study of major American writers who represent the various currents in American literature and thought from 1917 to present.	ENG	6691	<b>Research in Education (3)</b> Research strategies for English educators and procedures for evaluating the language arts. ENG 6691 is a prerequisite for ENG 6696 Practicum.
ENG	6641	<b>Theory and Practice of Grammar Studies (3)</b> Advanced studies in descriptive grammar in conjunction with sentence structure and standards of usage. Special emphasis upon current procedures for presenting the various systems of grammar (particularly structural).	ENG	6696	<b>Practicum in Area of Specialization, English (3)</b> Supervised experiences related to instruction in area of specialization. The application of skills, concepts, and principles acquired in previous courses will be emphasized. <i>Prerequisite: All courses in Teaching Field Component and ENG 6691 must be completed.</i>
ENG	6642	<b>Theory and Practice of Written Composition (3)</b> Advanced studies in expository and argumentative writing. Special emphasis upon procedures for presenting methods for organizing and developing various types of essays.	<hr/> <b>GEOGRAPHY</b> <hr/>		
ENG	6648	<b>Studies in the American Renaissance (3)</b> A study of the major works of the American Renaissance.	GEO	5503	<b>Conservation (3)</b> A study of the conservation of natural and human resources with emphasis on population expansion as the major element in a changing ecology.
ENG	6651	<b>Studies in Modern Novel (3)</b> A study of selected American, British, and/or European novels of the modern age.	GEO	5504	<b>Economic Geography (3)</b> A study of the spatial patterns of economic activities including production, distribution, consumption and the environmental consequences of these activities.
ENG	6660	<b>Introduction to Applied Linguistics (3)</b> This course introduces the main content areas and research practices of Linguistics and Applied Linguistics. Linguistics involves the systems of a language (phonology, morphology, syntax, semantics). Applied Linguistics requires familiarity with these systems for the purpose of researching and teaching the way language is used (e.g., Sociolinguistics, Second Language Acquisition).	GEO	5506	<b>Urbanism (3)</b> A study of the historical, physical, economic, and social evolutions of urbanized areas. Emphasis on contemporary urban problems with implications for policy and planning.
ENG	6665	<b>Studies in African American Literature (3)</b> A study of major works by African American writers.	GEO	5508	<b>Rural America: Past and Present (3)</b> A study of rural society, its organizations, agencies, institutions, population trends and composition, patterns of settlement, social processes, and change in character.
ENG	6680	<b>Thesis Option in Literature (3)</b> An advanced study of a problem or issue in literary studies. Selection of topic must be approved by the student's thesis director, who will oversee the project. Final project must demonstrate knowledge of extant criticism on the topic and should contribute to the student's program. Oral defense of the thesis required before final approval. Recommended for students interested in pursuing doctoral work in literature.	GEO	5511	<b>Demography (3)</b> An analysis of past and present population changes, population characteristics and the interrelationship of population and other social, economic, environmental, and political factors.
			GEO	5512	<b>Geography of Latin America (3)</b> This course covers Latin American countries and colonies and their strategic and economic importance to the U. S. <i>NOTE: Not open to education majors.</i>
			GEO	5526	<b>Geography of the Russian Realm (3)</b> An analysis of the physical and cultural elements of Russia and the other former republics of the Soviet Union.
			GEO	5535	<b>Historical Geography of North America (3)</b> An analysis of the physical and cultural

- factors in the development of North America from early European settlement to the present.
- GEO 5595 Selected Topics in Geography (3)**  
This course focuses on a topic of a timely nature and/or special interest. Course may be taken twice for a maximum of six hours toward degree requirements.
- GEO 6624 Geographic Characteristics of the Developing Realm (3)**  
This course focuses on the identification and analysis of the social, economic, demographic, environmental, and political characteristics of the developing realm.
- GEO 6625, 6626, 6627 Specialized Study in Area of Geography (1-6 hours)**  
A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.
- GEO 6650 Geography of the Global Economy (3)**  
An examination of the global economy from colonialism to the present. Social, political, and environmental factors associated with the diffusion and intensification of world trade are examined.

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**HEALTH SERVICES ADMINISTRATION**

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- HSA 6680 Health Services Administration and Policy (3)**  
The course focuses on the unique characteristics of the U.S. health care delivery system; acquaints students with increased understanding of the context of health services administration and health care policy; and examines key factors and forces impacting total health system performance in the United States.
- HSA 6681 Legal and Social Issues in Health Administration (3)**  
This course includes an examination of legal and ethical aspects of contemporary issues associated with the health services administration process.
- HSA 6682 Health Care Planning and Management (3)**  
This course stresses application of traditional management concepts to a variety of

health service operational issues, analyzes similarities and differences in management of health service organization (HSO) and other organizational models, formulates new organizational designs and management practices appropriate to current HSO environments, and evaluates adequacy of new models.

- HSA 6683 Health Care Economics (3)**  
This course stresses economic analysis applied to the health services sector.
- HSA 6684 Managed Care: Origins, Organizations, and Operations (3)**  
Covers managed care programs, structures, practice models, role of physicians and other clinicians, capitation, cost-accounting and forms of reimbursement.

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**HIGHER EDUCATION ADMINISTRATION**

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- HEA 6611 Organization and Administration of Higher Education (3)**  
This course is designed to acquaint education leaders in higher education with the control, organization, financial and business aspects, academic and student personnel administration of the instructional program, and community and government relationship.
- HEA 6612 Community Junior College (3)**  
This course covers the rise and development of the community or junior college in American education, its philosophy and functions with specific attention to the transfer, terminal, and community-service functions. Problems of organization, curriculum construction, staffing and instructional procedures are stressed.
- HEA 6614 School Law (3)**  
A study of school law as set forth in the common law, state, and federal constitutions, statutes, judicial decisions, and in the rules and regulations of state. Major emphasis will be on state and federal law and its impact on education today.
- HEA 6635 Seminar on the American College Student (3)**  
An examination of contemporary college students, focusing on the environment pressures, psychological needs, and values. Emphasis will be placed on student, faculty and administration relationships and interactions. Recent research and literature on the college student will be examined.
- HEA 6660 Contemporary Issues in Higher Education (3)**  
This course is an intensive examination of the major issues currently confronting higher

		education with emphasis on issues of major concern to individual students.			Movement, World War I, the Great Depression, World War II, and the Civil Rights Movement.
<b>HEA</b>	<b>6690</b>	<b>Financing of Higher Education (3)</b> An analysis of private, state, and federal revenue sources; student aid, program budgets, financial methods and practices through the combination of theory with problems and issues facing the financing of higher education.	<b>HIS</b>	<b>5509</b>	<b>England To 1688 (3)</b> A survey of English history from the Anglo-Saxons to the Glorious Revolution, emphasizing the interaction of geographical, political, economic, and cultural forces which shaped England as a monarchy.
<b>HEA</b>	<b>6696</b>	<b>Practicum in Higher Education (1-3)</b> The Practicum is a supervised application of the concepts, principles, and skills acquired by the students in previous course work. Students will explore and identify alternative solutions to the problems through group interaction.	<b>HIS</b>	<b>5510</b>	<b>England Since 1688 (3)</b> The final evolution of the English political system from the reign of William and Mary to the contemporary era, including social and economic transformations, the British Empire, the two world wars, the welfare state, and current issues.
<hr/> <b>HISTORY</b> <hr/>			<b>HIS</b>	<b>5511</b>	<b>Colonial America (3)</b> Study of the colonial period from European discovery to the end of the French and Indian War, with emphasis on the political, economic, and social developments that set the stage for the American Revolution.
<b>HIS</b>	<b>5501</b>	<b>French Revolution and Napoleon (3)</b> A study of the absolutist-aristocratic France challenged by democratic-egalitarian ideals and revolution. The role of Napoleon as conqueror of Europe and as propagator and destroyer of the French Revolution is also studied.	<b>HIS</b>	<b>5512</b>	<b>The American Revolution And The New Nation, 1763-1815 (3)</b> Ideas and institutions which led to American independence, the creation of the American union, and the development of a distinctive American culture in the early national period.
<b>HIS</b>	<b>5502</b>	<b>Europe From 1815-1900 (3)</b> A study of Europe from the Congress of Vienna to 1900, including political, social, and economic developments in various countries, the rise of nationalism and unification movements, and imperialism.	<b>HIS</b>	<b>5513</b>	<b>Antebellum, Civil War And Reconstruction (3)</b> Nationalism, Jacksonian democracy, territorial expansion, slavery and sectional strife, and the resulting Civil War and Reconstruction are included.
<b>HIS</b>	<b>5503</b>	<b>Contemporary Europe (3)</b> Traces European developments in the 20 <sup>th</sup> century, including domestic developments, World War I, Great Depression, rise of totalitarianism, World War II, European integration, the Cold War, and the post-Cold War era.	<b>HIS</b>	<b>5514</b>	<b>Emergence Of Modern America, 1877-1919 (3)</b> Agricultural decline and crisis, industrialization and urbanization, Progressive reform era, World War I, and America as a world power are discussed.
<b>HIS</b>	<b>5504</b>	<b>Readings and Research in 20<sup>TH</sup> Century America (3)</b> Developments which have produced critical issues including social reform movements, internal and international crises, centralization of power, search for security, and social change. Montgomery only.	<b>HIS</b>	<b>5515</b>	<b>Contemporary America (3)</b> America in the Great Depression, World War II and the Cold War, Civil Rights Movement, Johnson's Great Society, and America as a super power are topics which are included.
<b>HIS</b>	<b>5505</b>	<b>Old South (3)</b> An examination of the cultural, political, religious, and economic trends that shaped the colonial and antebellum south and the Civil War which ended that era.	<b>HIS</b>	<b>5516</b>	<b>History of Alabama (3)</b> A study of the demographic, political, social, economic, and religious aspects of Alabama's history, emphasizing the role of the state within the nation.
<b>HIS</b>	<b>5506</b>	<b>New South (3)</b> An examination of the political, social, racial and religious trends and policies that defined the New South. Topics include reconstruction, redemption, agrarian unrest, Jim Crow, industrialization, Progressive	<b>HIS</b>	<b>5520</b>	<b>The Vietnam War (3)</b> A study of the period 1946 to 1975 in Indochina with emphasis on the American involvement during and after the French colo-

- nial period, escalating involvement of the Kennedy and Johnson administrations, and Vietnamization and withdrawal under President Nixon. Note: May be used for political science credit.
- HIS 5523 U.S. Foreign Policy To 1920 (3)**  
A study of the factors, forces, and functions in the making of American foreign policy from the 1760's to 1920. Note: May be used for political science credit.
- HIS 5530 Civil Rights Movement (3)**  
Study of the origins of the Civil Rights Movement in the late nineteenth and twentieth centuries, beginnings of change in the 1930s and the World War II era, and the movement itself as defined by legal, political, and social conflict and change from the latter 1940s to the present.
- HIS 5532 Russia To 1861 (3)**  
A study of the history of the Eastern Slavic people from the prehistoric period, through the Kievan, Appanage, Muscovite, and Imperial periods from Peter the Great to the emancipation of the serfs in 1861.
- HIS 5533 Russia Since 1861 (3)**  
The development of the revolutionary movements and tsarist reform attempts, World War I, revolutions of 1917 and Bolshevik victory, establishment of the Stalinist state, World War II, Cold War, Soviet domestic problems, and the disintegration of the USSR.
- HIS 5534 Major Personalities in the Development of Civil Rights in America (3)**  
Study of important civil rights personages and their writings from Fredrick Douglass and other pre-Civil War activists and thinkers to the present.
- HIS 5535 Historical Geography of North America (3)**  
An analysis of the physical and cultural factors in the development of North America from early European settlement to the present. Note: May be used as geography credit.
- HIS 5536 Civil Rights in Alabama (3)**  
Study of the history of civil rights in Alabama beginning with the Reconstruction period and progressing through central events and developments up to the present. Course emphasis also will include legal developments and important personalities.
- HIS 5541 American Constitutional Development (3)**  
American constitutional system with emphasis upon its origin and evolution via amendments and Supreme Court decisions. Note: May be used for political science credit.
- HIS 5542 Renaissance And Reformation (3)**  
Historical review of the transitional centuries bridging the medieval and the modern eras, including the rebirth of art and literature, the Protestant and Catholic reform movements, and the role of kings and states.
- HIS 5543 Age Of Absolutism (3)**  
Survey of political and religious controversies that shaped affairs in Europe during the 16<sup>th</sup> and 17<sup>th</sup> centuries, emphasizing the flowering of monarchy and aristocracy.
- HIS 5544 Age Of Reason (3)**  
Survey of European history in the 18<sup>th</sup> century, emphasizing the cataclysmic developments in scientific, political, humanitarian, and economic thought that prepared the way for the rise of democracy in both the old and the new world.
- HIS 5545 History Of Modern Germany (3)**  
Survey of Germanic peoples from the Revolutions of 1848 to the present, emphasizing unification, two world wars, postwar division, and reunification.
- HIS 5548 Westward Movement (3)**  
Study of the history of American expansionism and westward movement and its impact on political, economic, and social institutions.
- HIS 5550 Environmental History (3)**  
An introduction to environmental history of the United States from the 18<sup>th</sup> century to the late 20<sup>th</sup> century, emphasizing the post World War II period. The course will focus on the historical development of the science of ecology the origins of environmental problems and solutions attempted by government and experts, as well as responses by grassroots activists over time.
- HIS 5551 The Far East (3)**  
Study of the development and interaction of Chinese, Japanese, and Korean civilizations, the impact of Western cultures, twentieth century conflicts, resolutions and accommodations.
- HIS 5554 Western Thought Since the 17<sup>TH</sup> Century (3)**  
Principal ideas and political thinking from the Age of the Enlightenment to the present.
- HIS 5560 Historiography (3)**  
Study of methods and techniques of historical research. Use of bibliographies, journals, interpretive works, and critical evaluation of sources. Montgomery, on demand.
- HIS 5581 Materials and Methods For History And Social Science Teachers (4)**  
This course will provide the student with a survey of teaching methods and materials

- appropriate for teaching in the content areas for grades 6-12. Topics addressed will include teacher evaluation in the public schools, collaboration with special education teachers, and lesson planning formats. In addition, for three hours of credit, teaching methods, selection, organization, and use of history and social science materials for grades 6-12 will be covered in detail. A professional laboratory experience is included in this course. May be taken as SS 4481.
- HIS 5582 Hispanic American Beginnings (3)**  
Colonial systems of Spain and Portugal in the Americas from the 16<sup>th</sup> to 19<sup>th</sup> centuries, with emphasis on revolt and the establishment of the Latin American republics and religious and economic institutions.
- HIS 5583 Latin American States (3)**  
Cultural, social, political, and economic development in 19<sup>th</sup> and 20<sup>th</sup> centuries and international and U.S. relations.
- HIS 5595 Selected Topics In History (3)**  
Historical examination of a designed topic of special and/or current interest and importance, which is generally not covered in regularly offered courses by the department.
- HIS 6600 Problems In 19<sup>TH</sup> Century American Thought (3)**  
Concentrated study of the history of ideas in the United States from 1800 to 1900. On demand.
- HIS 6602 Problems In 20<sup>TH</sup> Century American Thought (3)**  
Concentrated study of the history of ideas in the United States, 1900 to present. On demand.
- HIS 6603 Seminar In 18<sup>TH</sup> Century American Thought (3)**  
An exploration of major historical works and historiographical controversies in 18<sup>th</sup> century United States. On demand.
- HIS 6604 Seminar In Modern France (3)**  
The evolution of France from the formation of the Third Republic to the present.
- HIS 6607 Issues In International Affairs (3)**  
With directed reading and periodic discussion sessions, this course will serve to expand the student's knowledge of current issues in the global setting. Formerly called COLLOQUIUM IN WORLD HISTORY, the course will bring the student up-to-date with recent scholarship and interpretations.
- HIS 6608 Colloquium In American History (3)**
- A course for advanced graduate students that surveys recent trends in the interpretation, writing, and teaching of American history. Emphasis on reading and discussion of selected recent works in the field with the aim of updating professional competence.
- HIS 6609 Seminar In Early Modern Europe (3)**  
An analysis of the historical developments and controversies of early modern Europe. On demand.
- HIS 6610 Seminar In Comparative Revolutions (3)**  
An examination of background, outbreak, development, and conclusion of the American, French, Russia, and other revolutions. On demand.
- HIS 6611 Seminar In Modern Europe (3)**  
An analysis of the major historical developments and controversies in 19<sup>th</sup> century Europe. On demand.
- HIS 6612 Seminar In Contemporary Europe (3)**  
An analysis of major historical developments and controversies in 20<sup>th</sup> century Europe. On demand.
- HIS 6613 Seminar In Modern Britain (3)**  
A topical analysis of political and social issues in modern British history. On demand.
- HIS 6614 Contemporary Japan (3)**  
Study and analysis of Japan from the Meiji reforms to the present; Japan's impact on Asia and the rest of the globe; two world wars, the occupation and U.S. administration; internal changes and resurgence as a world power; impact of Japan's domestic and foreign policies on other countries; Japan in international activities and as a regional model.
- HIS 6615 Seminar In Latin American History (3)**  
Concentrated study in specialized areas with emphasis on 20<sup>th</sup> century history. *Prerequisite: HIS 5583 or permission of instructor.*
- HIS 6619 History Of Victorian Britain (3)**  
Examination of constitutional, political, economic, and intellectual foundations of 19<sup>th</sup> century Britain. On demand.
- HIS 6620 Research In International Studies (3)**  
A course designed for the preparation of an original research paper using primary and secondary sources. Required in Dothan's International Studies Program.
- HIS 6621 History Of England In Later Middle Ages (3)**  
Study of England during the 14<sup>th</sup> and 15<sup>th</sup> centuries, with emphasis on cultural and

political growth. On demand.

**HIS 6625, 6626, 6627 Specialized Study in Area of History (1-4)**

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

**HIS 6651, 6652 Readings In History (3)**

This course of readings in history is designed to immerse a graduate student deeply into historical readings through a combination of classroom lectures, directed individual readings, and oral reports in class. The student will be guided in the use of historical criticism, and will review and discuss changing viewpoints with class and in office meetings with the professor. Qualified library personnel would resent the class with the latest electronic technology dealing with history. On demand.

**HIS 6696, 6697 Selected Topics In History (3)**

Investigation into current trends in the discipline of history that are not generally offered in regular graduate courses in the Department of History. A student would be permitted to take either HIS 6696 or HIS 6697 only once in his/her graduate program. On demand.

tion of tests and measurements in the evaluation process. Additionally, the course will offer several practical and economical tests in the various performance areas which can be used by the health and physical education teacher in the school situation.

**HPR 6610 Physical Education, Sport and the Law (3)**

The course is designed to provide graduate students participating in the Masters or Ed.S. programs information concerning legal matters and issues relating to physical education and sport. Of particular importance is acquiring an awareness and understanding of basic legal responsibilities of sport managers and coaches. The information presented enables the students to develop a working vocabulary of significant legal terms along with legal concepts and issues that have particular reference to physical education, sport and management of sport programs. In addition, activities included during the term will permit the student the opportunity to pursue, in depth, a specific legal topic and to share the information gained by means of written and oral reports.

**HPR 6615 Sport Administration (3)**

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

**HPR 6616 Sport Finance (3)**

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

**HPR 6617 Readings in Health and Physical Education (3)**

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

**HPR 6620 Physical Fitness: A Critical Analysis (3)**

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

**HPR 6621 Supervision of Instruction in Health and Physical Education (3)**

Consideration is given to the broader viewpoint of supervision as it relates to the improvement of health and physical education through in-service training of personnel, association with the teaching and administrative-supervisory staff, and general school and community relationships. Techniques of

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**HEALTH AND PHYSICAL EDUCATION**

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**HPR 6601 Philosophy and Principles of Health and Physical Education (3)**

A foundation of the scientific principles of health, physical education and recreation from the professional viewpoint. Four major categories of study include: sociological-psychological, educational-motor learning, mechanical-kinesiological, and physiology of training.

**HPR 6602 Motor Skills and Human Performance (3)**

The course is designed to present relevant information in an orderly and systematic fashion. Emphasis will be placed on systems and models, orderly ways of examining the relationship of processes involved in studying motor behaviors.

