

BULLETIN
OF
THE SCHOOL OF GRADUATE STUDIES

**THE UNIVERSITY OF WEST ALABAMA IS ACCREDITED BY THE COMMISSION
ON COLLEGES OF THE SOUTHERN ASSOCIATION OF COLLEGES AND
SCHOOLS TO AWARD ASSOCIATE, BACCALAUREATE,
MASTER'S, AND EDUCATION SPECIALIST DEGREES.**

**1866 Southern Lane
Decatur, GA 30033-4097
Telephone: 404-679-4501**

and by

THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Member of

**THE AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES
THE AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION
THE CONFERENCE OF SOUTHERN GRADUATE SCHOOLS
THE COUNCIL OF COLLEGES OF ARTS AND SCIENCES
TEACHER EDUCATION COUNCIL OF STATE COLLEGES AND UNIVERSITIES**

**CATALOGUE AND ANNOUNCEMENTS
2010-2011**

**PUBLISHED BY THE UNIVERSITY OF WEST ALABAMA
LIVINGSTON, ALABAMA 35470**

Telephone: (205) 652-3647

Fax: (205) 652-3670

e-mail: dhines@uwa.edu

The curricula, course descriptions, and academic policies and procedures appearing in this catalogue are subject to change without prior notice to individual students. Students can be provided with information on changes by contacting the School of Graduate Studies.

The University is an equal opportunity institution that does not discriminate on the basis of race, color, national origin, gender, religion, age, disability or sexual orientation, in employment or the provision of services.

CALENDAR 2010-2011**Fall Semester, 2010**

August 11	New Faculty Orientation
August 12	General Faculty In-service Meeting
August 13	Orientation & Registration
August 16	Classes commence at 8:00 a.m. First meeting of evening graduate classes. \$20 late registration fee in effect.
August 20	Last day of adding courses. Last day for 80% refund of basic tuition and fees.
August 27	\$20 deferment fee added to all accounts not paid in full by 3:15 p.m. Last day for 50% refund of basic tuition and fees. Last day for dropping courses or withdrawing without 100% fees due.
September 6	Labor Day Holiday
September 10	Last day to register for the Miller's Analogies Test.
September 17	Miller's Analogies Test, 2:30 – 5:00 p.m. in Bibb Graves 117.
September 24	Last day to register for the Comprehensive Exam.
October 8	Last day for dropping or withdrawing without academic penalty. Comprehensive Exam given 1:00-5:00 p.m. in Bibb Graves 215.
October 15	Last day for filing application for a degree to be completed at end of Spring Semester. Applications for degree received after this date will incur a \$25 late fee.
October 19	Assessment Day
October 29	Last day for final payment of deferred fees without \$20 penalty.
November 1-9	Pre-registration by appointment for the Spring Semester.
November 22-26	Thanksgiving Holidays
November 29	Classes resume at 8:00 a.m.
December 2	Last day of classes.
December 3-9	Final Examinations
December 11	Fall Commencement

Spring Semester, 2011

January 7	Registration
-----------	--------------

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- January 10 Classes commence at 8:00 a.m. First meeting of evening graduate classes. \$20 late registration fee in effect.
- January 14 Last day for adding courses. Last day for 80% refund of basic tuition and fees.
- January 17 Martin Luther King Holiday (No day or evening classes will meet).
- January 21 \$20 deferment fee added to all accounts not paid in full by 3:15 p.m. Last day for 50 % refund of basic tuition and fees. Last day for dropping courses or withdrawing without 100% fees due.
- February 4 Last day to register for the Miller’s Analogies Test.
- February 11 Miller’s Analogies Test, 2:30 – 5:00 p.m. in Bibb Graves 117. Last day to register for the Comprehensive Exam.
- February 25 Comprehensive Exam given 1:00-5:00 p.m. in Bibb Graves 215.
- March 4 Last day for dropping courses or withdrawing without academic penalty.
- March 11 Last day for filing application for a degree to be completed at end of Summer Semester. Applications for degree received after this date will incur a \$25 late fee.
- March 15 Assessment Day
- March 16-25 Pre-registration by appointment for the Summer and Fall Semesters.
- March 23 Honor’s Day
- March 25 Last day for final payment of deferred fees without \$20 penalty.
- March 28-April 1 Spring Break
- April 4 Classes resume at 8:00 a.m.
- April 28 Last day of classes.
- April 29 – May 5 Final Examinations
- May 7 Spring Commencement

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Summer Semester, 2011

- May 27 Registration for all three (3) summer sessions.
- May 31 Classes commence at 8:00 a.m. for the first 4-week session and the 8-week session. First meeting of evening graduate classes. \$20 late registration fee in effect.

June 2	Last day for adding courses for first 4-week session. Last day for 80% refund of basic tuition and fees (first 4-week session).
June 3	Last day to register for the Comprehensive Exam.
June 6	Last day for adding courses for full 8-week session. Last day for 80% refund of basic tuition and fees (8-week session).
June 7	Last day for 50% refund of basic tuition and fees (first 4-week session). Last day for dropping courses or withdrawing without 100% fees due (first 4-week session).
June 13	\$20 deferment fee added to all accounts not paid in full by 3:15 p.m. Last day for 50% refund of basic tuition and fees (8-week session). Last day for dropping courses or withdrawing without 100% fees due (8-week session). Last day for withdrawing during first 4-week session without academic penalty.
June 17	Comprehensive Exam given 1:00-5:00 p.m. in Bibb Graves 215.
June 24	Last day to register for the Miller's Analogies Test.
June 29	Last day for dropping courses or withdrawing during 8-week session without academic penalty.
June 30	Last day of classes for first 4-week session.
July 1	Classes commence at 8:00 a.m. for second 4-week session.
July 4	Independence Day Holiday
July 6	Last day for adding courses for second 4-week session. Last day for 80% refund of basic tuition and fees (second 4-week session).
July 8	Miller's Analogies Test, 2:30 – 5:00 p.m. in Bibb Graves 117.
July 11	Last day for 50% refund of basic tuition fees (second 4-week session). Last day for dropping courses or withdrawing without 100% fees due (second 4-week session).
July 11-15	Pre-registration by appointment for the Fall Semester
July 13	Last day for withdrawing during second 4-week session without academic penalty. Last day for final payment of deferred fees without \$20 penalty.
July 15	Orientation Registration (Classes Do Not Meet)
July 22	Last day for filing application for a degree to be completed at end of Fall Semester. Applications for degree received after this date will incur a \$25 late fee.
August 1	Last day of classes for 8-week session.
August 4	Last day of classes for second 4-week session.
August 2-4	Final Examinations for 8-week session classes.

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

CONTENTS

I. GENERAL INFORMATION	8
Admission Requirements	9
Financial Aid.	10
Special Administrative Policies	12
Expenses	16
II. ACADEMIC INFORMATION	22
Official Student Records	26
Certification	27
Degree Programs	28
Degree Requirements	30
Thesis Program	32
Course Requirements	34
III. COURSE DESCRIPTIONS	60
IV. BOARD OF TRUSTEES, ADMINISTRATION AND FACULTY	95

General Information



SCHOOL OF GRADUATE STUDIES

Tom W. DeVaney, Dean

GENERAL INFORMATION

The School of Graduate Studies at UWA offers programs leading to the degrees of Master of Education, Master of Arts in Teaching (Certification and Non-Certification), Master of Science in Continuing Education, and Education Specialist.

MISSION STATEMENT

The University of West Alabama is a state-supported, coeducational institution of higher learning governed by a Board of Trustees appointed by the Governor. As a regional institution, the University's foremost commitment is to meeting the educational needs of the State and particularly of the West Alabama area. Valuing a diverse student population, it also welcomes students from throughout the United States and from other countries.

The primary purpose of the University is to provide opportunities for students to pursue a quality education through associate, baccalaureate, and master's degrees in liberal arts, natural sciences and mathematics, preprofessional programs, nursing, technology, business, and education. Additionally, the University will assist its students in developing the important qualities of independent thinking and respect for the ideas of others and in building firm foundations of personal integrity and character in order to realize their quests for a philosophy of life and for self fulfillment.

Importance is placed on providing opportunities within the curricula for the development of enhanced skills in critical thinking, communication, leadership, and computer literacy. The University also seeks to provide students opportunities for growth beyond the classroom through a wide range of extracurricular activities, programs, and services and through the maintenance of an environment of cultural and intellectual diversity and through the encouragement of the free exchange of ideas among faculty, administrations, and students.

At the University of West Alabama, the emphasis is upon the traditional learner, but the institution is also committed to the concept of lifelong learning and to serving non-traditional students. These include workers in area schools, businesses and industries, governmental agencies, and professional workers. In serving these diverse publics, the institution employs not only traditional means of delivery, but it also seeks to expand its use of innovative technologies, including distance learning, and to networking with other educational institutions and agencies in order to more comprehensively address the needs of its region.

The University seeks to employ a vibrant, talented, and diverse faculty whose members are committed to providing leadership and fostering positive growth throughout West Alabama through research and public service, with primary emphasis on that which meets the educational, social, cultural, and economic needs of the region. In the recruitment and retention of this faculty, as with all members of the University community, the institution, consistent with its academic heritage, maintains an openness to all qualified persons.

ACCREDITATION

The University of West Alabama is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (*1866 Southern Lane, Decatur, Georgia, Telephone number 404-679-4501*) to award the associate, bachelor's, master's, and education specialist degrees. This accreditation gives regional and national recognition to credits and degrees earned at the University. The College of Education at the University of West Alabama is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036; telephone (202) 466-7496/ This accreditation covers initial teacher preparation programs and advanced educator preparation programs.

THE PURPOSE OF THE SCHOOL OF GRADUATE STUDIES

The purpose of the School of Graduate Studies is to provide post-baccalaureate study for persons preparing for careers in professional education and education and for those whose career plans require graduate-level work in other areas.

Specifically, the School of Graduate Studies offers programs in early childhood education, elementary education, high school education, pre-school through grade twelve education, special education, school counseling, continuing education, library media, counseling/psychology, and instructional leadership. Academic areas of study in the various disciplines are biology, English, English language arts, history, mathematics, physical education, science, and social science. These programs are provided to further develop the professional competencies attained in undergraduate programs. In accomplishing this purpose, students are encouraged to solve professional problems by independent investigation through study and research.

ADMINISTRATION OF THE PROGRAM

The policies of the School of Graduate Studies are set by the Graduate Council of the University, which is appointed by the President. The Dean of the School of Graduate Studies serves as chairperson and executive officer of the Graduate Council. The Graduate Dean's responsibilities include initiation and recommendation of policies and procedures, and the overall administration of graduate programs as directed by the Graduate Council. The Graduate Council recommends the membership of the graduate faculty to the Provost, who submits the names to the President, who makes the appointments. The Graduate Dean approves the various curricula; supervises the course offerings; admits students to the School; and approves programs for degrees.

ADMISSION TO THE SCHOOL OF GRADUATE STUDIES

Graduation from an accredited college or university with a bachelor's degree with a minimum of 2.75 grade-point average (four-point scale) or graduation from an accredited college or university with a master's degree or higher with a minimum of 3.00 grade-point average (four-point scale) is required for unconditional admission to the admission to the School of Graduate Studies. A student who has an undergraduate grade-point average below 2.75 or a graduate grade-point average below 3.00 will be admitted conditionally and will be allowed to take 12 hours of graduate work. If a grade-point average of 3.00 or higher is achieved in the first 12 hours, regular admission to the graduate program may be granted and these credit hours may apply toward a degree. If a minimum 3.0 grade-point average is not achieved, the student will not be permitted to take additional graduate work and the hours will not apply toward a degree.

A score on the Miller Analogies Test (MAT) or on the Graduate Record Exam (GRE) (Verbal and Quantitative) is also required for unconditional admission to the School of Graduate Studies. Students should take the GRE or MAT prior to admission to the School of Graduate Studies. Students may be allowed to begin graduate work prior to submission of a test score with the understanding that no one can take beyond 12 semester hours without completing this requirement. Graduate students who have completed an accredited master's degree program are not required to submit either an MAT or GRE score as a requirement for admission to the School of Graduate Studies.

Students pursuing a Master's or Education Specialist degree programs leading to certification, except those in the Non-Traditional Fifth Year program, must submit a copy of a valid renewable teaching certificate in order to complete the admission process.

A qualified senior at UWA, lacking six to nine hours or less for graduation, or lacking only the student teaching experience, may be enrolled for up to nine hours of graduate studies with the approval of the Dean of the School of Graduate Studies.

INTERNATIONAL STUDENTS

Applications are welcomed from international students who wish to attend UWA. In addition to meeting the regular admission requirements, foreign applicants whose native language is not English must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). International students who have graduated from English-speaking undergraduate schools are exempt from the TOEFL requirement. The TOEFL code for UWA is 1737.

Applicants must also file financial statements confirming the availability of sufficient funds to meet all costs while studying at the University. Also, all international students will be required to place \$500 in an escrow account with the University before they can be granted admission to the School of Graduate Studies.