**HPR 6604 Measurement and Evaluation in Health and Physical Education (3)**

The course is designed to develop a greater understanding of the need and the applica-

- supervision and their application in improving the teacher-pupil learning situations will be examined.
- HPR 6623 The Biomechanics of Sports Techniques (3)**  
The course is designed for teachers and coaches of athletic teams. Emphasis will be placed on the importance of a knowledge of biomechanics to the teacher/coach and to those basic biomechanical concepts which are of greatest importance in analyzing sports techniques.
- HPR 6625, 6626, 6627 Specialized Study in Area of HPR (1-9)**  
A study of the problem or problems using research technique. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate Director of Graduate Studies. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program.
- HPR 6630 Programs in Health and Physical Education (3)**  
The course is designed for prospective classroom teachers and health and physical educators who assume the responsibility of providing meaningful learning experiences for children in the area of health and physical education.
- HPR 6631 Programs in Health and Physical Education (3)**  
Selection and adaptation of health and physical education activities for children of various age levels. Particular attention is devoted to a study of the capacities, attitudes, and needs of pupils as they are related to health and physical education. The principles, problems and procedures in the development of a health and physical education curriculum are thoroughly examined.
- HPR 6632 Critical Issues in Sport and Fitness Management and Health and Physical Education (3)**  
Recognition, discussion, and systematic analysis of controversial issues and problems encountered in the conduct of professional activities in health and physical education. Particular attention is given to proposed solutions of the problem which are pertinent to class members.
- HPR 6640 Sport Marketing: Physical Education, Athletics, Recreation and Intramurals (3)**  
The purpose of this course is to teach sports managers how to create their own marketing plan. The emphasis is on following a ten-step procedure designed primarily for the non-profit sector and learning the theoretical base required to complete the process accurately and proficiently.
- HPR 6650 Nutrition and Physical Performance (3)**  
The course will examine the special dietary requirements of athletes, the importance of pre- and post-event nutrition, potential nutritional problems encountered by athletes and possible ergogenic foods and drugs.
- HPR 6662 Diagnostic and Prescriptive Physical Education for Exceptional Children (3)**  
The course is designed to present assessment procedures, exercise prescription techniques, physical education program development, and IEP programming for the child with special needs. Additionally, the course will offer teaching hints and strategies the special educator and the physical educator can use to enhance fine and gross motor skills.
- HPR 6670 Exercise and Disease Prevention (3)**  
This course examines the scientific evidence in support of the beneficial effect of regular physical activity on reduced mortality from all causes: from diseases such as cardiovascular diseases, non-insulin-dependent diabetes mellitus and colon cancer, and from conditions such as obesity and high blood pressure.
- HPR 6671 Exercise through the Lifespan (3)**  
This course will survey the effects of exercise and training programs on the growth and development of children and adolescents. It will also explore the effects of exercise on the physiological and psychological aspects of aging.
- HPR 6672 Psychology and Philosophy of Sport (3)**  
The course is designed for the student with a vocational interest in athletic coaching within the educational environment. Psychological theories will be applied to the teaching of sports skills and the development of individuals into efficient team units. The nature of the coaching profession will be studied and successful leadership principles will be applied to athletics.
- HPR 6673 Ethics in Sport (3)**  
This course is designed to provide the graduate student curriculum information concerning ethical matters and issues relating to sport and physical activity. Of particular importance is acquiring an awareness and understanding of basic concepts and problems in sport ethics as well as major ethical theories.
- HPR 6674 Entrepreneurship in Sport (3)**  
This course is designed to provide the graduate student information concerning the preparation of starting one's own business.

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

**HPR 6691 Research Techniques in Sport and Fitness Management, Health and Physical Education (3)**  
 The course is designed as a first course in statistics for health and physical education teachers. The content includes relevant exercises and examples that specifically pertain to one or more of the fields.

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**HUMAN RESOURCE MANAGEMENT**

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**HRM 6601 Legal Environment of Employment Decisions (3)**  
 This course is designed to help the student understand the law as it applies to the management of human resources. It addresses such topics as the judicial system, methods for resolving disputes, the constitution and the Bill of Rights as they apply to people and law involving administrative agencies. Its coverage is aimed at preparing the managers of human resources to recognize legal problems, to know the legal impact of decisions on personnel matters and to be knowledgeable in general of the law as it might impact individuals in organizations.

**HRM 6603 Human Resource Management (3)**  
 The study of the management of people at work with emphasis on recruiting, selecting, training and evaluating personnel.

**HRM 6604 Labor Law (3)**  
 A broad overview of relevant laws, court decisions and administrative agency rulings relating to union/management relations. An introduction to the techniques, strategies and objectives of contract negotiation and collective bargaining in union/management relations.

**HRM 6619 Seminar in Human Resource Administration (3)**  
 Analysis and discussion of current problems and issues in HRM.

**HRM 6622 Human Resource Staffing (3)**  
 Study of theory, principles, and legal requirements for effective recruitment, selection, and promotion in organizational settings. The course provides an in-depth analysis of tools, techniques and statistical concepts applied to the fundamental HR function.

**HRM 6623 Training and Development of Human Resources (3)**  
 A study of concepts and practices critical to identifying human resources training and developmental needs critical to ensuring organizational effectiveness.

**HRM 6625, 6626, 6627 Specialized Study in the Area of Human Resource Management (1-6)**  
 Study of a problem or problems using research techniques. The study topic requires approval of the student's adviser, the instructor under whom study is to be made, the college dean and the graduate dean. The course requires preparation of a scholarly paper or project and may involve an oral defense. Total credit for any combination of enrollments in these courses is not to exceed six semester hours. A specialized study, with prior approval, may be substituted for only one required course in a student's program.

**HRM 6632 Compensation Management (3)**  
 Designed to provide the student with both the theoretical and practical knowledge to design, administer, and evaluate compensation and benefits systems.

**HRM 6645 International Human Resource Management (3)**  
 A survey of theory and practice of human resource management in global firms and issues of cross cultural communication and behavior affecting organizational effectiveness in culturally diverse organizations.

**HRM 6689 Human Resource Management Internship (3)**  
 Must be unconditionally admitted to the Master of Science in Human Resources Management program, must have less than one year's work experience in the Human Resources Management field, must not be currently employed in any capacity by a firm or organization sponsoring the internship, must have completed at least four required courses by the start of the semester in which the internship begins (i.e., courses should include HRM 6603 and at least one of the following courses: HRM 6622, HRM 6623, or HRM 6632, as approved by the student's academic adviser). At least one semester prior to registration for the internship, students must submit a written request to the faculty adviser who will supervise the internship. The request should include the student's reasons for wanting to participate in the internship program as well as the goals the student hopes to achieve. The internship request must be approved prior to registration for credit.



**HRM 6698 Strategic Human Resource Management (3)**  
 This course focuses on an integration of theories and concepts related to the formulation and implementation of human resource strategies to support business strategies. Students analyze case studies, identify problems and their causes, and propose solutions both orally and in writing. The course is also designed to broaden the student's exposure to the classical and contemporary literature of human resource management. This is the HRM capstone course. HRM students must have successfully completed no fewer than five HRM courses, to include HRM 6601, 6603, 6622, 6623, and 6632.

firm; emphasis on case studies of design projects; the application of human and organizational issues of Management Information Systems (MIS); current academic research into the analysis, design, and implementation of computer information systems. *Prerequisite for MBA students: MBA 5505 or equivalent.*

**IS 6676 E-Commerce for Global Business (3)**  
 Introduces state-of-the-art concepts and applications which are emerging in the field of electronic commerce. *Prerequisite for MBA students: MBA 5505 or equivalent.*

**IS 6679 Management Information Systems (3)**  
 Conceptual and practical foundations of information systems to include support of management and decision-making functions, computer system project management, economic and legal considerations of management information systems, and system implementation/evaluation. *Prerequisite for MBA students: MBA 5505 or equivalent.*

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**INTERDISCIPLINARY EDUCATION**

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**IED 5544 Internship Seminar (3)**  
 This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship.

**IED 6655 Interdisciplinary Internship in Grades P-12 (6)**  
 The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester.

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**INTERNATIONAL RELATIONS**

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**IR 5502 International Political Geography (3)**  
 An analysis of the reciprocal effects of geography and political organization on the behavior of states including boundaries and frontiers, national resources, spatial strategy and maritime power.

**IR 5524 Contemporary American Foreign Policy (3)**  
 This course examines the foreign policies processes of the United States: historical traditions, political institutions, economic and military capabilities, the Congress, the Presidency, interest groups, the media, and public opinion.

**IR 5533 Comparative Government (3)**  
 A comparative analysis of state governments in the world with an emphasis on political cultures, governmental institutions and political processes that lead to differences and international tensions.

**IR 5552 International Law (3)**  
 An examination of the sources and development of international law from historical, political, legal, and philosophical standpoints, with emphasis on substantive areas of law.

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**INFORMATION SYSTEMS**

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**IS 6672 Information Systems and Business Strategy (3)**  
 Considers the role of operations and information systems in defining competitive business strategies. Structural decisions (product design, marketing, and finance) as well as issues that cross corporate boundaries (strategies for distribution, supply management and global operations) are addressed. Examines emerging issues such as global manufacturing, e-commerce, sourcing strategies, manufacturing automation and environmental issues. *Prerequisite for MBA students: MBA 5505 or equivalent.*

**IS 6674 Information Systems Management (3)**  
 Theoretical and practical applications for managing computerized information systems; planning and control functions of the

**IR 5570 Politics of Southeast Asia (3)**  
 This course involves the study of politics in the Philippines, Indonesia, Vietnam, Laos, Kampuchea, Malaysia, Singapore, Brunei,

- Myanmar, and Thailand. It investigates the historical and cultural factors contributing to their political relationships within the region and internationally.
- IR 6600 Selected Topics in International Relations (3)**  
An examination of a specifically defined topic of special and/or current interest and importance, which is not covered in regular course offerings in the International Relations program. A selected topic in International Relations course can only be used as an elective in the program.
- IR 6601 Research Methods in International Relations (3)**  
An investigation of the research methodologies employed in the study of International Relations including research design, variables and hypotheses, citations and reference, qualitative analysis and quantitative techniques. A substantial research paper is required in the course. **Note: MSIR candidates must achieve a grade of “B” or better in IR 6601 to complete degree program requirements.**
- IR 6602 Geostrategic Studies (3)**  
This course examines the political, military, economic and cultural effects of geography in historical and contemporary terms. Specific emphasis is placed on the role of geography in the formulation of military-political policy in land power, sea power, airpower, and outer space. Comprehensive geopolitical theories will be employed as analytical tools in the course.
- IR 6610 International Organizations (3)**  
This course examines the evolution and functions of international organizations; political structures and international systems for the collective use of power and cooperative action among states; and the impact of international Non-Governmental Organizations (NGO) and other types of transnational relations and organizations on global affairs.
- IR 6612 Comparative Public Policy (3)**  
This course examines the process of policy making in a cross-comparative framework that illustrates how different nation states, both in the developed and the developing worlds, formulate and implement public policy.
- IR 6620 International Political Economy (3)**  
An examination of the interrelationships between international politics and economics: states and markets, theories of IPE, trade, foreign investment, international monetary affairs, foreign aid, state development strategies, and globalization.
- IR 6625, 6626, 6627 Specialized Study in International Relations (3)**  
A study of a problem or problems using research techniques. Selection of the problem must be approved by the student’s adviser, the instructor under whom the study is to be made, and the department chair. The study should contribute to the student’s program. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for a required course only once in a student’s program. It may, however, be substituted for one or two electives. *Prerequisite: IR 6601.*
- IR 6629, 6630 Seminar in International Relations (3)**  
An analysis of specified topics at the international level. (For example: “Armaments, Disarmament, and Proliferation,” “Nationalism and World Order,” “Peacekeeping,” or “Organized Use of Force”) All selected topics courses must be approved by the department chair. The course can be used to substitute for a required course only once in a student’s degree program. The substitution must also be approved by the department chair.
- IR 6631 Intercultural Relations (3)**  
An analysis of the influence of culture on interstate relations including theories, concepts, and applications.
- IR 6633 Developed and Developing Nations (3)**  
An analysis of the systemic linkages between advanced, emerging and weak states; focus will be on the political, economic, and cultural issues relevant to the international relations of those states within both a regional and global context.
- IR 6634 Tradition, Revolution, and Change (3)**  
This course represents an interdisciplinary, cross cultural approach to the study of comparative cultural change and its impact on the international system. It examines the origins, processes, and outcomes of socio-political change within various nations and states.
- IR 6635 National Security Policy (3)**  
An examination of the structures, motivations, and major objectives of national security policymaking from a comparative perspective with particular emphasis on the politics of national defense in the United States.
- IR 6640 Government and Politics of Developing Nations (3)**  
An analysis of the modernization of developing states from a political, economic, social, and cultural perspective. Major strategies pursued by developing states for their growth and development will be dis-

- cussed, including those shared by developing states which have a significant effect on the political and economic interaction between the developing and developed worlds.
- IR 6641 Latin America in World Affairs (3)**  
An examination of Latin American politics, legal systems, economics, culture, military power, geography, and their impact on Latin American regional relations and linkages to the world system.
- IR 6642 Russia and Eastern Europe in World Affairs (3)**  
An examination of Russia and Eastern Europe's politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.
- IR 6644 Middle East in World Affairs (3)**  
An examination of Middle East politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.
- IR 6645 Asia in World Affairs (3)**  
An examination of Asian politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.
- IR 6647 Western Europe in World Affairs (3)**  
An examination of Western European politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.
- IR 6648 Sub-Saharan Africa in World Affairs (3)**  
An examination of Sub-Saharan politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.
- IR 6652 Theory and Ideology in International Relations (3)**  
An examination of historical and contemporary theories in international relations; the role of political, economic, ethnic, religious and other belief systems or philosophical approaches within the global system.
- IR 6653 Political Psychology (3)**  
An examination of the impact of individual and collective human behavior on the political process. An introduction to the methods of inquiry into a society's belief system, social cognition, socialization, and political behavior. Special attention is placed on the behavioral sources of political violence, the relationship between culture and political behavior, and collective alienation.
- IR 6654 Media, Technology, and International Politics (3)**  
This course focuses on the role of media in international politics with particular emphasis on the impact of technological change. This includes the reportage and representation of world events through the broadcast, print, and entertainment media. The course explores issues related to cultural change through media communication, elite empowerment and ownership of media assets, the changing nature of foreign and domestic influences in politics and the role of media technology in affecting approaches to public policy issues.
- IR 6655 International Conflict Management (3)**  
This course analyzes responses to international conflict and approaches to establishing peace and peacekeeping at the local, national, and global levels to include theoretical constructs about conflict management techniques (mediation, negotiation, escalation, de-escalation, termination, and outcomes).
- IR 6656 International Power and Influence (3)**  
A theoretical and empirical examination of how nations use political, military, and economic resources to influence the behavior of other nations. The course will consider the effectiveness of political communications, public relations, foreign aid, economic sanctions, threats of force, and limited uses of force. Special emphasis will be placed on the effects of foreign influences on domestic politics.
- IR 6660 Military Strategy and International Relations (3)**  
An assessment of military leaders and armed forces in the development of national security and foreign policies; classical methods of maintaining peace; civil-military relations in the developed and the less developed states; the impact of rapid technological change and weaponry in international politics; the role of the military in the shaping of war and peace since 1947.
- IR 6665 Readings in International Relations (3)**  
A guided program of readings and study in international relations which are related to the needs of the student. Enrollment must be approved by the department chair.
- IR 6668, 6669 Thesis (3)**  
Directed research in selected areas of international relations, based on a student's proposal, related to the student's needs, and with the advice and approval of a faculty thesis adviser, and culminating in a research paper of appropriate depth and scholarship. The final, bound product must be approved

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

- IR 6670 United Kingdom in World Affairs (3)**  
An examination of the United Kingdom and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.
- IR 6672 Germany in World Affairs (3)**  
An examination of Germany and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.
- IR 6675 Central America in World Affairs (3)**  
An examination of the Central American region and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of regional states and their relations with other states.
- IR 6676 Japan in World Affairs (3)**  
An examination of Japan and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.
- IR 6677 China in World Affairs (3)**  
An examination of China and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.
- IR 6681 Tribalism and Colonialism in Africa (3)**  
An examination of the impact of African tribalism and colonialism in detail. It will involve the student in the political, cultural, and social aspects of these two phenomena. The content of the course will include an investigation of the politics that govern tribalism and colonialism, the sociological influences it has induced, and how the two concepts impact upon the people of Africa today.
- IR 6685 Terrorism and Political Violence (3)**  
An examination of the origins and significance of contemporary political violence with an emphasis on the phenomenon of

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

- IR 6686 Drug Politics in the Americas (3)**  
This course investigates the issues surrounding the trafficking of illicit narcotics in the western hemisphere, with special attention to the Andean region and those states which act as conduits to the vast market in the United States. The course examines both the political and security problems arising from the drug trade, as well as the basic debate concerning the formulation and implementation of U.S. drug policy.
- IR 6687 Free Trade and Economic Integration in the Western Hemisphere (3)**  
A critical analysis of the origins, development, consolidation and limitations of free trade and economic integration in the Western Hemisphere. Special attention will be given to the complex political, economic and social forces that support, hinder and otherwise shape such international economic agreements.
- IR 6688 Islamic Fundamentalism (3)**  
An advanced seminar dealing with the theology and practice of Islam and its impact on international, legal, political, security, and social issues.

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**LAW**

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- LAW 6600 Business Law for Accountants (3)**  
This course focuses on the legal implications of business transactions, particularly as they relate to accounting and auditing. It includes, but is not limited to, such topics as contracts, commercial paper, secured transactions, business organizations, and real and personal property. This course is designed to give a review of basic legal principles and to enable a student to recognize and understand their legal significance in business transactions.

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**MARINE BIOLOGY (MB)**

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**Offered at Dauphin Island Sea Lab (DISL) only**

Courses are offered during the summer semester only. Since course offerings change, check the current DISL summer bulletin for specific course offerings and descriptions and contact the Marine Biology Adviser at Troy or Dothan.

The courses listed below are taught at Dauphin Island Sea Lab in the summer only. The faculty members are recruited from many colleges and universities within and outside Ala-

bama. The courses are identified by an MB prefix.

**MB 5502 Marine Invertebrate Zoology (4)**  
A study of the natural history, systematics, and morphology of marine invertebrates from a variety of habitats in the Gulf of Mexico. Participation in extended field trips is part of the course. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, L143*

**MB 5503 Marine Vertebrate Zoology (4)**  
A study of the biology of marine vertebrates emphasizing systematics, behavior, physiology, and ecology of local forms. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, CHM L143.*

**MB 5504 Marine Botany (4)**  
A general survey of algae and vascular plants associated with the marine and estuarine environment. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, L143.*

**MB 5506 Marsh Ecology (4)**  
A study of the floral and faunal elements of various marine marsh communities. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, L143.*

**MB 5521 Marine Technical Methods (2)**  
An introduction to the hardware of marine science, sampling procedures, processing, station location, and field equipment maintenance/operation.

**MB 5523 Marine Ecology (4)**  
Lecture and laboratory studies of bioenergetics, community structure, population dynamics, predation, competition, and speciation in marine ecosystems. *Prerequisites: BIO 2229, L229, CHM 1143, L143.*

**MB 5525 Coastal Ornithology (4)**  
A study of coastal and pelagic birds with emphasis on ecology, taxonomy, and distribution. *Prerequisites: BIO 1101, L101, 2229, L229, CHM 1143, L143.*

**MB 5526 Coastal Zone Management (2)**  
An examination of specific laws and regulations which govern the coastal zone and how coastal processes affect management issues. *Prerequisites: BIO 1101, L101, 2229, CHM 1143, L143.*

**(3)**  
A survey of fundamental theories, concepts, principles, and practices in finance, financial accounting, and managerial accounting that provides a foundation for further study in graduate accounting and business courses. (Pass/Fail only; to earn a Pass grade on the course, students must earn a passing grade on both components of the course.)

**MBA 5503 Fundamentals of Economic Analysis and Business Law (3)**

A survey of key concepts in economics and business law that provides a foundation for further study in graduate economics and the MBA curriculum. (Pass/Fail only; to earn a Pass grade on the course, students must earn a passing grade on both components of the course.)

**MBA 5504 Fundamentals of Management and Marketing (3)**

A survey of key concepts in marketing and management that provides a foundation for further study in graduate marketing and management courses. (Pass/Fail only; to earn a Pass grade on the course, students must earn a passing grade on both components of the course.)

**MBA 5505 Fundamentals of Information Systems and Quantitative Methods (3)**

A survey of key concepts in statistics and information systems that provides a foundation for further study in graduate quantitative methods and management information systems. (Pass/Fail only; to earn a Pass grade on the course, students must earn a passing grade on both components of the course.)

**MBA 6601 Business and Professional Communication (3)**

Development of skills to assist managers to communicate to both internal and external audiences, to conduct meetings, to negotiate, and to resolve conflict. Emphasis is placed on oral and written presentation skills using state-of-the-art technologies and presentation software.

**MBA 6608, 6609 Thesis (3)**

Information regarding the thesis program can be obtained from the dean of the College of Business or branch director.