ADVISORY SYSTEM

When a student has been approved for admission to the graduate program, he/she is assigned an advisor by the Dean of the School of Graduate Studies. The student's schedule should be approved by this advisor each time he/she registers. All graduate students should schedule regular conferences with their advisors.

Students who register at extension centers should contact their advisors prior to registration to receive approval of their schedules.

Graduate students are expected to familiarize themselves with the regulations and academic requirements stated in this catalogue. Advice, other than from the assigned advisor or the Graduate Dean, or misunderstanding of these procedures will not be accepted as cause for waiving any requirement or policy stated in this catalogue. Graduate students who, because of exceptional or extraordinary circumstances, wish to be granted exceptions to the regulations may petition in writing to the Dean of the School of Graduate Studies. Depending upon the nature of the request, the Graduate Dean may act upon the petition or may refer it to the Graduate Appeals Committee for a decision.

STUDENT FINANCIAL AID

In an attempt to meet the financial need of qualified students, the University subscribes to the following policies and principles: (1) the purpose of financial aid is

to supplement the resources of the student and his/her family; it does not exist to replace these sources of support. The primary responsibility for financing a college education resides with the family, and the family is expected to contribute according to its income and assets to a student's University expenses. The student is expected to share in this responsibility through savings, summer work, and part-time employment if necessary. (2) In selecting a financial aid recipient, the University considers not only an applicant's financial need, but also academic achievement and potential, character, and leadership ability. (3) The amount of a financial aid award reflects the financial situation of the student and his/her family and represents confidential information which will not be made public by the University.

Financial aid at UWA may consist of a scholarship, a loan, campus employment, or any combination of these. The Financial Aid Office will attempt to meet a student's needs through the award or combination of awards most appropriate to the individual applicant.

Specific information on applying for financial assistance may be obtained by writing to the Director of Financial Aid, Station 3, the University of West Alabama, Livingston, Alabama 35470 or access <http://financialaid.uwa.edu>.

FEDERAL PERKINS LOAN PROGRAM

Graduate students who have been accepted for enrollment by UWA and students enrolled at least half-time are eligible for student loans. An applicant is expected to demonstrate definite financial need in order to be considered. To receive a loan, a student must be capable, in the opinion of the University, of maintaining an acceptable record.

FEDERAL COLLEGE WORK-STUDY PROGRAM

The College Work-Study (CWSP) provides jobs for undergraduate and graduate students who need financial assistance in order to pay part of their educational expenses. The amount of the work-study award depends on the financial need of the student and the funds which are available. The typical student employee works fourteen hours per week and is paid the Federal minimum wage.

FEDERAL STAFFORD LOANS

A Stafford Loan is a low-interest loan made to qualified students by a bank, credit union, or savings and loan association. Students may borrow up to a maximum of \$20,500 per year, depending on their financial need and the cost of attendance. Repayment does not begin until six months after leaving the University. The Free Application for Federal Student Aid (FAFSA) serves as the application. Students can complete the FAFSA online at www.fafsa.ed.gov.

THE RALPH AND MARGARET LYON SCHOLARSHIP FUND

This scholarship was established and funded by Ralph and Margaret Lyon and is maintained as an endowed scholarship fund. Its purpose is to assist men and women who are enrolled in Graduate School at UWA.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available to qualified students in certain fields of study. Assistantships are usually granted for a period of nine months. Normally, there are no stipends for the summer semester. Students desiring to make application for graduate stipends should write to the Dean of the School of Graduate Studies, the University of West Alabama, Station 31, Livingston, Alabama 35470, for application forms.

COOPERATIVE EDUCATION PROGRAM

The University of West Alabama offers a program in Cooperative Education to allow opportunities for students to gain work experience in their chosen field of study. The program enables the student to combine classroom instruction with practical experience in business, industry, government, or service organizations. This program is available to qualified students in select majors. To qualify, a student must be in good standing with the University and have a 3.0 or above grade point average. The student must also attend an Employability Seminar offered by appointment in the Career Services Office.

Students may choose one of two options when available. The first option, the Alternating Option, allows a student to alternate semesters of full-time work and full-time study. The second option, the Parallel Option, allows a student to work part-time (15 to 20 hours a week) while enrolled as a full-time student.

In addition to the above qualifications, a student must register for the appropriate non-credit Cooperative Education course (CEP) each work term and pay the materials fee. Students must comply with the policies and procedures of the employer and the Cooperative Education Program. Interested students may apply in the Career Services Office in Foust Hall 7.

SPECIAL ADMINISTRATIVE POLICIES

GENERAL RULES FOR BEHAVIOR

All University students are required to abide by State laws governing the use of State-owned buildings, among which are prohibitions against gambling, use or possession of firearms except under direct supervision of an authorized University instructor, use or possession of alcoholic beverages, and use or possession of fireworks in any University building or on the University campus.

Every University of West Alabama student, in addition to complying with regulations fixed by the Board of Trustees for entrance into the University, will be expected to conform to such rules as may be established for the well-being of the University community, including, but not limited to, the general rules of behavior set forth in the Student Handbook. Failure to abide by University rules and regulations may result in dismissal.

NON-ACADEMIC GRIEVANCES

From time to time students may have questions concerning administrative policies or operations. Generally there are logical explanations for situations and usually most questions can be resolved in an informal manner through discussion with the individual or office involved. In instances where a student raises a question about a policy or decision, the affected staff member should respond constructively explaining the situation as carefully as possible and checking to be sure that no error has been made. If it is not possible to resolve a matter through discussion, a student may appeal for further consideration by voicing the concern to the Office of the Vice President for Student Affairs. Again, in most instances concerns can be resolved through discussion, interaction and possibly intervention on behalf of the Vice President for Student Affairs (VPSA) as student ombudsman but when this is not possible the student can formalize his appeal in writing to the VPSA and ask for consideration by the Student Life Committee and/or the President to resolve the matter officially.

This policy is formulated in accordance with the SPRE Guidelines and is intended to insure that the student is given fair and equitable consideration in any matter that may arise.

CAMPUS SECURITY POLICY

UWA fully supports the intent of the Campus Security Act and has taken steps to adhere to its guidelines. In accordance with the Act, the University maintains records on crimes reported, arrests made on intoxication and alcohol related matters. The University also supports pro-active campus policies and programs on alcohol abuse. Results of student disciplinary proceedings are reported to alleged victims. In addition, information to whom to report a crime, who will respond to the student's report, campus safety policies and preventive security measures is widely distributed.

PARKING

All members of the UWA student body, faculty and staff who operate vehicles on the campus are required to register any vehicle driven on campus with the University Police Department. This regulation includes graduate students attending on-campus classes one night per week. Vehicles can be registered at Moon Hall.