**MBA 6610 Business Research Design (3)**

Designed for the student to develop and demonstrate competency in business research methodology and techniques. This course teaches the MBA student proper research techniques and includes a research proposal. *Prerequisite: MBA 5505 or equivalent.*

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**MASTER OF BUSINESS ADMINISTRATION**

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**MBA 5502 Fundamentals of Accounting and Finance**

<b>MBA 6611</b>	<b>Business Strategy (3)</b>	This course is the capstone course in the MBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. Formulation and implementation of strategies are stressed. The course includes an end-of-course comprehensive examination. A grade of "B" or better is required to complete this course successfully. The course may not be transferred into the MBA program. <i>Prerequisites: Completion of a minimum of 24 semester hours in the MBA program, with a "B" average or better, including the following courses: ACT 6691, MBA 6651, MBA 6631, MBA 6661 and MBA 6642; or approval of the department chair.</i> Students should be in the last term of their program when completing this course.	national financial institutions, and the management of the risks associated with international business. <i>Prerequisite: MBA 6631.</i>
<b>MBA 6613</b>	<b>Seminar in Business (3)</b>	Study and analysis of current topics on the leading edge of business. A combination of core material, readings, and research reports on contemporary aspects of business.	<b>MBA 6634</b>
<b>MBA 6625, 6626, 6627</b>	<b>Specialized Study in the Area of Business Administration (1-3)</b>	Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean or branch director. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program.	<b>Derivative Securities (3)</b> A study of options and futures markets, with emphasis on the nature of speculative transactions, pricing, and method of trading. <i>Prerequisite: MBA 6631.</i>
<b>MBA 6631</b>	<b>Managerial Finance (3)</b>	A comprehensive and advanced study of financial analysis, planning, and control techniques for a business entity with emphasis on corporations. <i>Prerequisite: MBA 5502 or equivalent.</i>	<b>MBA 6642</b>
<b>MBA 6632</b>	<b>Investments (3)</b>	An introductory investments course which identifies and analyzes various forms of investments (such as corporate bonds, common stock, preferred stock) and government securities (such as bonds, notes and bills). The course also includes discussion of the securities market, brokerage functions, and stock exchanges. Particular emphasis is placed on the selection of securities based on the degree of risk and expected rate of return. <i>Prerequisite: MBA 6631.</i>	<b>Quantitative Methods for Business (3)</b> A blending of topics in business statistics and quantitative modeling applied to business problems. The course is designed to develop students' ability to apply inferential statistical methods and modeling skills to decision making in business. Topics will include, but not be limited to, probability concepts, hypothesis testing, forecasting, simple and multiple regression, linear programming models, project management, and simulation. <i>Prerequisite: MBA 5505 or equivalent.</i>
<b>MBA 6633</b>	<b>International Finance (3)</b>	An examination of the foreign exchange market, exchange rate determination, inter-	<b>MBA 6651</b>
			<b>Managerial Economics (3)</b> A study of the decision-making process of business firms in the resource allocation process. Both the functioning of markets and the decisions of firms in a variety of market structures are considered. Various theories of the firm are used to study the optimal decision-making rules for business firms under conditions of uncertainty. <i>Prerequisite: MBA 5503, 5505 or equivalents.</i>
			<b>MBA 6652</b>
			<b>Macroeconomics and Forecasting (3)</b> An analysis of the causes of business cycles with the applications of macroeconomic theory and economic forecasting techniques available to the business manager. <i>Prerequisite: MBA 5503, 5505 or equivalents.</i>
			<b>MBA 6661</b>
			<b>Strategic Marketing Management (3)</b> Application of marketing concepts, principles and procedures for planning, development, implementation and control of marketing programs in profit and non-profit organizations. Emphasis is on the matching of organization resources and strengths with global marketing opportunities, and strategies to overcome environmental threats. <i>Prerequisite: MBA 5504 or equivalent.</i>
			<b>MBA 6671</b>
			<b>Organizational Behavior (3)</b> Contemporary concepts and theories of organization and the behavior of individuals and groups applied to organizations in the global business environment. <i>Prerequisite: MBA 5504 or equivalent.</i>
			<b>MBA 6673</b>
			<b>Operations Management (3)</b> An analysis of the conditions under which production and management of goods and services take place in business organizations with attention to the delineation of roles

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

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**MANAGEMENT**

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<b>MGT 6601</b>	<b>Advanced Concepts and Topics in Management (3)</b> Provides an introduction to the fundamental theories, concepts, principles and practices in private, public, and not-for-profit management.
<b>MGT 6625, 6626, 6627</b>	<b>Specialized Study (1-6)</b> Study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate branch director. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. No more than three semester hours credit of this course may be transferred in from another institution.
<b>MGT 6670</b>	<b>Seminar in International Management (3)</b> A survey of theories and issues related to managing the internationalization of business firms and multinational management.
<b>MGT 6671</b>	<b>Organizational Behavior (3)</b> The evolution of theories of human behavior in organizations with emphasis on modern concepts of organization and behavior of individuals, groups and the organization in the global business environment.
<b>MGT 6673</b>	<b>Operations Management (3)</b> Description and analysis of the conditions under which production of goods and services takes place. Delineation of the roles played by management and labor in affecting production. Quantitative techniques used in production.
<b>MGT 6674</b>	<b>Ethics in Business (3)</b> Examination of ethical problems and conflicts encountered by managers attempting to fit their organizations to the larger social environment. Addresses ethics, codes of ethics, social responsibility of organizations in domestic and global environments.
<b>MGT 6675</b>	<b>Theory of Organizations (3)</b> The study of general business management from a structural standpoint: planning, organizing, staffing, directing, and controlling.
<b>MGT 6677</b>	<b>Systems Management (3)</b>

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

<b>MGT 6681</b>	<b>Organization Development and Change (3)</b> A study of management concepts and practices useful in improving organizational performance. Theories and concepts applicable to making organizations more hospitable to people and more productive in accomplishing their goals and objectives are identified and discussed. Special attention is paid to strategic interventions and change in both private and public sector organizations and in the global arena.
<b>MGT 6682</b>	<b>Leadership and Motivation (3)</b> The course examines the foundational concepts of leadership, reviews traditional theories of leadership, and investigates critical issues in leadership and motivation as they apply in the contemporary workplace. Applications develop critical thinking skills about the concepts.
<b>MGT 6685</b>	<b>Management Strategy (3)</b> Study of the integrative functions of senior management in long-range strategic planning and decision making to support implementation. This is a capstone course which utilizes all the skills and knowledge developed earlier in the program. It focuses on policy problems and planning beyond the boundaries of the firm. It emphasizes advanced case analysis and computer simulation. <i>Prerequisite: Must have completed 18 semester hours with a grade of "C" or higher in required or elective courses, not to include guided research or independent study courses.</i>
<b>MGT 6689</b>	<b>Management Internship (3)</b> Independent study of a practical problem or project, pertinent to a management concentration, taken in a field setting. A formal written paper or report on the problem or project will be submitted according to the guidelines set forth by the instructor. A verbal presentation and/or oral examination covering problem or project research and findings/results is required. No more than one internship may be used as the MSM "select one" elective. The course may not be substituted for a required course.
<b>MGT 6695</b>	<b>Accounting Analysis (3)</b> The development of an understanding of how accounting information can be interpreted and used by management to aid in the planning and controlling functions of business.
<b>MGT 6696</b>	<b>Financial Analysis (3)</b> The development of an understanding of financial theory that will assist manage-

ment's evaluation of the firm's investment, financing, and dividend policies relative to the objective of maximizing shareholder wealth and to familiarize the student with analytical tools that assist in financial decision making.

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**MATHEMATICS**

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**Note: Multivariable calculus and a course in proof techniques or its equivalent or permission of the mathematics adviser are required prerequisites for all graduate mathematics courses.**

<b>MTH</b>	<b>5512</b>	<b>Discrete Mathematics (3)</b> This course covers sets, relations, functions, counting, algorithms, Boolean algebra, and graphs.
<b>MTH</b>	<b>5522</b>	<b>Numerical Analysis (3)</b> This course covers topics including finite differences, interpolation, numerical integration and differentiation, solutions of equations of one variable, linear systems, and numerical solutions of ordinary differential equations.
<b>MTH</b>	<b>5524</b>	<b>Real Analysis I (3)</b> A study of the real number system, completeness, limits, continuity, sequences, differentiation, and the Riemann integral.
<b>MTH</b>	<b>5525</b>	<b>Real Analysis II (3)</b> A study of sequences and series of functions, series, and a continuation of the integral to include the Fundamental Theorem of Calculus. <i>Prerequisite: MTH 4424 or MTH 5524.</i>
<b>MTH</b>	<b>5526</b>	<b>Complex Analysis (3)</b> A study of complex numbers, elementary functions and their mappings, complex limits and power series, analytic functions, integrals, contour integral, and Cauchy integral formula.
<b>MTH</b>	<b>5536</b>	<b>Number Theory (3)</b> This course covers divisibility, congruences, prime numbers, Fermat's theorem, Diophantine equations, number theoretic functions, quadratic reciprocity.
<b>MTH</b>	<b>5541</b>	<b>Abstract Algebra I (3)</b> A study of properties of the integers, modular arithmetic. Elementary theory of groups, finite groups, subgroups, cyclic groups, permutation groups. Group isomorphisms and homomorphisms.
<b>MTH</b>	<b>5542</b>	<b>Abstract Algebra II (3)</b> This course covers the elementary theory of rings, polynomial rings, divisibility, unique factorization domains. Integral domains, ideals, factor rings, divisibility in integral domains. Elementary theory of fields. Ex-

tension fields. *Prerequisite: MTH 4441 or MTH 5541.*

<b>MTH</b>	<b>5551</b>	<b>Mathematical Statistics I (3)</b> A study of probability theory, sample spaces, random variables, mutual exclusion, independence, conditional probability, permutations and combinations, common discrete and continuous distributions, expected value, mean, variance, multivariate distributions, covariance, Central Limit Theorem.
<b>MTH</b>	<b>5552</b>	<b>Mathematical Statistics II (3)</b> A study of the fundamentals of the theory of statistics, the Central Limit Theorem, point estimation, sufficiency, consistency, hypothesis testing, sampling distributions, confidence intervals, linear regression models, interpretation of experimental results, Bayesian Estimation. <i>Prerequisite: MTH 4451 or MTH 5551.</i>
<b>MTH</b>	<b>5560</b>	<b>Topology (3)</b> An introduction to metric and topological spaces and associated topics, separation axioms, compactness, and connectedness.
<b>MTH</b>	<b>6600</b>	<b>Modern Topics in Mathematics (3)</b> An investigation of current topics in mathematics that are generally not covered in regularly offered graduate courses in the mathematics graduate curriculum. <i>Prerequisites will be determined by the topic under investigation.</i>
<b>MTH</b>	<b>6601</b>	<b>Metric Education for Elementary Teachers (3)</b> A study of the materials and methods program of instruction with workshops in selected school systems. <i>Prerequisite: Admission by permission of instructor.</i>
<b>MTH</b>	<b>6610</b>	<b>History of Mathematics (3)</b> The course is designed to acquaint the secondary mathematics teacher with the historical development of mathematics with particular attention given to the techniques of the period studied.
<b>MTH</b>	<b>6612</b>	<b>Advanced Discrete Mathematics (3)</b> This course covers trees, network models and Petri nets, Boolean algebra and combinatorial circuits, automata, grammars, and languages. <i>Prerequisite: MTH 4412, MTH 5512 or permission of instructor.</i>
<b>MTH</b>	<b>6615</b>	<b>Advanced Topology (3)</b> Generalization of such topics as functions, continuous functions, open, closed, compact and connected sets, arbitrary topological spaces. <i>Prerequisites: MTH 4424 or 5524, MTH 4426 or 5526 or permission of instructor.</i>
<b>MTH</b>	<b>6616</b>	<b>Mathematical Models (3)</b> An introduction to the modeling process. Students will practice creative and empirical



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

- MTH 6620 Advanced Concepts of Algebra (3)**  
This course covers topics including rings and fields, polynomial rings and factorization, and Galois theory. *Prerequisites: MTH 4442 or 5542 or permission of instructor.*
- MTH 6621 Foundations of Mathematics (3)**  
A study of the axiomatic nature of mathematics, theory of sets, cardinal and ordinal numbers, continuum hypothesis and axiom of choice.
- MTH 6624 Applied Combinatorics (3)**  
A study of generating functions, Inclusion-Exclusion, Burnside's Theorem and Polya's Enumeration Formula.
- MTH 6625, 6626, 6627 Specialized Study in Area of Mathematics (3)**  
A study of a problem or problems using research techniques. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate director of the Graduate School or Dean of Arts and Sciences. *Note: Total credit for any combination of enrollments in these courses may not exceed six semester hours.*
- MTH 6632 Non-Euclidean Geometry (3)**  
A study of non-Euclidean geometries with emphasis given to their logical development.
- MTH 6633 Advanced Linear Algebra (3)**  
A study of linear and orthogonal transformations, orthogonal and unitary matrices, numerical linear algebra, and applications. Spectral theory and duality. *Prerequisite: MTH 3331 or permission of instructor.*
- MTH 6640 Advanced Concepts of Analysis (3)**  
A study from the classical theory of point sets in Euclidean space and the theory of functions of one or more real variables to topology, continuous functions, and Lebesgue integral and the Henstock integral. *Prerequisites: MTH 4425 or MTH 5525.*
- MTH 6650 Trends in Technology and Problem Solving in Secondary Mathematics Instruction (3)**  
A comprehensive study of contemporary teaching strategies that incorporate current technologies and effective problem solving approaches for use by the mathematics educator in the modern secondary school mathematics program. Emphasis will be placed upon the effective use of calculators, writing, and computer software in the mathematics curriculum.

- MTH 6691 Research in Education (3)**  
A study of a variety of research and evaluations methods in the teaching of mathematics.

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**MUSIC**

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**NOTE:** Graduate students may not enroll in a 5500-numbered course if it duplicates the same course listed on an undergraduate transcript.

- MUS 5500, 5501, 5502 Selected Topics (1-3 credit hours per course)**

A detailed investigation of a specialized topic of interest and importance. The area of investigation should be a topic not covered in regularly offered courses in the School of Music or an advanced section for intensive study.

- MUS 5510-6647 Private Instruction in Performance (1)**

Individual studies in performance are a vital part of any music curriculum. The graduate student in music education or conducting should, upon consultation with his/her adviser, elect to study in the areas most consistent with his/her personal needs and career goals. For the secondary school teacher, this may involve deeper exploration of instruments he/she does not play well. For the prospective junior college or college teacher, it will involve further study of his/her principal performing area. Graduate study in performance is through private instruction only. The student will be required to take at least two hours of performance instruction in his/her program of studies.

- MUS 5510 - 6647 Private Instruction (1 credit hour per semester)**

5510	Violin
5511	Viola
5512	Cello
5513	String Bass
5514/6614	Piano
5515/6615	Organ
5516/6616	Voice
5517/6617	Clarinet
5518/6618	Oboe
5519/6619	Flute
5520/6620	Bassoon
5521/6621	Saxophone
5522/6622	Trumpet
5523/6623	Horn
5524/6624	Trombone
5525/6645	Euphonium
5526/6646	Tuba
5527/6647	Percussion
5528	Guitar

- MUS 5543 History of the Band in the United States (3)**  
The history of the band in this country from



	6620	<b>Bassoon</b>			
	6621	<b>Saxophone</b>			
	6622	<b>Trumpet</b>			
	6623	<b>Horn</b>			
	6624	<b>Trombone</b>			
	6645	<b>Euphonium</b>			
	6646	<b>Tuba</b>			
	6647	<b>Percussion</b>			
MUS	6625, 6626, 6627	<b>Specialized Study in Area of Music (1-3 credit hours per course)</b> A study of a problem or problems using research techniques. Selection of problems must be approved by the student's adviser, instructor under whom the study is to be made, and the appropriate Director of the Graduate School. Study should contribute to student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program.			
MUS	6631	<b>Advanced Conducting I (3)</b> A study and conducting of a sequence of music which provides opportunities for appropriate skill development. Students will be evaluated and assigned materials suitable for their area of specialization. Choral students will work individually with the Director of Choral Activities, and instrumental students will work individually with the Director of Bands in addition to regular class lectures.			
MUS	6632	<b>Advanced Conducting II (3)</b> Selection, study, and conducting of specific repertoire in preparation for an individual conducting recital (MUS 6633). Individualized study and research of a coherent group of compositions appropriate for a performance. Choral students will work individually with the Director of Choral Activities, and instrumental students will work individually with the Director of Bands in addition to regular class lectures.			
MUS	6633	<b>Conducting Recital (1)</b> Graduate students in conducting, upon completing MUS 6631 and 6632, with the approval of their adviser and conducting mentor, will present and conduct a 30-minute recital with an appropriate vocal or instrumental ensemble. The performance will be videotaped for post-recital evaluation and final approval by the graduate conducting faculty.			
MUS	6635	<b>Pedagogy of Music History, Theory and Musicianship (3)</b> A study relating musical historical and theo-			
					retical concepts to the secondary school performance and general music class. Consideration of separate music theory and appreciation classes as secondary level subjects. Study of the concept of comprehensive musicianship as a point of departure for the modern music education curriculum.
MUS	6636	<b>Conducting and Score Analysis Techniques (3)</b> A concentrated study of conducting patterns, gestures, and techniques. Score study through the coordinated application of music theory and history. Special emphasis will be placed on interpretation and the development of aural analysis skills.			
MUS	6637	<b>The Heritage of the March (3)</b> A historical and analytical survey of marches for the concert band. Marches for groups of all ability levels will be presented and discussed. Performance, listening and historical background will be included.			
MUS	6650	<b>Band Adjudication (3)</b> An intensive study of concert, marching, jazz band, and solo-ensemble adjudication and the requirements leading to certification.			
MUS	6662	<b>Advanced Instrumental Arranging (3)</b> A study of advanced arranging and scoring concepts for instrumental ensembles. Study of contemporary harmony, voicing, scoring methods, and their applications to various ensemble groupings.			
MUS	6670	<b>Practical Band Instrument Repair (3)</b> This course covers the maintenance, repair and supervision of equipment used by modern music educators. Exploration of industry guidelines and evaluation of financial restraints on music programs. System and rationale for evaluating equipment will be developed.			
MUS	6691	<b>Research and Evaluation in Music Education (3)</b> A study and evaluation of a variety of research methods, types of reporting, analysis of standardized tests and construction of teacher-made tests. Required of all graduate music majors.			
MUS	6695	<b>Thesis (3)</b> Three hours may be applied toward fulfilling degree requirements when approved by the student's adviser and the Dean of Graduate Studies and Research.			
MUS	6696	<b>Practicum (1-3 credit hours)</b> Supervised experiences related to instruction in music education. Application of skills, concepts and principles acquired in previous courses will be emphasized.			

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**MASTER OF SCIENCE IN NURSING**

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

**NSG 5504 Theories in Nursing (2)**  
Explores the evolution and importance of knowledge and theory in nursing, mechanisms for developing and critiquing theory, and the analysis and application of theories in nursing practice. F

**NSG 5505 Health Care Economics (2)**  
An introductory course in health economics, designed to provide the student with the elements of economic analysis as applied to the area of health care. F

**NSG 5506 Curriculum Development in Nursing Education (2)**  
Provides content and learning experiences that enable students to understand all phases of the curriculum development process. Explores principles of curriculum development and major historical influences on nursing curricula. Includes in-depth analysis of the basic components and determinants of curriculum development as well as the concepts of balance, continuity, and sequence. Su

**NSG 5507 Issues in Women's Health (2)**  
Focuses on issues and trends in women's health including both consumer and provider issues. Emphasizes the current status of women in the health care system. Su

**NSG 5510 Power, Politics, and Policy Formulation in Nursing (2)**  
Analysis of the relationship of power, politics, and policy formulation to nursing and health care. Su

**NSG 5512 Advanced Health Assessment (3)**  
Designed to prepare the nurse student as an expert clinician in health assessment of patients across the lifespan. Advanced content in history and interviewing processes, physical examination, and documentation of assessment findings are included. The clinical diagnostic process is emphasized. *Corequisite: NSG 5513.* F, Sp

**NSG 5513 Advanced Health Assessment Preceptorship (3/9)**  
Preceptorship course designed for clinical application of skills in advanced health assessment, clinical diagnosis and management, and health promotion, maintenance/disease prevention role of the primary care family nurse practitioner. *Prerequisites: NSG 6671 and 6649. Corequisite: NSG 5512.* Sp

**NSG 5515 CNS Advanced Health Assessment Practicum (1/2)**  
The clinical laboratory course is designed to review and expand skills and expertise in health assessment. Successful completion requires validation of knowledge and skills needed to perform complete health assessment of individuals. *Corequisite: NSG 5512.* F

**NSG 6614 Role of the Nurse Educator (2)**  
Provides a forum for the analysis and synthesis of role behaviors specific to the nurse educator. Emphasis is on the role of the nurse educator, patterns of nursing education, nursing curricula, instructional design, and professional, social, and political issues influencing nursing education. *Prerequisite: NSG 5504, 6660, 6691, 6692 and clinical specialty courses. Corequisite: NSG 6615.* Sp

**NSG 6615 Nursing Education Internship (3/12)**  
The course provides the student opportunities to apply the theory of curriculum and learning theory basic to instructional design to nursing education. Involves supervised experience in the role of the nurse educator. *Prerequisite: NSG 5504, 6660, 6691, 6692 and clinical specialty courses. Corequisite: NSG 6614.* Sp

**NSG 6616 Role of the Nursing Administrator (2)**  
Culminating course which assists students to evaluate the role of the nurse administrator, analyze issues and trends in nursing administration, and design strategies for resolution of issues and conflicts within the functional role. *Prerequisites: NSG 5504, 6660, 6691, 6692 and clinical specialty courses. Corequisite: NSG 6617.* Sp

**NSG 6617 Nursing Administration Internship (3/12)**  
A culminating course which provides the student an opportunity to study and practice in the nursing administration role. *Prerequisites: NSG 5504, 6660, 6691, 6692 and clinical specialty courses. Corequisite: NSG 6616.* Sp

**NSG 6620 Advanced Acute Care Nursing of Adults (2)**  
The adult health nursing specialist's role in the acute care setting. Theories, concepts, issues and trends relative to nursing care of the adult in the acute care setting. *Prerequisites: NSG 5504, 5512, 5515, 6671, 6692. Corequisites: NSG 6621, 6660 and 6691.* Sp