POLICY ON ACCOMMODATION FOR DISABILITIES

It is the policy of UWA to provide reasonable accommodation for environmental and program accessibility for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the effective dates of the Americans with Disabilities Act of 1990. The Office of Student Life serves the special needs of students with permanent disabilities. Individuals should provide documentation of services needed to overcome their disability from their physician or other professional. This information should be forwarded to the Office of Student Life within 10 days of acceptance to the University.

For additional information, contact the Office of Student Affairs, Webb Hall 323.

THE STUDENT RIGHT TO KNOW ACT

UWA recognizes and supports the intent of the Student Right to Know Act. UWA understands, accepts and supports the intent of this act and conforms to its requirements. This information will be available from appropriate University sources. This act was designed to protect student athletes and other students by insuring that they realize what the potential for their graduating from college is. UWA maintains records on the completion rate of all athletes in comparison with the general student population. These records make comparisons by race, gender, and sport. These records will be available upon request and will be distributed as widely as possible to all prospective and enrolling students.

POLICY ON SEXUAL HARASSMENT

UWA is committed to providing a working and educational environment for all faculty, staff, and students which is free from sexual harassment.

Sexual harassment is unacceptable behavior and will not be tolerated. It is a form of misconduct that undermines the integrity of the conditions of employment and teaching, and of faculty-student relationships.

Unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct or written communication of a sexual nature are sexual harassment when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience;

- (2) submission to, or rejection of, such conduct is used as the basis for employment or academic decisions affecting such individual; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work, academic performance, participation in University sponsored extracurricular activities, or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment takes many forms and includes many kinds of behavior. It is best described as behavior which a reasonable person would find offensive. Sexual harassment may involve behavior by a person of either gender against a person of the same or opposite gender, when that behavior falls within the definition outlined above. Possible examples may include, but are not limited to, the following:

seeking sexual favors or relationships in return for a promised grade or other academic opportunity; relating an employment opportunity (hiring, promotion, salary increase, performance appraisal, assignment, etc.) to a sexual favor or relationship; repeated and insulting or demeaning statements or gestures related to gender, which unreasonably interfere with the work or academic or extracurricular performance of a student or faculty or staff member; or intentional and undesired physical contact which adversely affects a person's ability to carry out his or her academic or employment responsibilities.

Sexual harassment is a serious offense and is deeply destructive. Education regarding sexual harassment is a tool in the elimination of this behavior. Therefore, education is provided by the University to ensure that all managers, supervisors, employees and students clearly understand what sexual harassment is and is not, that sexual harassment is illegal and will not be tolerated.

The Provost and all Vice Presidents, Deans, directors, supervisors, and department heads of the University have the responsibility to ensure that employees under their direction are informed of this policy, and the duty to ensure that investigation into allegations of sexual harassment occurs. The Vice President of Student Affairs is responsible for providing this information to the student body.

Investigations of complaints of sexual harassment will be conducted as promptly and in as confidential a manner as possible. Appropriate steps will be taken to resolve complaints without fear of reprisal against the individual filing such a complaint. Depending upon the initial contact and the identity of the alleged harasser, the investigation may be conducted by the Provost, the dean, department head or supervisor. If a complaint is pursued through the Provost and a prima facie case of harassment is found, the Provost may pursue the matter on behalf of the individual. If sexual harassment is determined, corrective action will be taken in accordance with established University policies and procedures. The sanction imposed will depend upon the seriousness of the offense and may range from reprimand to dismissal.

Complaints may be resolved informally by contacting UWA Provost, Webb Hall 102, Livingston, Alabama 35470. Presenting concerns to the Provost does not affect any of the time limits for initiating formal complaint procedures either inside or outside the University.

When informal resolution is not possible, staff, students and faculty may use the various formal complaint procedures the University provides. In addition, staff, students and faculty may use the procedures provided by agencies outside the University, such as the United States Equal Employment Opportunity Commission. The Provost must be notified immediately when a formal allegation of sexual harassment has been raised, regardless of who may subsequently investigate the matter.

There are no other policies of UWA which supersede this policy.

POLICY STATEMENT ON MAINTAINING A DRUG-FREE COMMUNITY AND WORKPLACE

The regulations implementing the Drug-Free Schools and Communities Act Amendments of 1989 [Public Law 101-226] require that each institution receiving federal grant funds must certify, prior to the award, that it will maintain a drug-free workplace and community. UWA, therefore, establishes the following policy standard:

The use of illegal drugs and the abuse of legal medication and alcohol threaten the health and welfare of members of the University community. UWA takes pride in its members, and, therefore, is committed to eliminating substance abuse among its students, faculty, and staff members both on and off campus.

UWA hereby notifies all of its employees and students, both full-time and part-time, that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance by an employee or student on the UWA campus, or at any other location where the employee or student is performing official duties or representing UWA, or performing any work pursuant to a federal grant, is prohibited.

The primary objective of the University in the area of substance abuse is prevention. Through the presentation of drug, alcohol, and other health related educational programs, UWA hopes to inform the campus community of the problems related to substance abuse. Although UWA does not independently require drug-testing of students involved in campus activities, the University supports and agrees to comply with drug-testing requirements of all applicable athletic associations in which membership is held. For student, faculty, and staff members who recognize that an abuse problem exists, counseling and/or referral service will be made available. It is hoped that all substance abuse problems can be handled at the counseling level; however, it is the responsibility of the individual to seek help prior to disciplinary action or criminal apprehension, or prosecution, as well as conduct himself or herself in accordance with federal, state and local law whether or not on the campus of UWA.

The use of illegal drugs will not be tolerated by UWA. Members of the University community apprehended for or convicted of substance abuse will be subject to appropriate University action. Indicators of abuse, such as arrest for driving under the influence of alcohol (DUI) or possession of illegal drugs, will serve as reasonable cause for disciplinary action, whether or not a criminal conviction is ultimately obtained. Those convicted of substance abuse will be subject to disciplinary action and criminal prosecution by the appropriate authorities. Any violation of this policy by an employee or student will render the employee or student subject to disciplinary action (consistent with federal, state or local law) including, but not limited to, expulsion or immediate termination of employment. The University may also require the employee or student to complete a drug rehabilitation program. UWA will fully cooperate with law enforcement authorities in the investigation or prosecution of any criminal violations and may refer any suspected violations to these authorities for prosecution. At all times, members of the University community remain responsible for conducting themselves in accord with federal, state and local law.

Substance abuse is counter to the educational mission of UWA. This policy of prevention, counseling and discipline will serve as a catalyst to discourage abuse by members of the University community.

UWA has implemented a drug-free awareness program. The statement above, setting forth UWA's policy of maintaining a drug-free workplace and community and the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace and community, is a part of this program, but the University also distributes the following annually to all employees:

1. Information on the dangers of drug abuse in the workplace and community;
2. Information on the legal sanctions under local, state, and federal law for unlawful possession, use or distribution of illicit drugs and alcohol;
3. Information on available drug counseling, rehabilitation, and employee assistance programs in the area.

EXPENSES

GENERAL FEES

Graduate Fee for Tuition (per semester hour) - In-state	\$244.00
Note: Out-of-state tuition is two times the In-state rate except for the following Mississippi counties, which are charged the In-state rate: Clarke, Kemper, Lauderdale, Jasper, Neshoba, Newton, Noxubee, and Winston.	
Identification Card (required for all students) per semester	\$10.00
Information Access Fee (required for all graduate students)	
A graduate enrolling for four or less semester hours.	\$40.00
A graduate enrolling for more than four semester hours.	\$60.00
Application Fee (Non-refundable)	\$50.00
(Required of all new graduate applicants for admission)	
Application Fee for International Students (Non-refundable).	\$50.00
Miller Analogies Test Fee	\$60.00
(Non-refundable)	
Graduation Fee	\$50.00
(See Graduation Fee Policy below.)	

Fees in the School of Graduate Studies do not cover any medical expenses for students.

GRADUATION FEE POLICY

The graduation fee is \$50.00 if the student applies for graduation before the application for graduation deadline has passed. A late fee of \$25.00 is imposed on any student applying for graduation after the deadline for applications has passed. If a graduate student applies for graduation on time and then discovers that he/she will not graduate in the semester he/she applied, \$35.00 will automatically roll over to the next semester.

The graduation fee is payable at the time the application is submitted. Measurements for caps and gowns are to be made at the UWA Bookstore four weeks prior to graduation. The fee includes cost of diploma and rental of cap and gown. This fee is required of all graduates and is not refundable in the event the prospective graduate fails to complete requirements for a degree or fails to participate in graduation exercises.

HOUSING RESERVATION AND DEPOSIT

A request for a reservation in University housing (residence hall room or apartment) must be accompanied by a deposit of \$100.00. Deposits are held to cover the loss of, or damage to, residence hall or apartment property.

A deposit refund may be made when a room is vacated at the end of the contract period, as outlined in the Residence Hall Agreement. Residents desiring to receive a deposit refund must obtain a Request for Room Deposit Refund form from the Housing Office and turn this form in to Brock Hall Room 121. The Housing Staff forwards the form to the Business Office. The Business Office will prepare and mail a refund check to the student provided all fees are paid, or the refund will be applied to the student's account if the account is not paid in full. ALL ROOM DEPOSITS NOT CLAIMED WITHIN ONE YEAR AFTER GRADUATION OR WITHDRAWAL REVERT TO THE GENERAL FUND.

ROOM AND BOARD

The rental rate in one of the University residence halls or apartments is set on the basis of multiple occupancy of the room. The rates (subject to change) are as follows:

Selden Hall	\$1,020.00 per semester
Spieth Hall.	\$1,020.00 per semester
Sisk Hall	\$ 920.00 per semester
Stickney Hall.	\$1,360.00 per semester
Reed Hall.	\$1,620.00 per semester
Hoover Apts.	\$1,680.00 per semester

All students residing in the residence halls of the University are required to purchase meal plans. The charges of the meal plans are as follows:

Plan 1: 19 of 19 meals per week	\$1,040.00
Plan 2: 14 of 19 meals per week	\$905.00
Plan 3: 9 of 19 meals per week	\$750.00

By special arrangement with the Business Office, this charge may be paid in installments. Arrangements can be made as outlined in the "Payments" section of this catalogue.

The nine meal plan is restricted to residents of Stickney Hall, Reed, Patterson, and Hoover Apartments.

STUDENT APARTMENTS

Patterson Apartments provides unfurnished housing for student families, graduate students and students over the age of 24. The semester rent for these units, including all utilities except telephone, is as follows:

One-bedroom apartment	\$1,710.00
Two-bedroom apartment	\$2,030.00

By special arrangement with the Business Office, the rent on student apartments may be paid in installments. If this plan is chosen, a \$20.00 deferred payment charge is added as outlined in the "Payments" section of this catalogue.

PAYMENTS

All University charges for tuition, fees, room and board are due by registration day of each semester.

All students must pay their charges in full, have approved financial aid to cover all charges or make payment arrangements by the due date. Any charges incurred other than those required as a condition of enrollment are due in full prior to registration confirmation.

Arrangements consist of the following:

1. Pay one third of all charges and have guaranteed financial aid sufficient to cover the remaining balance including applicable fees.

2. Establish an approved payment plan through Tuition Management Systems in an amount sufficient to cover the account balance including applicable fees.

International students are REQUIRED to pay all charges at the time of registration. Other students whose accounts in the past have been turned over for collection also must pay all charges at the time of registration. It is the student's responsibility to ensure that fee payments are made on time and in accordance with the policies set forth in this catalogue. Any student who fails to comply with these policies may be withdrawn from classes by the University. The University is not responsible for sending bills or reminders, although statements showing outstanding balances due may be rendered on occasion. A student may access pertinent information regarding their student account on line through their WebAdvisor account at any time. Checks for payment of University charges should be made payable to "UWA". No student records will be released by the Registrar's Office until all University fees, fines and other obligations are paid in full. ALL STUDENT ACCOUNTS WITH A CREDIT BALANCE NOT CLAIMED WITHIN ONE YEAR OF GRADUATION OR WITHDRAWAL SHALL REVERT TO THE GENERAL FUNDS OF THE UNIVERSITY.

All costs, including attorney's fees, which are necessary for the collection of any debt owed to the University, must be paid by the debtor. Questions about charges or refunds should be addressed to appropriate personnel in the Business Office.

CHECK CASHING POLICY

Students and faculty desiring to cash checks at the Business Office for personal convenience must make checks payable to "Cash". Personal checks will be cashed for amounts up to \$50.00 for students if their student account with UWA is current. If a student has two returned checks per academic year, his/her check cashing privileges may be discontinued.

Due to the limited amount of cash on hand in the Business Office, work-study checks will be cashed only if the student makes a payment on their student account.