**NSG 6621 Advanced Acute Care Nursing Preceptorship (3/9)**  
Clinical preceptorship in adult health nurs-

		ing in acute care. <i>Corequisite: NSG 6620, 6660 and 6691.</i> Sp			
NSG	6622	<b>Advanced Long-Term Nursing Care of Adults (2)</b> The nursing specialist's role in long-term care. Theories concepts, issues, and trends relative to nursing care of the adult with long-term health care needs. <i>Prerequisites: NSG 6620, 6621. Corequisite: NSG 6623, 6649.</i> F			ist's role in the healthcare environment. Emphasizes concepts, research, issues, and trends relative to the practice of the nursing informatics specialist. <i>Prerequisites: Completion of nursing specialty courses for Nursing Informatics Specialist. Corequisite: NSG 6636.</i> Sp
NSG	6623	<b>Advanced Long-term Nursing Care of Adults Preceptorship (3/9)</b> Clinical preceptorship in adult health nursing in long-term care. <i>Prerequisites: NSG 6620, 6621. Corequisites: NSG 6622 and 6649.</i> F	NSG	6635	<b>Integration of Technology in Information Exchange (3)</b> Prepares students with knowledge and skills to generate and distribute information through computer-based applications. Proficiencies with electronic presentations, Web-based documents, and multiple file formats for information exchange are incorporated in learning activities. <i>Prerequisite: NSG 6631.</i> F
NSG	6625, 6626, 6627	<b>Specialized Study in Advanced Nursing (1/4)</b> Under supervision of a faculty member, student may pursue study in selected area applicable to the practice of nursing which fits his/her academic needs but is not available in the regular curriculum. Total credit for any combination of enrollments in these courses may not exceed four semester hours. F, Sp	NSG	6636	<b>Nursing Informatics Internship (4/16)</b> Facilitates the application of nursing and information systems theory to practice environments. Students participate in relevant clinical practice with a health or nursing information technology expert. <i>Prerequisites: Completion of nursing specialty courses for Nursing Informatics Specialist. Corequisite: NSG 6634.</i> Sp
NSG	6631	<b>Computer Based Communication (3)</b> An examination of communication technologies in the context of the health care delivery environment. Issues and applications addressed include hardware and software basics, file management, the Internet and the World Wide Web, electronic communication, and security. F	NSG	6640	<b>Advanced Maternal/Infant Health Nursing (2)</b> Focus is on the knowledge and theory base critical to advanced practice in maternal/infant health nursing. The primary emphasis is the normal processes of childbearing and neonatal health. <i>Corequisite or Prerequisite: NSG 5504, 5512, 5515, 6671, 6692. Corequisites: NSG 6641, 6660 and 6691.</i> Sp.
NSG	6632	<b>Theoretical Foundations of Nursing Informatics (2)</b> Explores the foundations of nursing informatics, related theories and sciences. Identifies nursing and healthcare data sets, classification systems, and nomenclatures utilized in practice. <i>Corequisite or Prerequisite: NSG 5504.</i> F	NSG	6641	<b>Advanced Maternal/Infant Nursing Preceptorship (3/9)</b> The purpose of this course is to provide the student the opportunity to incorporate advanced knowledge and theories into the nursing care of childbearing families. <i>Corequisites: NSG 6640, 6660, 6691.</i> Sp.
NSG	6633	<b>Systems Analysis and Design (3)</b> Explores the planning, analysis, design, implementation, and evaluation of clinical information systems. Includes strategies for developing a strategic plan and issues in project management along with major design and implementation issues. Various methods for the evaluation of outcomes of clinical information systems are critiqued. <i>Prerequisites: NSG 6631, 6632.</i> Sp	NSG	6642	<b>High-Risk Maternal/Infant Health Nursing (2)</b> Focuses on the nursing management of the high-risk client and family. The advanced physiological and psychosocial concepts and theories which form the basis of nursing management are identified and evaluated. <i>Prerequisites: NSG 6640, 6641. Corequisites: NSG 6643, 6649.</i> F
NSG	6634	<b>Role of the Nursing Informatics Specialist (1)</b> Focuses on the nursing informatics special-	NSG	6643	<b>High-Risk Maternal/Infant Health Nursing Preceptorship (3/9)</b> Provides the student the opportunity to apply advanced knowledge and theories to the care

		of mothers and infants experiencing deviations from normal processes. <i>Prerequisites:</i> NSG 6640, 6641. <i>Corequisites:</i> NSG 6642, 6649. F			primary care settings. <i>Prerequisites:</i> NSG 6665, 6666. <i>Corequisite:</i> NSG 6668. F
NSG	6645	<b>Family and Cultural Theory in Advanced Nursing Practice (3)</b> The purpose of this course is to provide the student with in-depth knowledge of family and cultural assessment. Further analysis of diverse cultures and multi family structures will enhance the student's application of advanced nursing interventions. Su	NSG	6668	<b>Primary Care II Preceptorship (3/9)</b> Clinical preceptorship course in the advanced practice role of the family nurse practitioner with adult and gerontological clients in the primary care settings. <i>Prerequisites:</i> NSG 6665, 6666. <i>Corequisite:</i> NSG 6667. F
NSG	6649	<b>Advanced Pharmacology (3)</b> Presents knowledge and theory critical to management of the pharmacological needs of a variety of populations. Discusses major classification of drugs and protocols for administration. F	NSG	6670	<b>Role Synthesis Seminar (1)</b> Provides a forum for the analysis and synthesis of role behaviors specific to the family nurse practitioner. Emphasis is on the role, patterns of health promotion, primary care, and professional, social, and political issues related to the role. <i>Prerequisite:</i> All core and clinical courses. <i>Corequisite:</i> NSG 6680. Sp
NSG	6655	<b>Synthesis and Evaluation of Advanced Nursing Practice (1)</b> Presents students with information concerning structure and format of the comprehensive examination. Focuses on the critical thinking and communication skills integrated throughout the curriculums which are the functional base of the professional role. <i>Prerequisites:</i> NSG 5504, 6660, 6691, 6692 and clinical specialty courses. Sp	NSG	6671	<b>Advanced Pathophysiology (3)</b> Provides an in-depth study of pathophysiologic processes to correlate changes that occur at the cellular and system level with the development, clinical manifestations, and management of various disease states. F
NSG	6659	<b>Adaptation of FNP Role (1)</b> Presents the conceptual and theoretical base of the advanced practice role of the family nurse practitioners. Sp	NSG	6680	<b>Family Nurse Practitioner Internship (5/20)</b> Internship course designed to provide extensive clinical experience with a broad spectrum of clients to allow students opportunities to strengthen clinical skills in specific areas. <i>Prerequisite:</i> All core and clinical courses. <i>Corequisite:</i> NSG 6670. Sp
NSG	6660	<b>Foundations of Advanced Practice (2)</b> Focuses on the advanced practice nurse's role in health care. Emphasizes the theoretical bases critical to leadership in the advanced practice role. Sp.	NSG	6691	<b>Research Methodology (3)</b> Evaluates the principles of the research process for both quantitative and qualitative research. Emphasis is on the utilization and generation of research relevant to advanced nursing. Sp
NSG	6665	<b>Primary Care I (3)</b> Focuses on advanced knowledge and theory base in the assessment and care of children and women of child-bearing age. Health promotion is emphasized, but the practitioner is also prepared to deliver complex multifaceted care to clients in home, acute, and rehabilitative settings. <i>Prerequisite:</i> NSG 5512 and 5513. <i>Corequisite:</i> NSG 6666. Su	NSG	6692	<b>Data Analysis Techniques in Research (2)</b> Examines basic statistical methods for analyzing, interpreting, and evaluating data. The focus is on developing knowledge necessary to critically evaluate research reports and selected data. F
NSG	6666	<b>Primary Care I Preceptorship (3/9)</b> Clinical course in the advanced practice role of the family nurse practitioner with pediatric clients and women of childbearing age in primary care settings. <i>Prerequisites:</i> NSG 5512, 5513, 6649, and 6671. <i>Corequisite:</i> NSG 6665. Su	NSG	6695	<b>Thesis (4 minimum)</b> <i>Prerequisites:</i> NSG 6691, 6692. Pass/Fail. F, Sp, Su
NSG	6667	<b>Primary Care II (3)</b> Focuses on advanced knowledge and theory base in the assessment and management of care of adult and gerontologic clients in	NSG	6696	<b>Scholarly Inquiry Practicum I (1-2)</b> Faculty-guided experience to further develop the student's knowledge of a special area of interest utilizing research-based inquiry. <i>Prerequisites:</i> NSG 6691, 6692. F
NSG	6667	<b>Primary Care II (3)</b> Focuses on advanced knowledge and theory base in the assessment and management of care of adult and gerontologic clients in	NSG	6697	<b>Scholarly Inquiry Practicum II (1-2)</b> Faculty-guided experience for implementation and evaluation of student's scholarly inquiry. <i>Prerequisite:</i> NSG 6696. Sp

**Thesis Option**

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

PUBLIC ADMINISTRATION					
PA	6601	<p><b>Research Methods in Public Administration (3)</b> An introduction to basic, applied, and evaluative research methodologies and data analysis techniques. Students apply these methodologies to issues, programs, and research problems in the field of public administration.</p>	PA	6624	<p><b>Public Human Resource Management (3)</b> A survey of the basic principles and functions that include planning, work analysis, position classification, job specifications, recruitment, staffing, performance management and appraisal, labor-management relations, training, and other personnel functions. Topics include statutory and regulatory constraints and outsourcing and privatization.</p>
PA	6602	<p><b>Quantitative Methods in Public Management (3)</b> An introduction to the fundamental concepts of descriptive and inferential statistics including bivariate analyses and parametric and nonparametric statistical techniques.</p>	PA	6625	<p><b>Specialized Study in Public Administration (3)</b> Study of problem(s) in a public or nonprofit organization using research design and methodologies and producing a scholarly paper that contributes directly to the student's curriculum. The student's faculty adviser or the Director of the MPA Program must approve the topic. The specialized study may substitute for a required core course only once in a student's program and only if taken for three credit hours.</p>
PA	6603	<p><b>Economics for Public Management (3)</b> An introduction to economic theory emphasizing the application of selected microeconomic and macroeconomic theories to issues in public administration.</p>	PA	6630	<p><b>Strategic Planning (3)</b> The study and application of decision making models with emphasis on understanding the role and importance of strategic planning in public and nonprofit organizations.</p>
PA	6610	<p><b>Foundations of Public Administration (3)</b> An overview of the history and intellectual foundation of public administration including the major ideas, developments, theories, concepts, and contributors to the growth of public administration and its practice in the United States. The student is introduced to the case analysis method.</p>	PA	6631	<p><b>Program Evaluation (3)</b> An overview of the theoretical foundations and techniques of program evaluation including need assessments, outcome evaluations, surveys, and program outcome(s) and impact evaluation (s).</p>
PA	6612	<p><b>Comparative Public Administration (3)</b> Comparative survey of administrative structures and processes in a variety of developed and less developed nations. Selected international and domestic policy problems are examined.</p>	PA	6640	<p><b>Intergovernmental Relations (3)</b> The administrative, fiscal, and legal issues that govern relations among the various governmental entities in the United States.</p>
PA	6620	<p><b>Organization Theory (3)</b> An introduction to the major theoretical approaches and debates in organization theory including core concepts and key issues arising from the classical and contemporary influences. Emphasis is on the evolution of organization theory in the United States and the elements that distinguish public from private organization.</p>	PA	6644	<p><b>Administrative Law (3)</b> An overview of the legal environment of public administration. The focus is on the powers and procedures of administrative agencies including administrative discretion, rule-making, investigations, prosecuting, negotiating and settlement based on Constitutional law, statutory law, common law, and agency-made law and the liability of governments and their officers.</p>
PA	6622	<p><b>Public Policy Analysis (3)</b> The study of the theoretical orientations underlying the public policy process and the conceptual framework for differentiating types of public policies. Students examine current issues and policies from various theoretical and practical perspectives.</p>	PA	6645	<p><b>Managing Government Contracts (3)</b> An overview of the principles, legal aspects, processes, and strategies of contract management in public and nonprofit organizations.</p>
			PA	6646	<p><b>Organizational Behavior (3)</b> The study of the various theoretical perspectives that help to explain complex organizational behavior in public and nonprofit or-</p>

		ganizations in the global environment including motivation, diversity, group dynamics, communications, power, conflict, culture, and change.			and service contexts unique to nonprofit management.
PA	6647	<b>Advanced Contract Administration (3)</b> Examination of the current processes, procedures, standards, issues and problems in planning, managing, auditing, and evaluating contract performance.	PA	6667	<b>Executive Leadership in Nonprofit Organizations (3)</b> Managerial tools and professional practices for developing the internal and external capacity of nonprofits. Topics include working with boards, volunteers, and communities; developing partnerships with public, private and other nonprofit organizations; marketing the program; planning special events; and influencing policy directions through lobbying.
PA	6648	<b>Contract Negotiation (3)</b> This course focuses on management of the overall contract negotiation process and examines the basics of negotiation, including the procedures, processes, psychology, and skills. These contract negotiation processes are applied to the defense contracting framework. Perspectives of both government and commercial interests are explored.	PA	6668	<b>Grant Writing for Public and Nonprofit Organizations (3)</b> An overview of strategies and techniques integral to identifying potential funding resources and planning, developing, and writing grant proposals. Topics include program development and grant opportunities, the funding acquisition processes, stewardship of funds, and project management strategies including evaluation, dissemination, and continuation plans.
PA	6649	<b>Government Contract Law (3)</b> This course focuses on legal aspects of government contracting. Procurement laws and federal acquisition regulations are examined to serve as a basis for development of case methods. The case methods are used in this course to emphasize legal procedures and logic. The course highlights the significance of the legal process for practicing public administrators.	PA	6669	<b>Nonprofit Financial Management (3)</b> The study of cash management and investment strategies for nonprofit managers. Topics include traditional banking and cash flow functions and financial strategies managing excess cash, endowment, long-term gifts, borrowing, risk management, benchmarking, and long term planning.
PA	6650	<b>Governmental Budgeting (3)</b> A survey of concepts, principles, processes, and practices in governmental budgeting at national, state, and local levels and the interrelationships of planning, programming, and budgeting strategies.	PA	6674	<b>Ethics in Public Administration (3)</b> A study of the philosophical and practical issues related to ethical decision making in the public sector. Emphasis is on the analysis of ethical problems and the development of analytical skills and values framework to act ethically in public service roles.
PA	6652	<b>American Public Finance (3)</b> A study of the concepts, principles, practices, and relationships in American fiscal policy at the federal, state, and local levels. Topics include financial growth, expenditure problems, taxation, justice and equity problems, constitutional limitations, administrative revenues and the role of legislation, and indebtedness.	PA	6679	<b>Computers and Government Management Information Systems (3)</b> Conceptual and practical foundations of information processing systems, support for management, and decision-making functions in government. Topics include computer systems, project management, the economic and legal consideration of managing, implementing, and evaluating information systems.
PA	6660	<b>Readings in Public Administration (1-3)</b> Readings and studies in public administration related to the student's unique needs with the approval and guidance of the adviser. This course may not be substituted for a required core course.	PA	6686	<b>Current Problems and Issues in Public Sector Information Management (3)</b> This course offers an overview of Management Information Systems problems and issues within the public administration context.
PA	6665	<b>Leadership in Public Administration (3)</b> A survey of leadership theories, styles, and strategies in the contemporary public and nonprofit workplace that focuses on motivation and communication.	PA	6687	<b>Systems Analysis in Public Administration (3)</b> This course focuses on the principles of systems analysis and their applications
PA	6666	<b>Foundations of Nonprofit Organizations (3)</b> A survey of the history, theory, and political, organizational, legal, financial, personnel,			



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

- PA 6688 **Government Data Communications, Network, and Systems (3)**  
An introduction to the subject of telecommunications. The focus is on general and government applications and how technology of data communications provides a basic cross-agency government with intranational or international information change.
- PA 6694 **Internship (3)**  
A practical learning experience in a public or nonprofit organization that includes a written paper analyzing a problem pertinent to the student's concentration. The Internship cannot be used to satisfy an elective or core course requirement. Pass/Fail grade.
- PA 6699 **Capstone in Public Administration (3)**  
The required outcome assessment course using case analyses, papers, and/or computer simulations that emphasize the application of analytical skills and knowledge gained from curriculum courses to administrative, organizational, and policy problems. Students take the Capstone course as the final core course or, with the approval of the instructor, in conjunction with the final core course in the MPA program. To successfully complete this course, the student must achieve a grade of "A" or "B."

**NOTE:** Courses from disciplines other than Public Administration (CJ, HRM, MAN, IR, PSY, EAM, and EDU) used as PA concentration selections are described in the bulletin sections pertaining to those programs.

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**PHYSICS**

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- PHY 5500 **Topics in Physics (3)**  
This course focuses on selected topics in the field of physics. These may include geophysics, biophysics, nuclear power and waste, relativity, health physics, astrophysics, mathematical methods in physics, particle physics.
- PHY 5510 **Advanced Modern Physics (3)**  
Foundations of statistical physics, solid state physics, nuclear physics, elementary particles, astrophysics, and cosmology.
- PHY 5520 **Mechanics (3)**  
A study of the kinematics and dynamics of particles and systems of particles.

PHY 5530 **Electromagnetic Fields (3)**  
A study of vector fields, dielectric and magnetic media, fields in conductors, electric and magnetic circuit elements. Maxwell's equations and boundary condition problems in one, two and three dimensions.

PHY 5559 **Optics (3)**  
The principles of geometrical and physical optics. Image formation, refraction, diffraction, origin of spectra, polarized light, and optical activity. *Prerequisite: PHY 2253 and L253 OR PHY 2263 and L263; Corequisite: PHY L459.*

PHY L559 **Optics Laboratory (1)**  
Selected experiments in geometric and physical optics. Laboratory work emphasizes the basic principles of optics, the use of measuring instruments, and the interpretation of data. *Corequisite: PHY 4459*

PHY 5591 **Guided Independent Research (1)**  
A laboratory based physics research project under the direction of a faculty member. The project must culminate in a written report with the results presented at a department seminar.

PHY 5593 **Guided Independent Study (3)**  
An independent study for advanced students under the direction of a faculty member.

PHY 6600 **Advanced General Physics (3)**  
This course explores the scientific view of the world as it has developed from the earliest theories of Aristotle, Euclid and Newton to modern theories such as Einstein's relativity and quantum mechanics. *Prerequisite: Eleven hours of college physics or permission of instructor.*

PHY 6625, 6626, 6627 **Specialized Study in Area of Physics (1-3)**  
A study of a problem or problems using research techniques. Selection of a problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.