RETURNED CHECK POLICY

UWA will pursue all legal means to collect dishonored checks returned by our bank for any reason. Once a check has been returned to the Business Office, the maker of the check will be notified by mail and be given a reasonable period of time to make the check good. Should the maker decide to ignore this notice, the Business Office will send a second notice. The second notice will be sent by Registered Mail. Should the second notice be ignored, the check and all supporting documentation will be submitted to the Bad Check Unit of the District Attorney's Office for collection. Writing a bad check is a crime in the State of Alabama. Failure to respond to the District Attorney may result in arrest.

WITHDRAWAL FROM COLLEGE

If a student decides to withdraw from the University during any semester after officially registering, he/she must notify the Graduate Dean's office in writing. No student is allowed to withdraw within the last ten (10) class days (two weeks) of the semester except in an extreme medical emergency or similar situation, as determined by the Dean of the School of Graduate Studies. A student failing to attend classes without officially withdrawing will automatically receive a grade of "FA" (Administrative F).

The student will also be required to pay full tuition and fees for the course(s).

REFUNDS

Regular Session

Students officially withdrawing from classes during the first two weeks of class receive refunds for the Basic Fees as follows: **Eighty percent if withdrawal occurs during the first week of classes and fifty percent if withdrawal occurs during the second week of classes. No refund is made if withdrawal occurs after the second week of classes.**

Refunds are made only upon receipt of an official withdrawal card properly executed. It is the student's responsibility to ensure that the withdrawal card is completed. In the case of withdrawals caused by personal illness or call into military service, the total amount of fees is refundable if withdrawal is made on or before Friday of the third week of the semester. One-half of the total amount of fees is refunded if withdrawal is made during the period beginning on Monday of the fourth week and ending Friday of the fifth week of classes.

- A. Those students withdrawing due to personal illness or call into the military may be asked to submit official documentation to receive a reduction in fees.
- B. Recipients of Title IV Federal financial aid are required to have their funds prorated based on the number of weeks of enrollment and is effective through 60% of the semester. All Title IV repayments are charged to the student account and are the responsibility of the student. All such repayments must be satisfied before the student enrolls for another semester.

4-week Summer Session

Students officially withdrawing from the University during the first six days of class receive refunds for the Basic Fees as follows: **Eighty percent if withdrawal occurs during the first three class days of a four-week session and fifty percent if withdrawal occurs on or between the third and sixth class days of a four week session. No refund is made if withdrawal occurs after the sixth class day of a four-week session.** No refunds are made to students who do not follow official procedures for withdrawal or change of course. The information technology fee and the ID card fee are not subject to refund or reduction.

Refunds are made only upon receipt of an official withdrawal card properly executed. It is the student's responsibility to ensure that the withdrawal card is completed. **In the case of withdrawals caused by personal illness or call into military service, the total amount of fees is refundable if withdrawal is made within the first seven class days of the four-week sessions. One-half of the total amount of fees is refunded if withdrawal is made during the period beginning the eighth class day and ending on the twelfth class day of a four-week session.** Those students withdrawing due to personal illness or call into the military may be asked to submit official documentation in order to receive a reduction in fees.

Recipients of Title IV Federal financial aid are required to have their funds prorated based on the number of weeks of enrollment. This proration is effective through 60% of the semester, and examples are available upon request at the Financial Aid Office. All Title IV repayments are charged to the student account and are the responsibility of the student. All such repayments must be satisfied before the student enrolls for another semester.

GRADUATE IDENTIFICATION CARDS

All graduate students are required to have a current UWA Graduate Identification Card each semester they are enrolled at the University. These cards are available at the Registrar's Office (Webb 321) located on the third floor of Webb Hall. The UWA Graduate Identification Card is required to check out books and materials from the Julia Tutwiler Library and the Media Center, as well as admission to all University activities. The card is also required in all UWA Computer Labs for any printing or photocopying in any UWA facility. The Graduate Identification Card is also required in order for the graduate student to take the Miller Analogies Test and the Comprehensive Exam.

The UWA Graduate Identification Card may also be used as a student activity card. Graduate students have the option of paying a \$95.00 activity fee which entitles them to admittance to SGA/CAB sponsored events, athletic events, and use of the Wellness Center/Student Union. Graduate students also have the option of paying a \$25 annual fee (and a \$25 per semester fee) to the alumni association for use of the Wellness Center only.

2

Academic
Information



ACADEMIC INFORMATION

TRANSFER CREDIT AND TRANSFER STUDENTS

Students who plan to take courses from other institutions must receive written approval from the Graduate Dean before registering to be sure that the desired courses fit their specific programs.

As many as nine semester hours of graduate credit from an accredited institution may be accepted by UWA toward a master's degree. This credit must have been earned within a nine-year period prior to initial enrollment in the graduate program to which it is applied. No transfer credit below "B" level is acceptable. Transfer credit cannot be used to raise grade point average deficiencies at UWA. No credit by correspondence can be used toward a graduate degree. An official record of transferred credit must be sent to the Registrar by the institution from which the credit has been earned before such credit will be considered for acceptance.

TRANSIENT STUDENTS

Students who are pursuing advanced study at other institutions may be enrolled as transient students at UWA. These students must obtain permission from their colleges on official forms or letters from their deans.

UWA students may be permitted to take work from other institutions as transient students. Official forms for this work will be provided to these students when they are approved for this work by the Dean of the School of Graduate Studies in consultation with the Dean of the College. Any transient work to be counted toward a degree at UWA must have the **prior** approval of the Dean of Graduate Studies. Grades for transient courses must be in the office of the University Registrar two weeks prior to commencement if they are to be used for meeting graduation requirements at that time.

GRADES

The following is the grading system of the School of Graduate Studies at UWA: "A, B, C, D, F, P, FA (Administrative F) I (Incomplete), IP (Internship in Progress), and X (Absent from Examination)." It is the student's responsibility to complete the necessary work to remove the grade of "I" or "X" at least ten class days prior to the end of the next semester or online session. Failure to remove the "I" or "X" grade during the specified time will result in the student's receiving an "F" grade.

The entire graduate program rests upon high academic standards. Candidates for master's degrees must maintain an overall average of "B" in all course work attempted. No grade below "C" will be accepted for graduate credit. In order for a student to graduate from the School of Graduate Studies, the student must earn a 3.00 grade point average on all work attempted, as well as a 3.00 grade point average (3.25 in Instructional Leadership and Education Specialist programs) in the major field of study/teaching field.

GRADUATE DISMISSAL AND APPEALS POLICY

If a master's level graduate student receives two F's and/or D's, he or she will be placed on probation. If the probationary student receives another F or D, the student will be dismissed from Graduate School for a period of one calendar year.

If a specialist's level graduate student receives one F or D, he or she will be placed on probation. If the probationary student receives another F or D, the student will be dismissed for a period of one calendar year.

A student who is preregistered for courses for a subsequent semester and is dismissed will be dropped from his/her preregistered courses.

One calendar year after dismissal, the student may appeal to the Graduate Appeals Committee for readmission. A student who wishes to appeal for readmission must submit a written request to the Graduate Dean, who will present it to the Graduate Appeals Committee. A student who is readmitted must earn at least a B average his or her first term after readmission and no lower than a C in subsequent terms. If he or she does not maintain a B average the first term after readmission or earns a grade below a C in a subsequent term, the student will be dismissed again for an additional calendar year.

If a student is dismissed a third time, he or she may not reapply for readmission to Graduate Studies until after a period of two years. If readmitted, the student may transfer a maximum of nine semester hours from previous programs (Note: the courses transferred cannot be over nine years old). A student who is readmitted to the graduate program may be required to repeat specific courses if the Graduate Appeals Committee considers this to be in the best interest of the student

ACADEMIC INTEGRITY

Academic dishonesty is defined as an action taken that gives a student an ill gained advantage in any academic pursuit that would not have been available if left solely to the student's own abilities and performance. Academic dishonesty includes, but is not limited to, cheating, assisting in cheating, plagiarism, theft or possession of examinations or other unauthorized class materials, submitting the same assignment in more than one course without the instructors' consent, knowingly furnishing false academic information (such as falsified transcripts) to the University, altering or attempting to alter a grade or information on any University record, misrepresenting oneself to submit work for another student, or enlisting someone else to submit work falsely for oneself.

Plagiarism is defined as the failure to properly document all materials from sources, published or otherwise, that are included in an essay, research paper, examination, or other assignment. This includes items such as definitions of particular terms taken from a research source. Incidents of plagiarism include quoting or paraphrasing without properly crediting the author, using the syntax of a source document in a paraphrase without significant modifications, or incorporating the ideas of another without attribution by standard documentation. The actual words of a published or online source must be cited properly and enclosed in quotation marks according to the documentation style of the appropriate academic discipline. Failure to do so is plagiarism. Paraphrased material must also be documented accurately and appropriately and must represent the student's own words and own unique sentence structure. Failure to do so, again, is plagiarism. Finally, material which is carelessly or incompletely paraphrased is also regarded as an incident of plagiarism. It is the responsibility of the student to learn these academic conventions and abide by them. Further information about using sources and citations may be found via the Julia Tutwiler Library Home Page (<http://library.uwa.edu/>). This same page provides information on avoiding plagiarism in any of the style manuals given in the links.

The University of West Alabama reserves the right to use electronic means to detect and help prevent plagiarism. By enrolling at UWA, students agree to have course documents submitted to www.Turnitin.com or other means of electronic verification. All materials submitted to Turnitin.com will become source documents in Turnitin.com's restricted access database, solely for the purpose of detecting plagiarism in such documents. Students may be required by instructors to individually submit course documents electronically to Turnitin.com.

In instances where a faculty or staff member believes a student has committed or assisted in an act of general academic dishonesty, such as theft of an exam, attempting to alter a grade, falsifying transcripts, or assisting in an act of academic dishonesty, the student is consulted to determine if the matter can be resolved. Following consultation with the student, if the faculty member believes an act of academic dishonesty has been committed and that punitive action is warranted, the matter is referred to the Academic Integrity Committee in writing in the form of an Academic Dishonesty Incident Report, which is available in the *Handbook for Faculty and Professional Staff*. The faculty member may also include a recommendation for possible disciplinary action consistent with those listed in accordance with the University Student Code of Conduct.

In a case of determination of academic dishonesty related to a specific class assignment, such as an act of plagiarism or cheating on an exam, the faculty member must notify the student and explain the nature of the charge and the nature of the punishment to be imposed. The faculty member is authorized to choose from the following options for such an offense:

1. Having the student rewrite the assignment, with or without a grade penalty
2. Giving the student an “F” or a zero for the assignment or a portion of the assignment

Should the professor feel the incident needs further action, he or she may refer the student to the Academic Integrity Committee by filing an Academic Dishonesty Incident Report Form detailing the infraction with the chair of the committee. A copy is also filed with the Office of the Provost.

A student accused of academic dishonesty is afforded due process considerations and has the right to a hearing before the Academic Integrity Committee and the right to legal representation during that hearing. A student may request a hearing by writing to the Dean of his or her College, who will in turn refer the matter to the Academic Integrity Committee. A student may waive the right to due process and instead allow the punitive action to be determined by the committee. In this case, the student will sign a form waiving due process.

In adjudicating the case, if the Academic Integrity Committee finds the student guilty, it may impose the following action(s):

1. Reprimand (written or oral)
2. Suspension
3. Expulsion
4. Work reparation
5. Other penalties as appropriate

A decision rendered in a hearing by the Academic Integrity Committee will be conveyed in writing to the student and to the accusing professor as well as to the Provost. The student may appeal the decision in writing to the Provost no later than three working days after final action in the matter. Right to counsel or representation will also be available in the appeals process.

ACADEMIC LOAD

The maximum load for a graduate student is thirteen semester hours of course work a semester. This total applies to combined graduate/undergraduate hours online and on-campus. The maximum load for an eight-week online session is seven semester hours.

For the Summer session only, the maximum load for a graduate student is ten semester hours of course work. This total also applies to combined graduate/undergraduate hours online and on-campus.

Students holding graduate stipends must take at least three semester hours and no more than ten semester hours of graduate work a semester (online and on-campus combined).

With approval of the Graduate Dean, students registering for SC 549 Internship in School Counseling or LM 569 Internship in Library Media may take an additional three hours that semester (online and on-campus combined).

With approval of the Graduate Dean, students with a graduate GPA of 3.60 or higher may register for an additional three hours if the hours will allow them to graduate that semester/session.

The Graduate Dean must approve all graduate student overloads.

TIME LIMIT

All requirements for the master's degree must be completed in not more than nine years from the initial enrollment.

SECOND CHANCE POLICY

Courses over nine years old are not accepted toward graduation, nor are they considered in calculating G.P.A.

A complete history of courses will appear on the student's transcripts regardless of whether the courses are or are not included in the program or in the calculation of G.P.A.

ABSENCES

Students are expected to display responsible judgment in regard to class attendance, and faculty members are expected to keep an accurate record of attendance in all classes, recording all absences, including those due to late registration or change of schedule. It is also the student's responsibility to keep a record of absences.

An absence policy will be provided in each course, and a student's grade may be lowered for excessive absences. A student cannot receive credit for a course if he/she is absent more than one-third of the class meetings, regardless of the reason for the absences.