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**POLITICAL SCIENCE**

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POL 5520 **The Vietnam War (3)**

		Study of the period 1946 to 1975 in Indo-china with emphasis on American involvement during and after the French colonial period, escalating involvement of the Kennedy and Johnson administration, and Vietnamization and withdrawal under President Nixon.			Study of human and material factors leading to the rise and fall of the commonwealth of socialist nations of Eastern Europe previously dominated by USSR. Examination of unprecedented reconfiguration of forces brought about by <i>perestroika</i> and <i>glasnost</i> .
POL	5523	<b>U.S. Diplomatic History (3)</b> Study of factors, forces, and functions in making of American foreign policy. Includes description and analysis of principal developments in U.S. and interactions with other countries from 1760s to 1941.	POL	6644	<b>Government and Politics of the Middle East (3)</b> Study of human and material factors contributing to domestic and external politics of Middle East, structure and process of government in key states in area, and current political situation in Middle East and its influence on global politics.
POL	5524	<b>Contemporary American Foreign Policy (3)</b> Analysis of American role in the world since Pearl Harbor, nature and significance of current American foreign policy, rationales and suggested alternatives, and policy-making process.	POL	6665	<b>Reading in International Relations (3)</b> Guided program of reading and study of international relations. Should be related to student's needs and have approval of adviser.
<hr/> <b>POST SECONDARY EDUCATION</b> <hr/>					
POL	5533	<b>Comparative Government (3)</b> Comparative analysis of major world power governments with emphasis upon comprehension of differences which lead to international tensions.	PSE	5560	<b>Instructional Systems Development (3)</b> This course emphasizes systematically developed course design. Special attention given to learning and instructional systems theory.
POL	5551	<b>International Relations (3)</b> Analysis of contemporary world politics, including structures and processes through which states interact, power politics, geopolitics, regional alliances, and psychological warfare.	PSE	6600	<b>Foundations of Adult Education (3)</b> An overview of adult education to give an understanding of characteristics of adults as learners as well as history, philosophy, and nature of adult education. Includes exposure to fundamental adult education concepts such as lifelong learning, self-directed learning, and contract learning.
POL	6625, 6626, 6627	<b>Specialized Study in Area of Political Science (1-4)</b> Study of problem or problems using research techniques. Selection of problem must be approved by student's adviser, professor under whom study is to be made, and Dean of the Graduate School. Study should contribute to student's program. Preparation of scholarly paper required and may involve oral defense. Total credit for any combination of enrollments in these courses is not to exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.	PSE	6606	<b>Current and Emerging Instructional Technologies (3)</b> This course focuses on current and emerging instructional technologies. The emphasis of this class is on the instructional use of production software, desktop publishing, graphics, hypermedia, on-line services, optical technology, and telecommunications. <i>Prerequisite: PSE 6605 or permission of instructor.</i>
POL	6640	<b>Government and Politics of the Third World (3)</b> Variable course wherein students examine political and governmental structures and developing institutions of major states of selected regions of the world. Some examples: Africa, East Asia, Latin America, Oceania, and South Asia.	PSE	6608	<b>Curriculum Integration of Technology (3)</b> The purpose of this course is to prepare students to apply knowledge and competency in instructional technologies in relation to curriculum design, diverse models, and teaching situations at all developmental levels. Included is evaluation of software, audio/visual production, and instructional design using technology as a basis for instruction.
POL	6642	<b>Government and Politics of Eastern Europe (3)</b>	PSE	6612	<b>Community Junior College (3)</b> This course covers the rise and development

- of the community or junior college in American education, its philosophy and functions with specific attention to the transfer, terminal, and community service functions. Problems of organization, curriculum construction, staffing and instructional procedures are stressed.
- PSE 6615 Social and Philosophical Foundations of Education (3)**  
This course provides an exploration of societal structures and problems and their interrelationship with education. It also provides an overview of philosophies and educational theories.
- PSE 6617 Seminar in Personnel Planning and Leadership (3)**  
A study of literature and research pertinent to adult education in areas of planning and leadership.
- PSE 6620 Seminar in Communication and Human Relations (3)**  
An investigation of literature and research related to verbal and nonverbal communication, listening, and human relations appropriate to adult education.
- PSE 6630 Programs for Adult Education (3)**  
A study of current concepts and objectives of adult education programs, courses and activities. Includes study of adult education programs and agencies serving diverse adult learners.
- PSE 6642 History of Education (3)**  
A consideration of the development of educational ideas and institutions from ancient times to the present. Emphasis placed on Western Europe and the United States.
- PSE 6651 Comparative Education (3)**  
This course is a comparative in-depth study of representative school systems in the world. Particular attention is given to comparison of merits and issues of the systems in terms of governance and structure of education as well as an exploration of the best educational practice that can be learned from each.
- PSE 6653 Educational Evaluation (3)**  
The course presents basic procedures used in evaluation. A major focus is on planning and constructing teacher-made tests and non-test evaluation techniques. Also includes study of a variety of standardized tests.
- PSE 6658 Understanding Cultural Diversity (3)**  
The focus of this course is on understanding culturally different students, the psychological and sociological factors that influence the teaching or training.
- PSE 6660 Trends and Issues in Adult Education (3)**  
This course focuses on current trends in adult education. It includes a comprehensive investigation of current issues in adult education and an examination of how historical events and ideas have influenced those issues and trends. Special emphasis will be given to the analysis of trends and issues and formation of judgments based on supportable information.
- PSE 6665 Field Project in Post Secondary Education (3)**  
This course helps students make connections between theoretical knowledge and practical situations. The content of this course is variable, depending on the individual student's interests, present situation, and future plans. The determination of the content for each student will be made through collaboration between the student, the student's adviser, and the instructor of the course. Students may focus on supervised teaching, action research, or a project with a major field agency. Prerequisites: This course is open only to students enrolled in the Masters of Science in Post Secondary Education program who have completed 18 hours of coursework including the research class.
- PSE 6670 Psychological Foundations of the Adult Learner (3)**  
An in-depth study of research findings and psychological concepts related to the nature of adult learners and learning processes; principles of motivation, effective instructional design geared toward adult learners; and social and cultural influences on adult learning. Emphasis will be given to the understanding of critical and variable attributes of adult learners.
- PSE 6674 Methods and Strategies for Teaching Adults (3)**  
A study of methods and formats used in organizing educational materials for adult learners. Emphasis is given to designing effective instruction which matches methods and strategies to educational demands.
- PSE 6680 Curriculum Development for Adult Education (3)**  
A study of concepts, learning theories, materials, and media related to curriculum and program development in adult education.
- PSE 6691 Research Methodology (3)**  
The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for

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

**PSE 6694 Special Problems in Adult Education (1-3)**  
The study of problem or problems using research techniques. Selection of problem to be approved by student's adviser and instructor under whom study is to be made. Study should contribute to student's program. Preparation of scholarly paper or project required and may involve oral defense.

**PSE 6695 Thesis (3-6)**  
The thesis must be related to both the students' concentration area and post secondary education. Information regarding thesis guidelines and requirements may be obtained from the Graduate School office.

**PSE 6696, 6697, 6698 Practicum in Area Post Secondary Education (1-3)**  
Supervised experiences related to instruction in post secondary education. Emphasis on application of skills, concepts, and principles acquired in previous courses. *Prerequisite: Completion of coursework and approval of adviser is required.*

**PSE 6699 Capstone in Post Secondary Education (3)**  
This course is a culminating experience that helps students integrate and apply the knowledge they have gained through their previous coursework. Emphasis is placed on challenging students to view the post secondary educational process from many perspectives. Students complete field experiences appropriate to their concentration areas and analyze case studies drawn from real-life situations. Students also create a personal philosophy of post secondary instruction. *Prerequisites: This course is open only to students enrolled in the Master of Science in Post Secondary Education program. Students may take this class only during their last two semesters of coursework*

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**PSYCHOLOGY**

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**PSY 5501 Psychological Tests and Measurements (3)**  
The selection, evaluation, administration, scoring, interpretation and use of tests of intelligence, proficiency, interests, personality, aptitude and social adjustment. *Prerequisite: Graduate standing.*

**PSY 5520 Physiological Dynamics of Alcohol and Other Drugs (3)**

A study of physiological and psychological dynamics and resultant behavioral implications in use of alcohol and other drugs. Based on assessment of dynamics and behavior and application of diagnostic procedures using appropriate manuals and materials.

**PSY 5556 Gerontology (3)**  
The study of aging. Emphasis on biomedical, psychological, and social aspects of middle and late adulthood.

**PSY 5559 Applied Behavior Analysis (3)**  
Training and experience in design, execution, and evaluation of behavior modification programs for professionals in fields of counseling, education, rehabilitation and psychology. Provides study of key concepts of classical and operant conditioning, as well as discussion and application of specific strategies building on conditioning principles.

**PSY 6606 Interventions for Children and Adolescents (3)**  
This course examines the behavioral characteristics of children and adolescents including their emotional, social, and cognitive behaviors. Emphasizes intervention, assessment, diagnoses, teaching, and prevention.

**PSY 6613 Objective Personality Assessment (3)**  
An introduction to objective personality assessment. The student will learn basic administration, scoring procedures, and utilization of assessment results in clinical practice for various objective personality and temperament measures. Application of objective personality instruments and computer scoring will be explored. *Prerequisites: PSY 6645 or similar graduate course; PSY 6669 or similar graduate course.*

**PSY 6625, 6626, 6627 Specialized Study in Psychology (1-3)**  
A study of a problem or topic using research techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. Approval by the student's adviser, the course instructor, and department chair is required.

**PSY 6631 Psychological Foundations of Education (3)**  
An overview of educational psychology, including research findings and philosophical concepts related to nature of learner and learning process; principles of motivation and educational evaluation; and educational concepts representing different schools of psychological theory.

- PSY 6633 Advanced Psychology of Learning (3)**  
A study of the historical roots and contemporary principles and theories of human learning and their applications to educational practices. Emphasis of this course is on contemporary perspectives and developments; field and cultural influences on learning; and the relation of individual and group adjustment to school learning.
- PSY 6635 Vocational Psychology and Career Development (3)**  
This course covers the procedures used in obtaining, organizing, integrating, and utilizing educational and occupational information including electronic media. Career development theories, scope of the world of work, decision making strategies and counseling for career development including information on the relationship between career choice and life style. Attention is given to the appraisal of interest, aptitude and personality measurements.
- PSY 6636 Wechsler Scales (3)**  
An exploration of the theory, nature, and measurement of human intelligence. Techniques of administering the Wechsler scales are taught include but are not limited to the following: WAIS-III, WISC-III, WPPSI-R, WIAT, and WMS. The student administers, scores, and interprets test batteries and writes satisfactory reports. *Prerequisites: PSY 6645 and adviser approval.*
- PSY 6637 Stanford Binet and Others (3)**  
This course requires the administration, scoring, interpretation and reporting of psycho-educational batteries, including Binet IV, Woodcock Johnson, PIAT, and Kaufman. This course will include measures of intelligence, academic achievement, adaptive behavior, behavior rating, and perceptual-motor skills. The primary focus will be upon those instruments commonly used in schools excluding the Wechsler scales. *Prerequisites: PSY 6645, PSY 6636, and adviser approval.*
- PSY 6638 Philosophy of Cognitive Development (3)**  
An investigation of educational philosophies and human development as they relate to cognitive development and teaching of thinking skills.
- PSY 6644 Bio-Psychology (3)**  
A study of the physiological correlates of behavior focusing on the cells of the nervous system, the structure and functions of the nervous system, psychopharmacology, drug abuse, and research techniques.
- PSY 6645 Evaluation and Assessment of the Individual (3)**
- The study of knowledge, understanding and skills necessary to obtain records, appraise information and write reports regarding individuals. Involves integration and use of data from interviews, standardized tests, scales, inventories, other procedures, including individual and group methods of assessment. *Prerequisites: PSY/EDU 6653 or permission of instructor.*
- PSY 6648 Theories of Personality (3)**  
A critical analysis of major theories and systems of personality.
- PSY 6650 Practicum: Psychometry (3)**  
This course provides field supervised experiences preparatory to the Internship in School Psychometry/School Psychology. At least 100 hours of prescribed experiences in school psychometry/psychology must be completed at approved schools (K-12) and must be supervised by an approved school psychometrist or school psychologist. *Prerequisites: PSY 6636 and PSY 6637.*
- PSY 6653 Measurement and Evaluation (3)**  
A study of basic statistical processes and measures used in education, counseling, and psychology. Analysis of a variety of standardized tests and measurement procedures including construction, use, and interpretation. Construction of teacher/counselor-made tests and measuring devices.
- PSY 6655 Internship: Psychology Assessment (6)**  
This course will provide a clinical internship appropriate to the specialty and practice of psychological technician. Training will be six months in duration and consist of at least 500 hours, 250 of which hours must be in direct contact with patients/clients. The student will be supervised for at least one hour per each five hours of client contact. At least 60% of supervision will be provided by a licensed psychologist.
- PSY 6659 Cognitive and Behavioral Interventions (3)**  
This is a study of the basic principles and techniques of cognitive and behavioral systems of intervention. Applications of these techniques are applied to the problems of children and adults in school, home, and clinic settings are presented.
- PSY 6662 Internship: Psychometry (3)**  
This course includes at least 300 hours of prescribed experiences in school Psychometry, completed at approved schools (K-12), and supervised by an approved school psychometrist or school psychologist. *Prerequisites: PSY 6650 and approval of instructor.*
- PSY 6664 Assessment of Disabling Conditions (3)**  
This course covers client assessment in the

		rehabilitation process and knowledge and skills required by the counselor in order to provide quality services to the individual. <i>Prerequisite: PSY 6653 or permission of instructor.</i>			ment. <i>Enrollment limited to Ed.S. students.</i>
PSY	6668	<b>Human Lifespan and Development (3)</b> A study of the nature and needs of individuals at all developmental levels. Problems of human adjustment faced at all stages of development from conception through retirement, including adjustment issues in the home, school, work place, social groups, and retirement. An understanding of developmental crises in human behavior is also a goal of this course.		PSY	7725, 7726, 7727 <b>Specialized Study in Psychology (1-6)</b> Under supervision of faculty member selected by student and approved by adviser and faculty supervisor, student may pursue extensive study of particular area which fits his/her academic needs but is not available in regular curriculum. Department will establish guidelines for supervision and pursuance of study.
PSY	6669	<b>Behavior Pathology (3)</b> A study of psychopathological disorders with emphasis on the psychological, social, and biological origins. The current classification system used by the American Psychiatric Association is used as a foundation. Diagnosis and treatment planning are emphasized.		PSY	7753 <b>Internship: School Psychology (3-6)</b> At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences. <i>Prerequisites: PSY 6650 and approval of instructor</i>
PSY	6670	<b>Diagnosis and Treatment Planning (3)</b> A course designed to assist mental health professionals in the understanding and application of a multi-axial system (current edition of the Diagnostic and Statistical Manual). Also included is a comprehensive treatment planning strategy for development statements of behavioral symptoms, short-term objective, long term goals and therapeutic interventions. Psychopharmacology treatment interventions are covered. <i>Prerequisite: PSY 6669.</i>		PSY	7754 <b>Internship: School Psychology (3)</b> At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences. <i>Prerequisites: PSY 6650 and approval of instructor.</i>
PSY	6688	<b>Medical/Psychosocial Aspects of Disability (3)</b> A study of medical and psychological information related to the disabled persons and to their families. Aspects of personal and social adjustment will be emphasized.		PSY	7755 <b>Internship: School Psychology (3)</b> At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences. <i>Prerequisites: PSY 6650 and approval of instructor.</i>
PSY	6693	<b>Psychological and Educational Statistics (3)</b> A study of variety of descriptive and inferential statistics commonly used in psychology and education. Emphasizes application of statistical methods to research design. <i>Prerequisite: PSY 2202 or PSY 6645 or a demonstrated competency level by written examination from PSY/EDU 6693.</i>		PSY	7794 <b>Field Project (3)</b> An independent study of a problem of a practical nature that is encountered in a field setting. A proposal for the study and a written report of findings must be approved by the student's advisory committee. The advisory committee may administer an oral examination covering the research findings.
PSY	7700	<b>Professional School Psychology (3)</b> This course provides a knowledge base specific to the professional practice of school psychology and includes legal and ethical issues, professional standards, models of service delivery, roles of the school psychologist, modern technology, and assess-		PSY	7795, 7796 <b>Thesis (3)</b> Independent research for and preparation of a scholarly paper related to a school psychology problem under the supervision of the student's advisory committee. A research proposal and the written paper must be approved by the student's advisory committee. The advisory committee will administer an oral examination covering the research findings.

**QM 6640 Quantitative Analysis for Managers (3)**  
This course provides an in-depth study of the fundamental theories, concepts, and principles of statistics. Coursework will include extensive use and application of statistical tools to analyzing business data using statistics software. Topics covered include descriptive statistics, probability distributions, sampling, estimation, hypothesis testing, ANOVA and regression analysis.

**QM 6641 Decision Theory (3)**  
An analysis of the probabilistic and deterministic quantitative techniques available to the business manager involved in the decision making process of the market place. Included is an evaluation of the models and processes now available for problem-solving purposes.

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**READING**

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**RED 5583 Language and Literacy III (3)**  
A study of the principles of assessment and evaluation for improving language and literacy learning for all learners at all levels (P-6). This course requires substantial field experiences in a P-6 setting.

**RED 6603 Special Topics in Literacy (3)**  
An in-depth investigation of an approved topic designated by the instructor and the student for further research and exploration of a particular topic in literacy education.

**RED 6625 Specialized Study in Area of Literacy (1-3)**  
A study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, the appropriate college dean, and the Dean of the Graduate School. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.

**RED 6630 Directed Reading Practicum (3)**  
This course is designed to provide the future teacher with directed practice in providing reading interventions to individual students or small groups of students in school settings. Experiences in the planning and preparation of lessons, modification of lesson procedures, and materials to fit student needs and the ongoing evaluation of student progress are included.

**RED 6643 Trends in Children's and Young Adult**

**Literature (3)**

A study of literature at the elementary, middle, and senior high levels. It includes reading the primary sources and studying the research and theory that support the use of children's and young adult literature in the classroom.

**RED 6660 Assessment for Teaching and Learning (3)**

A comprehensive study of the assessment process used in the P-12 classroom. Selection, administration, and analysis of norm-referenced, criterion-referenced, curriculum-based assessments instruments, and teacher-developed assessments used to determine the instructional needs of students and to plan intervention programs. Field experiences required.

**RED 6670 Advanced Study of Literacy (3)**

This course prepares the student to examine the variables related to difficulties in learning to read printed material. Emphasis is placed on designing appropriate programs of improvement.

**RED 6671 Internship: Applying Research-Based Literacy Assessment and Instruction (2)**

Directed practice in administering assessments to guide instruction in the essential components of reading and writing. A minimum of 100 clock hours of clinical experiences. *Prerequisite: RED 6686 and formal admission to the Reading Specialist Program.*

**RED 6673 Literacy II (3)**

This course is designed as a survey in teaching reading applicable to nontraditional majors in Elementary/K-6 Collaborative program. Emphasis is placed on phonemic awareness, phonetic word attack, vocabulary, and reading comprehension. Field experience is required. Methods and materials are analyzed for potential use in the classroom. *(Alternative Fifth-year only.)*

**RED 6674 Literacy in the Content Areas (3)**

The examination of research-based methods and materials for teaching reading and writing in the content areas. Field experiences required.

**RED 6675 Literacy Instruction for Diverse Populations (3)**

A study of English language learners and culturally and academically diverse learners and an examination of appropriate instructional strategies for those learners. Field experiences required.

**RED 6678 Literacy and Multicultural Diversity (3)**

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

- RED 6680 Organization of School Literacy Programs (3)**  
 This course covers the program, organization, and development of basic and supplementary materials for guiding teachers, faculties, and school systems in the continuous evaluation and improvement of curriculum and teaching practices. An in-depth examination of the varied roles of the reading specialist in literacy programs. *Prerequisite: Formal admission to the Reading Specialist Program.*
- RED 6682 Internship: Developing Literacy Programs and Coaching Teachers (2)**  
 Supervised practice in modeling and managing effective literacy instruction and coaching teachers. Evaluating and designing school-wide needs assessments, literacy programs and environments, and professional development. A minimum of 100 clock hours of clinical experiences. *Prerequisite: Formal admission to the Reading Specialist Program. Corequisite: RED 6680.*
- RED 6683 Internship: Literacy Intervention (2)**  
 Supervised administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading and writing difficulties. A minimum of 100 clock hours of clinical experiences. *Prerequisite: Formal admission to the Reading Specialist Program. Corequisite: RED 6660.*
- RED 6684 Curriculum Trends in Teaching Reading (3)**  
 This course provides a study of theories and practices contributing to the knowledge base needed to improve reading achievement in grades K-12. The course examines how the writing process, writing across the curriculum and the use of media can be instrumental to student learning. This course is restricted to students enrolled in the Master's Degree in Reading Specialist.
- RED 6686 Research-Based Literacy Assessment and**

**Instruction (3)**

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

- RED 7778 Teaching Reading to Culturally Diverse Groups Through Literature (3)**  
 A course designed to help teachers explore the cultural values, language structure and belief systems of the major racial, ethnic, and national groups found in today's classrooms. Specifically methods, materials and evaluation instruments and techniques which would maximize learning efficiency for these culturally diverse groups will be introduced.
- RED 9976 Alabama Reading Initiative (3)**  
 This course consists of two weeks of training at the Alabama Reading Initiative Summer Academy at Troy, Alabama. The Summer Academy provides extensive training in the ARI modules such as the reading/writing connection, formal and informal assessment, phonics and phonemic awareness, comprehension strategies and language development.

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**GENERAL SCIENCE**

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- SCI 5503 Conservation (3)**  
 The conservation of natural and human resources with emphasis on population expansion as the major element in a changing ecology.
- SCI 5560 Science and Society (3)**  
 A study of the social, political and economic implications of scientific discovery, innovation, and implementation. *Prerequisite: Twelve hours of coursework in science or permission of instructor*
- SCI 5595 Selected Topics in Science (3)**  
 Specialized topics not generally included in course offerings. Course may be taken twice for a maximum of six hours toward degree requirements. *Prerequisite: Eight hours of coursework in science or permission of instructor.*
- SCI 6625, 6626, 6627 Specialized Study in Area of Science (1-4)**  
 A study of a problem or problems using research techniques. Selection of a problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Prepa-



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

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

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**SECONDARY EDUCATION**

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- SED 5544 Internship Seminar (3)**  
 This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship.
- SED 6695 Secondary Internship Grades 6-12 (6)**  
 The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester.

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**SOCIOLOGY**

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- SOC 5517 Minorities in the U. S. Social Structure (3)**  
 An analysis of the role of racial and cultural minorities in American society. Contributions of anthropology, sociology, and psychology to theories of minority/majority group relations.
- SOC 5520 Sociological Theory (3)**  
 An introduction to the area of sociological theory with emphasis on theorists, their works and contributions to modern sociological theory.
- SOC 5530 Social Problems in Contemporary Society (3)**  
 A study of the changing social structure, urban and rural problems, self-help and citizen participation, indigenous leadership and urban-rural fringe problems.
- SOC 6625/6626/6627 Specialized Study in Area of Sociology (3)**  
 A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of the Graduate School. The study should contribute to the student's program. Prepa-

- SOC 6630 Advanced Gerontology (3)**  
 A graduate seminar on practical and methodological aspects of modern gerontology. Special emphasis is placed upon interdisciplinary, agency, and social intervention techniques for administrative and service workers with aged populations. The practical orientation of the seminar is designed to promote the development of professional skills in applied gerontology. *Prerequisite: SOC 3350.*

- SOC 6631 Social Deviation (3)**  
 A graduate seminar which focuses upon the social and cultural factors as they apply to deviance. The work of other disciplines in the study of deviation is reviewed and evaluated. Special emphasis is given to the different sociological approaches in the area of deviance; selected types of social deviation are examined and analyzed through these different sociological perspectives. The course is structured as a service course that has a pragmatic and interdisciplinary appeal to people in education, business, counseling, criminal justice and agency work, as well as to those who wish to further their training in sociology.

- SOC 6650 Educational Sociology (3)**  
 The school is one of the chief agencies of socialization and a requisite of social order in complex societies. Special consideration is given to the works of anthropologists.

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**SPORT AND FITNESS MANAGEMENT**

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- SFM 6604 Measurement and Evaluation in Health and Physical Education (3)**  
 The course is designed to develop a greater understanding of the need and the application of tests and measurements in the evaluation process. Additionally, the course will offer several practical and economical tests in the various performance areas which can be used by the health and physical education teacher in the school situation.
- SFM 6610 Physical Education, Sport and the Law (3)**  
 The course is designed to provide graduate students participating in the Master's or Ed.S. programs information concerning legal matters and issues relating to physical education and sport. Of particular importance is acquiring an awareness and under-

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

- SFM 6615 **Sport Administration (3)**  
The study of the basic concepts, theories and organization of administration including financial management as applied to sport, physical education, recreation, and intramurals.
- SFM 6616 **Sport Finance (3)**  
This course is designed to provide the graduate student with information concerning advanced theory in finance, accounting, and licensing applied to managerial control of sport organizations.
- SFM 6617 **Readings in Health and Physical Education (3)**  
An independent exploration of the literature and current research in the fields of Health Education and Physical Education.
- SFM 6620 **Physical Fitness: A Critical Analysis (3)**  
The course involves an examination of the effects of physical activity on various fitness and health parameters by reviewing current research studies. Students will be introduced to methods of evaluating one's fitness level and the proper prescription guidelines.
- SFM 6623 **The Biomechanics of Sports Techniques (3)**  
The course is designed for teachers and coaches of athletic teams. Emphasis will be placed on the importance of knowledge of bio-mechanics to the teacher/coach and to those basic bio-mechanical concepts which are of greatest importance in analyzing sports techniques.
- SFM 6625, 6626, 6627 **Specialized Study in Area of SFM or HPR (1-9)**  
Study of problem or problems using research technique. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate Director of Graduate Studies. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be

substituted for a required course only once in a student's program.

- SFM 6632 **Critical Issues in Sport and Fitness Management and Health and Physical Education (3)**  
This course focuses on the recognition, discussion, and systematic analysis of controversial issues and problems encountered in the conduct of professional activities in sport, fitness, health and physical education. Particular attention is given to proposed solutions of the problem which are pertinent to class members.
- SFM 6640 **Sport Marketing: Physical Education, Athletics, Recreation and Intramurals (3)**  
The purpose of this course is to teach the sports manager how to create a marketing plan. The emphasis is on following a ten-step procedure designed primarily for the non-profit sector and learning the theoretical base required to complete the process accurately and proficiently.
- SFM 6650 **Nutrition and Physical Performance (3)**  
The course will examine the special dietary requirements of athletes, the importance of pre- and post-event nutrition, potential nutritional problems encountered by athletes and possible ergogenic foods and drugs.
- SFM 6670 **Exercise and Disease Prevention (3)**  
This course examines the scientific evidence in support of the beneficial effect of regular physical activity on reduced mortality from all causes - from diseases such as cardiovascular diseases, non insulin dependent diabetes mellitus and colon cancer, and from conditions such as obesity and high blood pressure.
- SFM 6671 **Exercise Through the Lifespan (3)**  
This course will survey the effects of exercise and training programs on the growth and development of children and adolescents. It will also explore the effects of exercise on the physiological and psychological aspects of aging.
- SFM 6672 **Psychology and Philosophy of Sport (3)**  
The course is designed for the student with a vocational interest in athletic coaching within the educational environment. Psychological theories will be applied to the teaching of sports skills and the development of individuals into efficient team units. The nature of the coaching profession will be studied and successful leadership principles will be applied to athletics.
- SFM 6673 **Ethics in Sport (3)**  
This course is designed to provide the graduate student curriculum information concerning ethical matters and issues relating to

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

**SFM 6674 Entrepreneurship in Sport (3)**  
This course is designed to provide the graduate student information concerning the preparation of starting one's own business. Of particular importance is acquiring an awareness and understanding of basic concepts and problems in starting a business as well as the major ethical concerns that come from such endeavors. The information presented will enable the student to develop an understanding of the function and economic value to society of entrepreneurship.

**SFM 6680, 6681, 6682 Practicum in Sport and Fitness Mgt. (1-9)**  
A supervised application of the concepts, principles, and skills acquired by the students in previous course work. Problems in the area of financial management, personnel supervision, fitness management, sport management, and curriculum development will be identified. Students will explore and identify alternative solutions to problems through group interactions.

**SFM 6690 Internship (3)**  
A 400-hour supervised experience in planning, staging and evaluating a formal practicum in related field.

**SFM 6691 Research Techniques in Sport and Fitness Management, Health and Physical Education (3)**  
The course is designed as a first course in statistics for health and physical education teachers. The content includes relevant exercises and examples that specifically pertain to one or more of the fields.

**SFM 6695 Thesis (3)**  
The thesis must be related to an educational problem or situation within sport and fitness management. Information regarding the thesis program may be obtained from the Dean of the Graduate School.

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#### SPECIAL EDUCATION

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**SPE 6610 Research Trends and Issues in Special Education (3)**  
This course is designed to provide advanced students with an in-depth study of significant research in special education. Specifically, this course focuses on (a) methodological issues that relate to descriptive research, intervention, research, case study, qualitative and longitudinal research, (b) issues in assessment and instrumentation and

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

**SPE 6614 Adaptive Teaching Strategies for Students with Mild Disabilities K-6 (3)**  
This course focuses on the characteristics of students with learning disabilities and attention deficit/hyperactivity as well as classroom-tested and research-based instructional strategies. Specifically this course provides strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic-skills and content area instruction. *Prerequisites: SPE 3340 or SPE 6640 (or equivalent).*

**SPE 6615 Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities K-6 (3)**  
A comprehensive study of research, theoretical issues, diagnosis, and educational planning for those students with moderate/severe disabilities. Curriculum adjustment and differentiated instruction will be emphasized. *Prerequisites: SPE 3340 or SPE 6640 (or equivalent).*

**SPE 6616 Teaching Students with Emotional and Social Needs (3)**  
This course will emphasize the behavioral, psychological, and social needs of the learner who demonstrates emotional and behavioral disabilities that significantly impact their progress in the general education curriculum and in building and maintaining appropriate social relations with peers and adults. Appropriate intervention strategies used to increase appropriate social behavior and decrease inappropriate social behavior will be studied. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent).*

**SPE 6630 Collaboration for Inclusion (3)**  
This course is designed to provide advanced students with an in-depth study of current literature and research on collaboration and consultation as a service delivery model to meet the challenge of educating students with disabilities in the regular classroom. Specifically, this course focuses on collaborative-related issues for teachers who work with students with disabilities. The course is premised on the federal mandate that requires educators to employ the interactive framework established by PL 94-142 (now IDEA) to assure that all students are educated in the least restrictive environment. *Prerequisite: SPE 3340 or SPE 6640.*

**SPE 6631 Legal Issues in Special Education (3)**  
This course provides the special educator with relevant back-ground on the legal is-

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

**SPE 6632 Assessment and Individual Programming (3)**

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

**SPE 6635 Meeting Instructional Needs Through Technology (3)**

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

**SPE 6640 Teaching Diverse Learners (3)**

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

**SPE 6694 Collaborative Teacher K-6 Practicum (3)**

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

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

**SPE 6697 Field Based Research Project (3)**

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

**SPE 6699 Collaborative Teacher K-6 Initial Practicum (3)**

The practicum is for those candidates that do not currently hold an undergraduate teaching certificate for Collaborative Teacher, K-6. This is a supervised experience in the inclusive K-6 classroom and for students with disabilities in a resource and/or self-contained setting. The prospective Collaborative Teacher will spend 100 clock hours in designing instructional programs that emphasize the adaptation and/or modification of the curriculum content and teaching methods that will allow the student with a disability to access the general education curriculum as outlined by the Alabama Course of Study. The prospective Collaborative Teacher will work collaboratively with the general education teacher, special education teacher, IEP committee, and other professionals to design and deliver an appropriate education for students with disabilities. *Prerequisites: Completion of all course work in the core and teaching field areas for persons who do not currently hold an undergraduate teaching certificate in Collaborative Teacher, K-6*

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**SPEECH**

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**SPH 5531 Interpersonal Communication (3)**

A study of theories of communication behavior in relatively unstructured face-to-face situations, including small-group discussion.

**SPH 5541 Oral Interpretation (3)**

A study and application of the principles and practices of oral interpretation (reading) of literature, including individual and ensemble performance.

**SPH 5542 Rhetoric (3)**

A study of the historical development of rhetorical theory in Western thought from the Classical to the Contemporary periods

and its relationship to practice and criticism. The course includes opportunities for advanced public speaking and small group discussion.

**SPH 6625, 6626, 6627 Specialized Study in Area of Speech Communication (Total specialized study hours may not exceed nine semester hours)**

Under the supervision of the faculty course supervisor, the student may pursue an extensive study of a particular area which fits his/her academic needs but is not available in the regular curriculum. Each proposal must be approved the preceding term by adviser, course supervisor, and department chair. Total credit for any combination of enrollments in these courses may not exceed six hours.

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Dean, College of Health and Human Services .....	Don Jeffrey, Ph.D.
Dean, Distance Learning .....	Sallie J. Johnson, Ph.D.
Dean, International Programs .....	Curtis H. Porter, Ph.D.
Dean, University Libraries .....	Henry R. Stewart, Ph.D.
Academic Dean, University College.....	Frederick A. Viohl, Ed.D.
Director, Instructional Support Services.....	Eleanor Lee, M.A.
Director, Troy University School of Accountancy .....	Thomas A. Ratcliffe, Ph.D.
Director, University Honors.....	Kenneth LaBrant, Ph.D.
Registrar, University .....	Vickie Miles, M.S.
Registrar, Assistant, Dothan.....	Lynda Salisbury, M.S.
Registrar, Campus, Montgomery .....	Lynn Lewis, Ed.S.
Registrar, Associate, Phenix City .....	Darlene Stewart, Ed.S.
Registrar, Associate, Troy.....	Tamara Jones, M.S.
Registrar, Associate and Coordinator of Student Services, University College .....	Robert Allen, M.A.T.

##### *II. Administration*

Vice Chancellor, Financial Affairs .....	James M. Bookout, M.B.A., CPA
Associate Vice Chancellor, Institutional Research, Planning and Effectiveness .....	Angela Roling, Ph.D.
Comptroller .....	Bryan Helms, M.B.A., CPA
Director, Accounts Receivable .....	Lou Ann Johnson, M.B.A.
Director, Athletics .....	Stephen M. Dennis, B.B.A.
Director, Human Resources .....	Lee Vardaman, M.A., P.H.R.
Director, Physical Plant.....	Mark Salmon, M.B.A.
Director, Purchasing and Inventory Control.....	Ursula Bryant, M.B.A.
Director, Management Information Systems.....	Greg Price, M.M.I.S.

##### *III. Advancement*

Associate Vice Chancellor, Development .....	Jean Laliberte, Ph.D.
Associate Vice Chancellor for Marketing and Communications .....	Sandra Gouge, M.S.
Director, Alumni Affairs .....	Faith West Ward, M.S.
Director, University Relations .....	Tom Davis, B.S.
Director, Advancement .....	William Minix, M.A.
Director, Annual Giving and Special Projects .....	Alicia Bookout, M.A.
Director, Creative Services .....	Joe Johnson
Director, State/Federal Government Affairs .....	Marcus Paramore, B.A.
Director, Local Government Relations and Coordinator of Special Projects .....	Alan Boothe, M.S.
Director, Advancement, Dothan .....	Vacant
Director, Advancement, Phenix City .....	Kathy Ninas
Director, Development and Alumni Affairs, Montgomery .....	Julia Wilson, B.S.

##### *IV. Student Services*

Associate Vice Chancellor for Financial Aid .....	Fred Carter, M.Ed
Dean, Student Services, Dothan.....	Robert G. Willis, M.S.
Dean, Student Services, Montgomery .....	Charles Western, Ph.D
Dean, Student Services, Troy.....	Herbert E. Reeves, M.S.
Dean, Enrollment Management .....	Sidney R. Starling, Jr. M.B.A.
Director, Auxiliary Services .....	Sohail Agboatwala, M.B.A.
Director, Dining Services .....	Todd Milewicz, M.B.A.
Director, Financial Aid .....	Carol P. Supri, M.S.
Director, Student Activities .....	Vacant
Director, Student Involvement and Leadership .....	Barbara E. Patterson, M.S.Ed.
Director, Development/Counseling .....	Susan Pierce, M.S.
Associate Registrar/Director of Admissions, Phenix City.....	Darlene Schurr-Stewart, Ed.S.

Associate Registrar/Director Student Services,  
University College ..... Robert Allen, M.A.T.  
Chief of University Police ..... Rod Anderson, B.S.

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**ENDOWED CHAIRS AND PROFESSORSHIP**

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Five endowed chairs have been established by the Troy University Board of Trustees and endowed with funds from Mrs. Anise J. Sorrell and others. Some of these chairs have full-time occupants; others provide visiting lecturers and enhancements.

**SORRELL ENDOWMENT**

*The Adams-Bibby Chair of Free Enterprise*

The Adams-Bibby Chair of Free Enterprise was made possible by a gift from Mr. and Mrs. Walter Berry Bibby and a bequest from the estate of Mrs. Anise J. Sorrell. The chair is named in honor of the Bibbys and Mrs. Bibby's father, Mr. Eason Young Adams.

As an incentive to encourage private donations to the state's public universities, the 1985 Alabama Legislature established the Alabama Endowment Trust Fund for Eminent Scholars. This trust provides \$400,000 to the Troy University Foundation for each \$600,000 donated to the foundation for the Eminent Scholar Endowment.

**EMINENT SCHOLARS**

- ◆ ALFA Eminent Scholar in Environmental Management and Agriculture
- ◆ Eminent Scholar of Computer and Information Science
- ◆ HealthSouth Eminent Scholar in Sports Medicine
- ◆ Troy University Foundation Eminent Scholar Chair in Banking and Finance.

**PROFESSORSHIP**

- ◆ The E. H. Sherman Professorship in Accounting
- ◆ The Sherman Professorship was established by gifts from alumni and friends of the Troy University accounting program.

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**GRADUATE FACULTY TROY CAMPUS**


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

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

**Allen, Geraldine W., 1993**, *Director MSN Program, Associate Professor*, B.S.N., 1985, Troy State University; M.S.N., 1987, Troy State University; Family Nurse Practitioner Post-Graduate Certificate, 2000, Troy State University; D.S.N., 1998, University of Alabama at Birmingham.

**Allen, Pamela S., 1990**, *Associate Professor*, B.A.E., 1977, University of Florida; B.F.A., 1987, Ringling School; M.F.A., 1989, University of Mississippi.

**Amponsah, David, 2000**, *Associate Professor*, B.S., 1972, Andrews University; M.B.S., 1973, Andrews University; Ph.D., 1987, Michigan State University.

**Andrews, Carolyn, 2001**, *Assistant Professor*, M.S.N., 1990, Troy State University; F.N.P., 1996, University of Alabama in Huntsville.

**Argenti, Rudolph Martin, 1962**, *Professor Emeritus*, B.S., 1960, Austin Peay State College; M.S., 1961, University of Tennessee; Ed.D., 1968, University of Tennessee.

**Astone, Mary K., 1994**, *Assistant Professor*, B.A., 1973, Southern Illinois University; B.S., 1978, Louisiana State University; M.S., 1982, Troy State University at Montgomery; Ph.D., 1995, Auburn University.

**Barron, Dianne L., 1991**, *Associate Provost and Dean of the Graduate School, Professor*, B.S., 1974, University of Texas; M.Ed., 1977, University of Hawaii; Ed.D., 1999, George Washington University.

**Bateman, Benjamin J. Jr., 1970**, *Professor*, B.S., 1965, Florida State University; M.S., 1967, Texas A & M University; Ph.D., 1970, Texas A & M University.

**Bedsole, Donna, 1978**, *ASN Program Director, Professor*, B.S.N., 1977, Troy State University; M.S.N., 1978, University of Alabama at Birmingham; Ed.D., 1985, Auburn University.

**Belyi, Sergey V., 1996**, *Associate Professor*, B.S., 1990, Donetsk State University; M.S., 1992, Donetsk State University; M.A., 1994, University of South Florida; Ph.D., 1996, University of South Florida.

**Bibbins, W. Jerome, 1990**, *Professor*, B.S., 1974, Auburn University at Montgomery; M.A., 1975, Southern Illinois University; Ph.D., 1980, University of Arkansas.

**Billington, Neil, 2000**, *Professor*, B.Sc., 1978, Loughborough University, U.K.; Ph.D., 1985, Loughborough University, U.K.

**Blum, Elizabeth D., 2000**, *Assistant Professor*, B.A., 1991, University of Texas; M.A., 1997, University of Houston; Ph.D., 2000, University of Houston.

**Bowron, Rhonda, 1999**, *Assistant Professor*, B.S., 1974, Troy State University; M.S., 1976, Troy State University; Ed.S., 1997, Troy State University; Ph.D., 2001, Auburn University.

**Bush, Gayle, 2002**, *Assistant Professor*, B.S., 1985, Baylor University; M.S., 1986, Baylor University; Ph.D., 2002, Middle Tennessee State University.

**Bynum, Robin S., 2003**, *Chair, Department of Curriculum and Teaching, Associate Professor*, B.S., 1978, Tuskegee Institute; M.S., 1982, Tuskegee University; Ed.D., 1999, University of Sarasota.

**Chappell, Harriet E., 1997**, *Assistant Professor*, A.D.N., 1980, Southern Union; B.S.N., 1992, Auburn University; M.S.N., 1993, University of Alabama at Birmingham; M.S.N. Family Nurse Practitioner, 1995, University of Alabama at Birmingham.

**Cohen, Glenn, 1998**, *Chair, Department of Biological and Environmental Sciences, Professor*, B.A., 1965, Rutgers University; Ph.D., 1970, Florida State University.

**Cooper, Stephen, 1985**, *Professor*, B.A., 1977, University of Delaware; M.A., 1979, University of North Carolina at Chapel Hill; Ph.D., 1985, University of North Carolina at Chapel Hill.

**D'Andrea, Nicholas, 1969**, *Professor*, B.S., 1964, Troy State University; M.A., 1967, University of Southern Mississippi; Ph.D., 1970, University of Southern Mississippi.

**Davidson, Barry S., 2002**, *Assistant Professor*, B.S., 1971, Pittsburgh State University, M.S., 1973, Pittsburgh State University, Ed.S., 1974, Vanderbilt University; Ed.D., 1977, University of Arkansas.

**Day, James F. R., 1988**, *Professor*, B.A., 1972, Stetson; M.A., 1974, University of Florida; B.A., 1977, Oxford; M.A., 1982, Oxford; Ph.D., 1985, Duke University.

**Denison, William Rae, 1967**, *Director, J.M. Long School of Music, Professor*, B.Mus., 1958, University of Michigan; M.Mus., 1959, University of Michigan; Ph.D., 1969, Florida State University.

**Dennis, Frank Allen, 1998**, *Chair, Department of History, Professor*, B.A., 1965, Tennessee Wesleyan College; M.A., 1966, Mississippi State University; Ph.D., 1970, Mississippi State University.

**Diamond, Alvin R., 1988**, *Director, Arboretum; Lecturer*, B.S., 1984, Troy State University; M.S., 1987, Auburn University.

**Douglass, Merrian E., 1983**, *Associate Professor Emeritus*, B.S.N., 1961, Tuskegee Institute; M.N., 1967, Emory University; D.S.N., 1991, University of Alabama at Birmingham.

**Dwyer, James E., Jr. 1973**, *Professor Emeritus*, B.S., 1961, Auburn University; M.A., 1971, George Peabody; Ph.D., 1975, George Peabody.

**Dye, Judith F., 1991**, *Associate Professor*, B.A., 1966, Millsaps College; M.S., 1983, Troy State University; Ph.D., 1990, University of Mississippi.

**Dye, O. David, 1970**, *Professor*, B.S., 1965, Mississippi State University; M.F.A., 1967, Florida State University; Ph.D., 1970, Florida State University.

**Elrod, Janelle A., 1979**, *Professor Emeritus*, B.S., 1967, University of Alabama; M.A., 1970, University of Alabama; Ed.D., 1979, Auburn University.

**Findley, Henry M., Jr., 1992**, *Professor*, B.A., 1976, Auburn University; M.B.A., 1980, Auburn University; Ph.D., 1995, Auburn University.

**Ford, Ralph, 1986**, *Director of Bands, Associate Professor*, B.M.E., 1986, Troy State University; M.S., 1987, Troy State University.

**Fulmer, Hal. W., 2002**, *Associate Provost, Professor*, A.A., 1979, Darton College; B.S., 1981, Georgia Southern College; M.A., 1982, University of Georgia; Ph.D., 1985, Louisiana State University.

**Garrott, Stephen C., 1971**, *Professor*, B.S., 1965, Murray State College; M.B.A., 1968, Murray State College; Ph.D., 1979, University of Arkansas.

**Glover, Albert D., 1984**, *Assistant Professor*, B.A., 1973, Southwest Baptist; M. Div., 1977, Midwestern Baptist Seminary; Th.M., 1980, Harvard; M.A., 1984, Southwest Missouri State; Ph.D., 2003, Florida State University.

**Gossett, Dianne, 1993**, *Chair, Department of Psychology and Counseling, Professor*, B.S., 1974, Judson College; M.S., 1979, Jacksonville State University; Ed.D., 1992, University of Alabama.

**Green, Fred, 2004**, *Associate Professor*, B.S., 1988, University of Kentucky at Lexington; M.S., 1989, Frostburg State University; Ph.D., 1995, Florida State University.

**Greipsson, Sigurdur, 2001**, *Assistant Professor*, B.S., 1986, University of Iceland; M.S., 1989, Queen's University at Kingston, Canada; Ph.D., 1992, University of East Anglia, U.K.



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

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

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

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

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

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

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

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

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

**Howard, Candice, 2003**, *Assistant Professor*, B.S., 1996, Troy State University; M.S., 1997, Troy State University; Ph.D., 2003, Auburn University.

**Ingram, Earl, 1987**, *Dean, Sorrell College of Business, Professor*, B.S., 1973, Auburn University; M.S., 1974, Auburn University; Ph.D., 1976, Auburn University.

**Jacobs, Donna, 1994**, *Dean, College of Education, Professor*, B.S., 1982, University of Alabama; M.S., 1984, Jacksonville State University; Ed.D., 1987, University of Alabama.

**Jeffrey, Don, 1977**, *Dean, College of Health and Human Services, Associate Professor*, B.S., 1974, Troy State University; M.S., 1975, University of Tennessee; Ed.S., 1978, Troy State University; Ph.D., 1986, Florida State University.

**Johnson, Sallie J., 2001**, *Dean, Distance Learning*, A.S., 1989, University of the State of New York; B.S., 1990, University of the State of New York; M.A., 1991, Webster University; Ph.D., 2001, Nova Southeastern University.

**Jones, Allen E., Jr., 1998**, *Associate Professor*, B.S., 1987, Francis Marion University; M.A., 1992, University of South Carolina; Ph.D., 1998, University of South Carolina.

**Kaylor, Noel Harold, Jr., 2000**, *Administrative Assistant for Specified University Programs, Professor*, B.S., 1968, University of Tennessee-Knoxville; M.A., 1969, University of Tennessee Knoxville; M.A., 1975, The Monterey Institute of International Studies; M.A., 1981, Vanderbilt University; M.A., 1984, Vanderbilt University; Ph.D., 1985, Vanderbilt University.

**Kelley, Philip, 1971**, *Professor Emeritus*, B.S., 1965, Appalachian State University; M.M., 1969, Florida State University; D.M., 1985, Florida State University.

**Kimbrough, James D., 1972**, *Professor Emeritus*, B.S., 1959, Jacksonville State University; M.S., 1964, Jacksonville State University; Ed.D., 1972, University of Alabama.

**King, Christopher, 1999**, *Acting Chair, Chemistry Department, Associate Professor*, B.A., 1974, Coe College; Ph.D., 1987, Tulane University.

**Kirkland, Jack J., 1995**, *Professor*, B.S., 1970, Troy State University; M.S.A.E., 1977, Auburn University; Ph.D., 1983, Washington State University.

**Laliberte, Jean, 1991**, *Associate Vice Chancellor for Development, Professor*, B.A., 1972, University of North Carolina; M.B.A., 1974, Emory University; Sc.D., 1990, University of New Haven.

**Landers, Stephen C., 1993**, *Professor*, B.S., 1983, Iowa State University; M.S., 1985, North Carolina State University; Ph.D., 1990, North Carolina State University.

**Lee, Jason, 2002**, *Assistant Professor*, B.S., 1997, Troy State University; M.S., 1999, Troy State University; Ph.D., 2002, Florida State University.

**Long, John M., 1965**, *Distinguished Professor Emeritus*, B.S., 1949, Jacksonville State University; M.A., 1956, University of Alabama; LL.D., 1971, Jacksonville State University.

**Lovik, Lawrence W., 1985**, *Holder, Chair of Free Enterprise, Professor*, A.B., 1967, Mercer University; M.A., 1970, University of Georgia; Ph.D., 1981, Georgia State University.

**Magrath, Christi, 1999**, *Associate Professor*, B.S., 1993, University of Southern Mississippi; Ph.D., 1999, Tulane University.

**Magrath, Lorraine, 1999**, *Associate Professor*, B.S., 1984, University of Southern Mississippi; M.B.A., 1990, University of Southern Mississippi; Ph.D., 1999, University of Alabama.

**Manners, Pamela, 1985**, *Associate Professor*, B.S., 1971, University of Oklahoma; M.Ed., 1979, University of Oklahoma; Ph.D., 1985, University of Oklahoma.

**Marsicano, Hazel, E., 1983**, *Professor Emeritus*, B.S., 1966, SUNY at Buffalo; M.S., 1970, SUNY at Buffalo; Ed.D., 1978, SUNY at Buffalo.

**Matuszek, Patricia, 1999**, *Associate Professor*, B.A., 1981, University of Texas; M.B.A., 1991, East Texas State University; M.S.H.R., 1996, University of Texas at Arlington; Ph.D., 1999, University of Texas at Arlington.

**Mathew, Saramma T., 1988**, *Professor*, B.S., 1958, Kerala; B.T., 1959, Jabalpur; M.A., 1968, Howard; Ph.D., 1981, University of Florida.

**McGahie, Paul D., 2001**, *Director of Choral Activities, Assistant Professor*, B.M., 1980, Westminster Choir College; M.M., 1984, University of Oklahoma.

**McNellis, Janet, 1999**, *Associate Professor*, B.A., 1990, University of Florida; M.Ed., 1995, University of Florida; Ph.D., 1999, University of Florida.

**Menon, Govind, 1996**, *Associate Professor*, B.S., 1991, Troy State University; M.S., 1994, University of Alabama at Birmingham; Ph.D., 1997, University of Alabama at Birmingham.

**Merkel, Edward T., 1978**, *Professor*, B.A., 1968, Illinois Benedictine; M.A., 1970, Northern Illinois University; Ph.D., 1974, Northern Illinois University.

**Mitchell, Norma Taylor, 1970**, *Professor Emeritus*, B.A., 1958, William and Mary; M.A., 1962, Duke University; Ph.D., 1967, Duke University.

**Montgomery, Theron, III, 1982**, *Professor*, B.A., 1975, Birmingham Southern College; M.A., 1977, Jacksonville State University; Ph.D., 1982, University of Southern Mississippi.

**Moree, Adena H., 1998**, *Director of Theatre, Associate Professor*, B.S., 1976, Troy State University; M.F.A., 1981, University of Southern Mississippi.

**Moten, Sebrena R., 1994**, *Assistant Professor*, B.A., 1985, University of Alabama; J.D., 1989, University of Alabama School of Law.

**Muller, John Hendrix, 1962**, *Professor Emeritus*, B.A., 1960, Oklahoma City; M.S., 1963, Oklahoma State University; Ph.D., 1971, Louisiana State University.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Ratcliffe, Thomas A., 1986**, *Eminent Scholar, Director, Troy University School of Accountancy*, B.S., 1973, Troy State University; M.A., 1977, University of Alabama; Ph.D., 1978, University of Alabama.

**Reynolds, Philip, 2003**, *Assistant Professor*, B.S., 1992, Troy State University; Ph.D., 1998, University of South Alabama College of Medicine.

**Riley, Carol, 2000**, *Associate Professor*, B.S.N., 1974, University of Alabama at Birmingham; M.S.N., 1977, University of Alabama at Birmingham; D.S.N., 1988, University of Alabama at Birmingham.

**Rinehart, James F., 1995**, *Chair, Department of Political Science*;

*Director, Master of Science in International Relations Program; Associate Professor*, B.A., 1972, University of Florida; M.S., 1991, Syracuse University; Ph.D., 1993, Syracuse University.

**Roark, Victoria, 1996**, *Assistant Professor*, B.S., 1974, Louisiana State University; M.Ed., 1976, University of North Texas; Ph.D., 1983, University of Alabama.

**Rosell, Ellen, 2003**, *Director of Master of Public Administration Program, Associate Professor*, B.A., 1977, Columbus University; M.S.W., 1981, University of Georgia; D.P.A., 1986, University of Georgia.

**Rossi, Patrick A., 1993**, *Associate Professor*, A.S., 1976, Thames Valley State Technical College; B.S., 1982, University of Rhode Island; M.S., 1984, University of Rhode Island; Ph.D., 1993, Auburn University.

**Russell, Cathy, 2004**, *Associate Professor*, B.S.N., 1982, Auburn University at Montgomery; M.S.N., 1989, Troy State University; Ph.D., 2002, Georgia State University.

**Schwab, Charlene H., 1983**, *Professor Emeritus*, B.S.N., 1963, Indiana University; M.S.N., 1965, Indiana University; Ph.D., 1983, Texas A&M University.

**Shaw, Bryant P., 2001**, *Professor*, B.A., 1966, St. John's Seminary College; M.A., 1975, Duquesne University; Ph.D., 1984, University of Wisconsin at Madison.

**Shelton, Samuel T., 2002**, *Assistant Professor*, B.A., 1970, Emory University; M.P.A., 1971, American University; Ed.D., 1978, University of Tennessee; Ph.D., 2002, North Carolina State University.

**Shillabeer, Sergei Larry, 1976**, *Associate Professor*, B.A., 1974, Troy State University; M.F.A., 1976, Instituto Allende.

**Smith, Anna M., 1976**, *Professor Emeritus*, B.A., 1972, Kansas State University; M.S., 1974, Kansas State University; Ph.D., 1981, Auburn University.

**Smith, Catherine, 2003**, *Assistant Professor*, B.A., 1991, University of Northern Iowa; B.A., 1995, University of Northern Iowa; M.A., 1995, University of Northern Iowa; M.A. 1998, Colorado State University; Ph.D., 2004, Northern Arizona University.

**Smith, Edith W., 1994**, *Professor*, B.S., 1979, Troy State University; M.Ed., 1980, Auburn University; Ph.D., 1994, Auburn University.

**Smith, Earl J., 1983**, *Associate Professor*, B.A., 1958, Haverford; M.A., 1968, Vanderbilt University; Ph.D., 1974, Vanderbilt University.

**Smith, James W., Jr., 1988**, *Associate Professor*, B.M.E., 1971, Troy State University; M.S., 1973, Jacksonville State University; Ed.S., 1993, Troy State University.

**Smith, Raymond, 1990**, *Associate Professor*, B.M.E., 1971, Troy State University; M.M., 1984, University of South Florida.

**Smith, William H., 1974**, *Professor Emeritus*, B.A., 1970, Black Hills State University; Ph.D., 1974, Kansas State University.

**Spurlock, Amy, 2003**, *Associate Professor*, B.S.N., 1992, James Madison University; M.S.N., 1992, University of Michigan; Ph.D., 2003, University of Kentucky.

**Stevens, Edward H., 1992**, *Associate Professor*, B. A., 1972, Rhodes College; J.D., 1975, Cumberland School of Law; M.S., 1982, University of Alabama; M.A., 1985, University of Alabama; Ph.D., 1991, University of Alabama.

**Stewart, Paul M., 2000**, *ALFA Chair of Environmental Management and Agriculture, Professor*, B.S., 1975, Ohio University; M.S., 1983, University of Cincinnati; Ph.D., 1985, Virginia Polytechnic Institute and State University.

**Stokes, Suzanne P., 1990**, *Associate Professor*, B.S., 1971, University of Alabama; M.S., 1972, University of Alabama; M.S., 1997, Troy State University; Ph.D., 2001, University of Alabama.

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

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

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

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

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

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

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

**Vickrey, James F., Jr., 1991**, *Chair, Department of Speech and Theater, Professor*, A.B., 1964, Auburn University; M.A., 1965, Auburn University; Ph.D., 1972, Florida State University; J.D., 1990, Thomas Goode Jones School of Law.

**Walker, Mark, 2002**, *Assistant Professor*, B.S., 1993, Tennessee Technological University; M.S., 1995, University of Illinois at Urbana at Champaign.

**Warren, Fernell L., 2002**, *Assistant Professor*, B.S., 1991, University of Southern Mississippi; M.S., 1993, Tennessee State University; Ph.D., 2000, Tennessee State University.

**Weed, L. Diane, 2004**, *Associate Professor*, BSN, 1994, Troy State University; MSN, 1995, University of Alabama at Huntsville; FNP, 1998, University of Alabama at Birmingham; PhD, 2004, University of Tennessee.

**Welch, William M., 1979**, *Professor*, A.B., 1973, University of Alabama; M.A., 1975, University of Alabama; Diploma, 1974, Institute of Mediterranean Studies; D. Phil., 1978, Oxford.

**Whatley, Alicia, 1992**, *Assistant Professor*, B.S., 1972, Tuskegee University; M.S., 1975, Chicago State University; Ph.D., 1981, Union Institute.

**Wheatley, Robert, 1986**, *Professor*, B.S., 1970, Elizabethtown College; M.A., 1972, University of Kentucky; Ph.D., 1981, Ohio State University.

**Williams, Linda Shumaker, 2001**, *Assistant Professor*, B.S., 1981, Jacksonville State University; M.S., 1985, Jacksonville State University; Ph.D., 1996, Auburn University.

**Wise, Lillian, 1983**, *Associate Professor*, B.S.N., 1973, Florida State University; M.S.N., 1977, University of Florida; D.S.N., 1999, University of Alabama at Birmingham.

**Wojciechowska, Magdalena E., 1981**, *Professor*, B.S., 1967, University of Wroclaw, Poland; Ph.D., 1977, Southern Illinois University.

**Woods, Michael, 1989**, *Professor*, B.S., 1980, Cumberland College; M.S., 1983, Murray State University; Ph.D., 1988, Southern Illinois University.

**Wright, Jeanne, 1999**, *Associate Professor*, B.S., 1974, University of Montevallo; M.Ed., 1980, University of Montevallo; Ph.D., 1987, University of Georgia.

**Zingara, James, 1998**, *Assistant Professor*, B.S., 1983, University of Wisconsin at La Crosse; M.M., 1995, East Carolina University; D.M.A., 2001, University of Illinois.

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## GRADUATE FACULTY PHENIX CITY CAMPUS

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**Avery, Glenda, 2003**, *Associate Professor*, B.S.N., 1989, Mississippi University for Women; M.S.N., 1990, Mississippi University for Women; Ph.D., 2000, Georgia State University.

**Bonner, Frances W., 1979**, *Professor Emeritus*, B.S., 1965, Maryland; M.Ed., 1969, Auburn University; Ed.D., 1972, Auburn University; M.S.P.M., 1986, Troy State University.

**Bradley, Randy V., 2002**, *Assistant Professor*, B.S., 1997, Auburn University; M.S., 2001, Auburn University.

**Chappell, Harriet E., 1997**, *Assistant Professor*, B.S.N., 1992, Auburn University; M.S.N., 1993, University of Alabama at Birmingham; M.S.N. Family Nurse Practitioner, 1995, University of Alabama at Birmingham.

**Cox, Andrew A., 1979**, *Professor*, B.A., 1970, LaGrange College; M.Ed., 1972, West Georgia College; Ed.D., 1978, Mississippi State University; M.S.W., 1994, University of Alabama.

**Daniels, Lisa, 1998**, *Associate Professor*, B.S., 1985, Faulkner University; M.Ed., 1987, Auburn University; Ed.D., 1996, Auburn University.

**Dell, Mary Ann, 1988**, *Professor Emeritus*, B.S., 1960, Auburn University; M.N., 1964, Emory University; Ed.D., 1987, Auburn University.

**Douglass, Merrian E., 1983**, *Associate Professor Emeritus*, B.S.N., 1961, Tuskegee Institute; M.N., 1967, Emory University; D.S.N., 1991, University of Alabama at Birmingham.

**Fretwell, Cherie E., 1986**, *Chair, Department of Business, Professor*, B.S., 1979, Auburn University; M.Ed., 1981, Auburn University; Ph.D., 1989, University of Southern Mississippi.

**Heck, Anita, 2004**, *Assistant Professor*, B.S., 1987, Nicholls State University; M.B.A., 1994, Nicholls State University; Ph.D., 2000, Louisiana State University.

**Irwin, John G., 1995**, *Academic Dean, Phenix City Campus, Associate Professor*, B.S., 1979, Michigan State University; M.B.A., 1982, Saginaw Valley State University; Ph.D., 1994, Florida State University.

**Kunkel, Elizabeth, 1999**, *Associate Professor*, B.A., 1987, University of Kansas; M.Ed., 1990, Auburn University; Ph.D., 1997, Auburn University.

**Martinez, Kimberly J., 2003**, *Assistant Professor*, B.A., 1987, University of Wisconsin; M.Ed., 1990, Auburn University; Ph.D., 1999, Auburn University.

**Moore, Carol J., 1991**, *Assistant Professor*, B.A., 1970, Auburn University; M.A., 1974, University of South Alabama; Ed.D., 1981, University of Alabama.

**Ness, Kathryn, 1987**, *Chair, Counseling and Psychology, Associate Professor*, B.S., 1969, Moorhead State University; M.Ed., 1977, Auburn University; Ed.D., 1981, Auburn University.

**Pitts, H. Curtis, Jr., 1975**, *Vice Chancellor, Phenix City Campus*, B.S., 1976, Troy State University; M.B.A., 1978, Georgia State University; Ed.D., 1982, Auburn University.

**Roberts, Elizabeth, 1988**, *Associate Professor*, B.B.A., 1982, Columbus College; M.A., 1988, Auburn University.

**Russell, Carolyn, 2003**, *Assistant Professor*, B.S., 1969, Auburn University; M.S., 1975, Auburn University; Ed.D., 1983, Auburn University.

**Saltiel, Iris, 1998**, *Associate Professor*, B.S., 1979, Trenton State College; M.Ed., 1986, Rutgers University; Ed.D., 1994, Fordham University.

**Thacker, Larry, 2003**, *Chair, Department of Education, Associate Professor*, B.S., 1964, Murray State University; M.S., 1967, Southern Illinois University; Ed.D., 1973, Oklahoma State University.

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

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

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#### GRADUATE FACULTY UNIVERSITY COLLEGE

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**Aldridge, Susan C., 1996**, *Vice Chancellor University College, Associate Professor*, B.A., 1977, Colorado's Women's College; M.P.A., 1987, University of Colorado at Denver; Ph.D., 1991, University of Colorado at Denver.

**Labach, Elaine J., 2004**, *Assistant Professor*, B.S., 1981, Wayne State University; M.B.A., 1985, University of Michigan; Ph.D., 1989, Indiana University.

**Viohl, Frederick A., 1979**, *Academic Dean, Associate Professor*, B.S., 1966, New York University; M.B.A., 1968, New York University; Ed.D., 1979, University of Georgia.

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#### GRADUATE FACULTY ATLANTIC REGION

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**Abbey, Robert F., 2001**, *Associate Professor*, B.S., 1969, University of Oregon; B.A., 1969, University of Oregon; M.A., 1973, University of Oregon; M.S., 1972, Colorado State University; Ph.D., 1973, Colorado State University; M.P.A., 1983, University of Southern California; D.P.A., 1985, University of Southern California.

**Cowles, C. Bill, 2004**, *Associate Professor*, B.A., 1966, Virginia Military Institute; M.S., 1980, Troy State University; Ph.D., 1994, Virginia Commonwealth University.

**Dunning, John E., 1999**, *Assistant Professor*, B.A., 1961, Lawrence University; M.P.A., 1976, Auburn University; Ph.D., 1995, Virginia Commonwealth University.

**Eppler, Dianne B., 1998**, *Assistant Professor*, B.S., 1971, College of William and Mary; M.B.A., 1988, Old Dominion University; D.B.A., 1995, Old Dominion University.

**Hall, Tammy B., 2002**, *Assistant Professor*, B.A., 1986, University of Virginia; M.P.A., 1993, James Madison University; Ph.D., 1998, Virginia Tech University.

**Heisler, William J., 2003**, *Associate Professor*, B.M.E., 1964, Union College; M.B.A., 1970, Syracuse University; Ph.D., 1972, Syracuse University.

**Johnson, John O., 2003**, *Assistant Professor*, M.S.C., 1995, Middlesex University; P.C.D.I.P., 1999, Middlesex University; M.B.A., 1999, Middlesex University; M.B.A., 2002, Warrborough University.

**Krishnamoorthy, Anand, 2001**, *Associate Professor*, B.S., 1992, Purdue University; M.S., 1995, Purdue University; Ph.D., 1999, Florida Atlantic University.

**Shetterly, David R., 1998**, *Assistant Professor*, M.B.A., 1981, Mount St. Mary's College; Ph.D., 1998, University of Maryland.

**Touchstone, Kathleen, 1997**, *Lecturer*, B.S., 1972, Florida State University; M.A., 1974, Florida State University; Ph.D., 1978, Florida State University.

**Watson, Charles A., 1984**, *Associate Professor*, B.A., 1966, University of North Carolina; M.A., 1975, University of Georgia; M.P.A., 1994, Troy State University; Ph.D., 1979, University of Georgia.

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#### GRADUATE FACULTY FLORIDA/WESTERN REGION

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**Anderson, Terry A., 1998**, *Regional Chair, Department of Public Administration, Associate Professor*, BA., 1972, Stetson University; BA., 1975, University of Central Florida; M.S.M., 1989, St. Thomas University; Ph.D., 1997, Florida Atlantic University.

**Brandes, Jay H., 1993**, *Assistant Professor, Reference Librarian*, B.S., 1987, State University of New York at Cortland; M.S., 1989, Florida State University.

**Cailouet, Aaron, 2002**, *Assistant Professor*, B.S., 1964, Nicholls State University; MBA, 1970, Nicholls State University; M.S., 1983, Louisiana State University; DBA, 1987, Nova University.

**Carlton, Cecil G., 2000**, *Regional Chair, Department of Education, Assistant Professor* B.S., 1955, Florida State University; M.S., 1961, Florida State University; Ph.D., 1970, Florida State University.

**Chekwa, Charles, 2002**, *Assistant Professor*, B.S., 1978, Mississippi State University; MBA, 1979, Jackson State University; DBA, 1982, Nova University.

**Coraggio, Louis, 1990**, *Associate Professor*, B.S., 1973, University of Arizona; M.S., 1986, University of Arizona; Ph.D., 1990, University of Arizona.

**Craig, Kern W., 2005**, *Assistant Professor*, B.S. 1987, California State University; M.B.A., 1989, Fairleigh Dickinson University; Ph.D., 1995, University of Mississippi.

**Creamer, David A., 2001**, *Assistant Professor*, B.A., 1972, University of Central Florida; M.Ed., 1975, Wayne State University; Ph.D., 1982, University of Florida.

**Crews, Elmer M., 1986**, *Academic Director for Distance Learning, Associate Professor*, B.A., 1979, Lee College; M.A., 1983, Auburn University; Ph.D., 1986, Auburn University.

**Dunn, Thomas P., 1997**, *Regional Chair, Department of Undergraduate Arts & Science, Assistant Professor*, A.B., 1963, Western Kentucky University; M.A., 1968, University of Kentucky; Ph.D., 1969, University of Kentucky.

**Enloe, Claudia, 1989**, *Lecturer*, B.S., 1991, Troy State University; M.S., 1996, Troy State University.

**Everett, Ray, 2004**, *Associate Professor*, B.A., 1964, Arizona State University; M.A., 1968, Arizona State University; M.P.A., 1974, Arizona State University; D.B.A., 1984, U.S. International University.

**Gaillard, Regina, 1998**, *Associate Professor*, B.A., 1962, Hunter College; M.A., 1966, Fairleigh Dickenson University; Ph.D., 1984, University of Miami.

**Geren, Brenda Lee, 2003**, *Assistant Professor*, B.S., 1987, University of Tennessee at Chattanooga; M.B.A., 1989, University of Tennessee at Chattanooga; Ph.D., 2002, University of Tennessee at Chattanooga.

**Grubb, Todd C., 1993**, *Assistant Professor*, B.A., 1957, University of California; M.P.A., 1971, Syracuse University; Ph.D., 1988, University of Louisville.

**Hannay, Maureen D., 1998**, *Associate Professor*, B. A., 1986, University of British Columbia; M. of International Relations, 1988, University of Toronto; Ph.D., 1993, University of Toronto.

**Harrington, J. Henry, 2000**, *Assistant Professor*, B.A., 1986, Grinnell College; M.A., 1990, University of Hawaii; Ph.D., 2000, Loyola University.

**Horvat, George L., 1996**, *Assistant Professor*, B.S., 1960, Southern Illinois University; M.S., 1965, Southern Illinois University; Ph.D., 1969, St. Louis University.

**Jennings, Tuny, 1984**, *Associate Professor*, B.A., 1962, Ohio University; M.S.L.S., 1975, Shippensburg State University.

**Johnson, Sarah E., 1987**, *Associate Professor*, B.S., 1962, University of Southern Mississippi; M.S., 1971, University of Southern Mississippi; Ph.D., 1976, University of Southern Mississippi.

**Kim, Hae Shik, 1989**, *Associate Professor*, B.A., 1968, Kyungpook University; M.A., 1972, University of Illinois; Ph.D., 1978, Florida State University.

**Kitahara, Robert, 2004**, *Assistant Professor*, B.S. E.E., 1968, University of Santa Clara; M.B.A., 1981, Florida Institute of Technology; M.S., 1981, Florida Institute of Technology; M.S.-E.E., 1967, Purdue University; Ph.D., 1972, Purdue University.

**Kuzmicki, Jana, 2001**, *Assistant Professor*, B.S., 1972, University of Alabama at Birmingham; M.A., 1976, University of Alabama; Ph.D., 1993, University of Alabama.

**Lewis, Carol, 2004**, *Assistant Professor*, B.A.E., 1964, University of Mississippi; M.A.E., 1969, University of Mississippi; Ph.D., 1983, University of Mississippi.

**Mankelwicz, John M., 1994**, *Assistant Professor*, B.A., 1967, University of Pennsylvania; M.S., 1968, Bucknell University; M.B.A., 1983, Temple University; Ph.D., 1992, Temple University.

**Mason, Bennie F., 1998**, *Assistant Professor*, B.S.B.A., 1969, Auburn University; M.B.A., 1986, University of Alabama; Ph.D., 1996, Florida State University.

**McDaniel, Dayna M., 2002**, *Assistant Professor*, B.A., 1983, University of California; M.S.M., 1988, Troy State University; D.P.A., 1997, University of Alabama.

**McDaniel, William, 2002**, *Assistant Professor*, B.A., 1965, Omaha University; M.S., 1971, Troy State University; D.P.A., 1997, University of Alabama.

**Meine, Manfred F., 1994**, *Director, Florida Region, Associate Professor*, B.S., 1976, University of Nebraska; M.A., 1980, John Jay College, City University of New York; Ph.D., 1990, Golden Gate University.

**Meier, Dolores, 2005**, *Assistant Professor*, B.S., 1972, Clarion University of Pennsylvania; M.A., 1987, New Mexico State University; Ph.D. 1993, New Mexico State University.

**Northam, Melissa, 1995**, *Associate Professor*, B.A., 1975, Baylor University; M.A., 1977, University of Alabama; Ph.D., 1984, University of South Carolina.

**Nowlin, David V., 2004**, *Assistant Professor*, B.S. 1967, United States Air Force Academy; M.S., 1974, University of Southern California; D.P.A. 1994, University of Southern California.

**Philpot, Vincent D., 2001**, *Assistant Professor*, B.S., 1982, Florida State University; M.S., 1998, Northwestern State University; Ph.D., 1999, University of Southern Mississippi.

**Robison, Daniel E., 1996**, *Lecturer*, A.B., 1968, Mercer University; L.L.B., 1968, Mercer University; Ph.D., 2000, Auburn University.

**Rosenhoover, Donald E., 1990**, *Associate Professor*, B.G.S., 1972, University of Nebraska; M.P.A., 1976, University of Oklahoma; D.P.A., 1980, Nova University.

**Schlossman, Colin, 1998**, *Assistant Professor*, B.A., 1973, Lehman College; M.S., 1980, Long Island University; M.S., 1982, Long Island University; M.A., 1986, Queens College; M. Phil., 1987, City University of New York; Ph.D., 1990, City University of New York.

**Shoemaker, Harold, 2005**, *Assistant Professor*, B.S., 1990, W. Carolina University; M.S., 1994, W. Carolina University; Ph.D., 1998, University of Tennessee.

**Small, Lamon H., 1990**, *Associate Professor*, B.A., 1978, University of West Florida; M.S., 1980, Troy State University; Ph.D., 1984, Mississippi State University.

**Smith, William L., 1994**, *Assistant Professor*, B.A., 1983, New Mexico State University; M.A., 1985, New Mexico State University; Ph.D., 2004, New Mexico State University.

**Werling, Stephen, 1993**, *Assistant Professor*, B.C.S., 1977, Tiffin University; M.B.A., 1980, University of Dayton; D.B.A., 1989, University of Kentucky.

**Westfall, Frederick W., 2001**, *Regional Chair, Department of Business, Assistant Professor*, B.A., 1967, Texas Christian University; M.S., 1976, University of Southern California; Ph.D., 1987, Ohio State University.

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## GRADUATE FACULTY PACIFIC REGION

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**Hefron, Peter O., 1977**, *Associate Professor*, B.A., 1967, Middlebury College; M.A., 1968, Fletcher School of Law and Diplomacy; M.A.L.D., 1972, Fletcher School of Law and Diplomacy; Ph.D., 1976, Fletcher School of Law and Diplomacy.

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## GRADUATE FACULTY SOUTHEAST REGION

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**Bandow, Diane F., 2002**, *Associate Professor*, B.S., 1973, Iowa State University; M.S., 1992, National Louis University; M.A., 1996, The Fielding Institute; Ph.D., 1998, The Fielding Graduate Institute.

**Beazley, Debra, 2003**, *Associate Professor*, B.A., 1978, Medical College of Georgia; M.B.A., 1989, Kennesaw State University; Ph.D., 2002, Walden University.

**Browning, Frank, 2002**, *Assistant Professor*, B.A., 1972, Wake Forest University; M.Ed., 1976, Boston University; M.H.A., 1981, Georgia State University; Ph.D., 1996, University of North Carolina at Greensboro.

**Caldarola, Richard, 2003**, *Assistant Professor*, B.A., 1972, La Salle University; M.B.A., 1992, Friends University; D.B.A., 1998, Nova Southeastern University.

**Clemmer, Linda Kay, 2003**, *Assistant Professor*, B.S., 1998, Blue Mountain College; Certification, 1989, University of Mississippi; M.Ed., 1991, University of Mississippi; Ed.D., 1998, University of Mississippi.

**Eskey, Michael T., 2001**, *Program Coordinator, Criminal Justice, Assistant Professor*, B.S., 1975, University of Nebraska at Lincoln; M.S., 1994, Joint Military Intelligence College; Ph.D., 1982, Florida State University.

**Franken, James E., 2000**, *Associate Professor*, B.S., 1979, Southern Illinois University; M.A., 1981, Central Michigan University; Ed.D., 1991, University of Southern California.

**Hayes, David R., 1995**, *Assistant Professor*, B.A., 1986, Drew University; M.A., 1994, University of Rochester; Ph.D., 1998, University of Rochester.

**Holland, Carol S., 1981**, *Program Coordinator, Graduate Studies, History/Social Science/Political Science/International Relations; Professor*, B.S., 1961, East Strudsburg State College; M.C., 1962, Lehigh University; Ph.D., 1967, University of Pennsylvania.

**Hutchenson, James, 2001**, *Assistant Professor*, B.S., 1966, Auburn University; M.Ed., 1968, Auburn University; Ed.D., 1973, Auburn University.

**Krzycki, Leonard, 2002**, *Lecturer*, B.S., 1975, University of Nebraska at Omaha; M.S., 1977, University of Nebraska; Ph.D., 1972, University of Alabama.

**Lett, William, 2001**, *Assistant Professor*, B.S., 1972, Auburn University; M.S., 1975, University of Memphis.

**Lyon, Philip E., 2001**, *Professor*, A.B., 1967, Stonehill College; M.Ed., 1967, Boston College; Ph.D., 1975, Ohio State University.

**Lucas, Aaron, 1996**, *Associate Professor*, B.S., 1964, Faulkner University; B.S., 1966, Auburn University; M.S., 1968, Troy State University; M.B.A., 1994, Troy State University; Ph.D., 1972, University of Alabama.

**McCarley, Judy, 1988**, *Associate Director of Undergraduate Programs, Associate Professor*, B.S., 1971, University of North Alabama; M.Ed., 1977, Auburn University; M.Ed., 1992, Troy State University; Ed.D., 1983, Auburn University.

**Mowery, Thomas, 1991**, *Associate Director of Management Information Systems, Associate Professor*, B.E.E., 1979, Georgia Institute of Technology; M.S., 1984, Georgia Institute of Technology.

**Murphy, James P., 2001**, *Assistant Professor*, B.A., 1964, Hunter College, City University of New York; M.B.A., 1981, Providence College; D.B.A., 1996, Nova Southeastern University.

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

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

**Pederson, George, 1994**, *Associate Professor*, B.S., 1978, University of Maryland; M.S.M., 1982, Troy State University; M.S.I.R., 1983, Troy State University; M.B.A., 1985, Golden Gate University; Ph.D., 1993, Golden Gate University.

**Poteat, George H., 1992**, *Associate Professor*, B.A., 1967, California State University; M.A., 1969, California State University; Ph.D., 1973, Washington University; Post Ph.D., 1990, 1998, Massachusetts Institute of Technology.

**Sanders, Jimmy D., 1991**, *Professor*, B.A., 1968, University of Nebraska at Omaha; M.A., 1988, University of Southern California; D.P.A., 1989, University of Southern California.

**Seebode, Thomas F., 1994**, *Associate Professor*, B.S., 1960, United States Air Force Academy; M.B.A., 1970, Ohio State University; D.P.A., 1993, University of Alabama.

**Self, Dennis, 2001**, *Assistant Professor*, B.A., 1969, Mississippi State University; B.S., 1974, Mississippi State University; M.P.P.M., 1994, Birmingham-Southern College; M.S., 2000, Auburn University.

**Smola, Karen, 2001**, *Program Coordinator of Undergraduate Business, Assistant Professor*, B.S., 1973, University City University; M.A., 1982, University of Oklahoma.

**Spinner, David L., 2003**, *Assistant Professor*, B.A., 1988, Delaware State University; M.A., 1990, Alabama State University; Ph.D., 1994, University of Maryland at College Park.

**Tejinder, Sara, 1979**, *Lecturer*, B.S., 1969, California State University at Los Angeles; M.A., 1971, University of Massachusetts; Ph.D., 1974, University of Massachusetts.

**Tomasi, Louis, 2003**, *Assistant Professor*, B.S., 1972, University of Vermont; M.S., 1976, East Stroudsburg University; Ed.D., 1987, New York University.

**Voss, Richard, 2001**, *Program Coordinator of Graduate Business Studies, Assistant Professor*, B.A., 1984, University of California at Riverside; M.S., 1991, Troy State University; Ph.D., 2001, University of Alabama.

**Washington, Lee, 2003**, *Assistant Professor*, B.S., 1980, University of Maryland; M.B.A., 1982, Golden Gate University; D.B.A., 2001, Nova Southeast University.

**Whitlock, James, 2001**, *Lecturer*, B.S., 1971, Jacksonville State University; MBA, 1979, Columbus State University.

**White, David M., 1996**, *Site Director, Fort Benning, Associate Professor*, B.S., 1970, Florida State University; M.E.D., 1974, Georgia State University; Ph.D., 1983, University of Utah.

**Wilson, Charles, 2002**, *Assistant Professor*, B.A., 1972, Rhodes College; M.B.A., 1974, American Graduate School; Ed.D., 1988, Boston University.

**Wilson, Deborah, 2004**, *Assistant Professor*, A.A., 1984, College of the Mainland; B.S., 1988, Ft. Valley State College; M.Ed., 1994, Texas Southern University; Ed.D., 2000, Texas Southern University.

**Zeimet, Roger, 2002**, *Program Coordinator, History/Social Science Undergraduate Studie, Lecturer*, B.A., 1969, Marquette University; M.A., 1972, Marquette University; Ph.D., 1981, Marquette University.

**Bailey, Stephen, 2002**, *Assistant Professor*, B.S., 1981, Point Loma Nazarene; M.S., 1992, Point Loma Nazarene; Ed.D., 2000, North Arizona University.

**Beaver, Rodney W., 1994**, *Professor*, B.S., 1978, North Carolina State University; Ph.D., 1982, North Carolina State University.

**Belsches, Alan T., 1985**, *Associate Dean, College of Arts and Sciences, Professor*, B.A., 1974, William and Mary; M.A., 1979, University of North Carolina; Ph.D., 1983, University of North Carolina.

**Bilbeisi, Khamis, 1986**, *Chair, Department of Accounting, Economics, Finance, and Business Law; Professor*, B.S., 1979, University of Jordan; M.Acc., 1983, University of Georgia; Ph.D., 1989, University of Mississippi.

**Borders, William S., Jr., 1989**, *Professor*, B.A., 1968, Florida State University; M.A., 1974, Pacific Lutheran; M.H.A., 1978, Baylor; Ph.D., 1983, Washington.

**Brown, Lawrence, 1970**, *Chair, Department of Criminal Justice and Social Science, Professor*, A.B., 1959, East Carolina University; M.Ed., 1964, University of North Carolina; Ph.D., 1972, University of Southern Mississippi.

**Buchanan, Gary, 1992**, *Chair, Computer Information Systems, Associate Professor*, B.S., 1982, Troy State University at Dothan; M.S., 1984, University of Alabama at Birmingham; Ph.D., 1991, Georgia State University.

**Burroughs, Robert G., 1993**, *Associate Professor*, B.A., 1979, Fairmont State University; Ph.D., 1992, Mississippi State University.

**Conrad, Mark, 2003**, *Assistant Professor*, B.S., 1972, Sam Houston State University; M.S., 1993, Sam Houston State University; J.D., 2000, South Texas University.

**Cooley, Davie T., 2002**, *Assistant Professor*, B.S., 1988, Troy State University at Dothan; M.S., 1993, Troy State University at Dothan.

**Cross, Steven, 1991**, *Professor*, B.S., 1976, Middle Tennessee State University; M.A.T., 1980, Middle Tennessee State University; D.A., 1984, Middle Tennessee State University.

**Dapper, J. William, 1989**, *Chair, Department of Natural Sciences, Professor*, B.A., 1966, Wartburg College; M.S., 1968, Tennessee Technological University; Ph.D., 1978, University of Southern Mississippi.

**Davis, Kirk L., 1998**, *Associate Professor*, B.A., 1990, Mississippi State University; M.S., 1992, Mississippi State University; M.A., 1996, University of Mississippi; Ph.D., 1997, University of Mississippi.

**Davis, Rodney P., 2002**, *Chair, Department of Educational Leadership, Foundations, and Technology; Assistant Professor*, B.A., 1985, Southern Illinois University; D.R.E., 1997, Emmanuel Baptist University; Ed.D., 2002, George Fox University.

**Elbeck, Matthew, 1999**, *Professor*, B.S., 1978, The City University London; M.S., 1979, Cardiff School of Business, University of Wales; Ph.D., 1982, Cardiff School of Business, University of Wales.

**Farver, Rita, 1999**, *Instructor*, B.S., 1974, Athens State University; M.Ed., 1979, Alabama A&M University.

**Fell, Elizabeth P., 1988**, *Chair, Department of Curriculum and Instruction, Professor*, B.S., 1964, Livingston University; M.Ed., 1968, Livingston University; Ed.D., 1985, University of Alabama; A.A., 1975, University of Alabama at Birmingham.

**Fielding, Joseph M., 1998**, *Associate Professor*, B.B.A., 1951, Pace University; M.B.A., 1963, Baruch College/CUNY; Ph.D., 1997, The American University at London.

**Gaddis, Marcus D., 2002**, *Associate Professor*, B.S., 1980, University of Kentucky; M.B.A., 1981, University of Kentucky; Ph.D., 1993, University of Kentucky.

**Gilbert, Adair W., 1982**, *Associate Dean, Sorrell College of Business, Professor*, B.S., 1966, University of Alabama; M.A., 1969, University of Alabama; Ph.D., 1976, University of Alabama.

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#### GRADUATE FACULTY DOTHAN CAMPUS

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**Bae, Ronald P., 1986**, *Professor*, B.S., 1977, Evansville; M.S., 1978, Evansville; Ph.D., 1979, University of Southern Mississippi.

**Gusick, Barbara I., 1996**, *Associate Professor*, B.A., 1980, Lewis; M.A., 1988, DePaul University; Ph.D., 1996, Loyola University.

**Hicks, Cynthia, 2004**, *Assistant Professor*, B.A., 1970, Judson College; M.Ed., 1974, Troy State University at Dothan; Ph.D., 1998, Auburn University.

**Jones, Sandra Lee, 1984**, *Associate Dean, College of Education, Professor*, B.A., 1972, Columbus College; M.Ed., 1977, Columbus College; Ed.D., 1991, Auburn University.

**Lafleur, Reiff S., 1997**, *Associate Professor*, M.S., 1986, University of Rhode Island; Ph.D., 1994, University of Connecticut.

**Lipscomb, William P., 1999**, *Instructor*, B.S., 1990, University of Southern Mississippi; B.S., 1991, University of Southern Mississippi; M.S., 1993, University of Southern Mississippi; A.B.D., 1998, Louisiana State University.

**Lumpkin, Cynthia Rolan, 1992**, *Professor*, B.S., 1966, Auburn University; M.A., 1972, University of South Alabama; Ph.D., 1990, Auburn University.

**Manfready, Gary M., 2003**, *Assistant Professor*, BS, 1979, Asbury College; M.Ed. 1995, University of Southern Mississippi; Ph.D., 2000, University of Southern Mississippi.

**Martin, Richard G., 1983**, *Professor*, A.B., 1968, University of Georgia; M.A., 1975, University of Georgia; Ph.D., 1982, University of Georgia.

**McArthur, Charles R., 1991**, *Professor*, B.S., 1961, Auburn University; M.S. 1965, Florida State University; Ph.D., 1967, Florida State University.

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## MONTGOMERY CAMPUS

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