Absences may be excused by a professor if the student presents adequate evidence of a legitimate reason, such as illness or other emergency. In the event that the student and the professor do not agree on the acceptability of the excuse presented, the matter should be referred to the Graduate Dean for determination. The professor or the Graduate Dean may require the student to have written evidence sent directly from the student's doctor, or other persons involved.

Professors are not expected to provide make-up examinations for students absent from an announced test without legitimate excuse. Either the professor or the Graduate Dean must judge the legitimacy of the absence before a make-up test is given. In the event a student is absent from a final examination, he/she must present evidence to the student's Dean to justify a make-up examination. When professors receive authorization from the student's Dean to provide such examinations, they will set a mutually agreeable time for them.

OFFICIAL STUDENT RECORDS

ACCESS TO STUDENT RECORDS

Attention of all students, their parents, and UWA alumni is called to the provisions of Public Law 93-380, the Family Educational Rights and Privacy Act of 1974, also known as "The Buckley Amendment." Under the provisions of this law, all students and former students of the University have the right to inspect their official educational records in the Office of the Registrar. This right of inspection does not apply to any information submitted to this office as confidential prior to January 1, 1975, nor to access by students to financial records of parents. Parents or guardians of a student may not see records nor receive any grades unless the student specifically designates that his/her records and/or his/her grades may be made available to the parents or guardians. Grades are mailed to the address indicated by the student on his/her registration form.

Information classified as "Directory Information" may be released by the University unless a student specifically informs the Registrar in writing that his/her written consent is necessary before even this information may be released. "Directory Information" includes the following:

1. Name, address, telephone listing
2. Date and place of birth
3. Major and minor fields of study
4. Participation in officially recognized athletics and other activities, including weight and height of members of athletic teams
5. Dates of attendance
6. Degrees and awards received
7. The most recent previous educational institution attended.

Other information from a student's record will be released only to UWA officials, including professors, who have legitimate educational interests, unless the student has given his/her written consent for the release of specific information to others. For example, such a request as the release of a student's grade-point average to other students for consideration of eligibility for a student organization will not be honored by the Registrar's Office unless the student involved has specifically requested the release of this information.

Students who have questions regarding their official records should address them to the Registrar.

TRANSCRIPTS OF CREDIT

In compliance with the Family Educational Rights and Privacy Act, UWA does not release transcripts of a student's work at the University except upon the student's written request. A student or former student who desires a transcript of his/her record from the University should write to the Registrar, giving the date of attendance and the name of the institution or person to whom the records are to be sent. Students should be sure to state all names which may have been entered on their college records. A student may secure an unofficial transcript for personal use, but official transcripts are sent only to other colleges or organizations for reference purposes. Official transcripts cannot be delivered "by hand" unless specifically requested by the college or organization receiving the transcript.

A fee of \$5 is charged for each transcript, whether it is an official or unofficial copy.

Transcripts are not issued for students who have failed in some way to complete their registration procedures or who have outstanding obligations to the University.

SERVICE MEMBERS OPPORTUNITY COLLEGE

In cooperation with thirteen higher education associations and a large number of colleges and universities, UWA participates in a network of four-year Servicemembers Opportunity Colleges, designed to provide opportunities for men and women in the armed services of the United States to pursue educational programs and complete degrees through a variety of traditional and non-traditional means. Among the features of this program are flexible entrance requirements, increased study opportunities, opportunities for completion of interrupted work, special academic assistance, credit for certain in-service educational experiences, and adaptable requirements.

Members of the armed services desiring more information should write to the Director of Admissions, Station 4, the University of West Alabama, Livingston, Alabama 35470.

CAREER SERVICES

The Career Services Office, located in Foust Hall, is available to assist students who are in the process of making career decisions. The office also offers services to assist students and alumni conducting a job search through resume and job search counseling, on-campus interviews, career fairs, job listing, placement file referrals and a resume referral service.

CERTIFICATION

Upon satisfactory completion of requirements for the Master's or Education Specialist degree (including the State approved professional education requirements and experience) students who initially held or met requirements for an Alabama Class B or A Professional Certificate will qualify for the appropriate Alabama Class A or AA Professional Certificate.

Out-of-state students who plan to qualify for master's degrees or higher level certificates or for special endorsements for their respective states should check carefully the requirements of their states. If an individual is admitted to an Alabama Class A program based on a bachelor's level professional educator certificate in another state, completes a Class A program and desires Alabama certification, they must earn a Class B Alabama Professional Educator Certificate prior to applying for Class A certification.

If an individual is admitted to an Alabama Class AA program based on a master's-level professional educator certificate in another state, completes a Class AA program, and subsequently applies for Alabama certification at the Class AA level, then the individual must earn at least an Alabama Class A Professional Educator Certificate before applying for Class AA certification.

Application for certification is the student's responsibility and is made through the Certification Officer, the University of West Alabama, Station 8, Livingston, AL 35470 or by calling 205-652-3423. The State of Alabama requires that application for certification be submitted within five years of the graduation date.

CHANGES IN TEACHER EDUCATION AND TEACHER CERTIFICATION REQUIREMENTS

The Teacher Education Program and the Teacher Certification Program are governed by the Alabama State Department of Education, and the College of Education reserves the right to change requirements in these programs at any time when such changes are mandated by the State Department.

DEGREE PROGRAMS

THE DEGREE OF MASTER OF EDUCATION

Students who complete requirements for the degree of Master of Education and who meet all requirements specified by the State Board of Education may be recommended for teacher certification in one of the following areas as determined by the nature of their work: Early Childhood; Elementary; High School; Pre-school-Grade Twelve; School Counseling; Instructional Leadership; Library Media and Special Education.

THE DEGREE OF MASTER OF ARTS IN TEACHING

The degree of Master of Arts in Teaching (Certification) is designed for those students who are already certified at the baccalaureate level and wish to pursue a master's degree program. Specific certification requirements can be met while students are working toward the M.A.T. degree.

The degree program leading to the Master of Arts in Teaching (Non-Certification) is available to those students who hold a non-teaching bachelor's degree and would like to prepare more thoroughly in a specialized academic area. This degree is oriented toward the preparation of students who plan to teach in the junior and community colleges or pursue advanced studies beyond the master's level.

NON-TRADITIONAL FIFTH YEAR PROGRAM

The Non-Traditional Fifth Year program is designed to serve those students who have completed a non-teaching baccalaureate degree. The program enables a student to obtain a master's degree and Class A certification and is offered in the teaching areas of early childhood/elementary education and several teaching fields in secondary/P-12 education.

Students cannot complete the entire program online, although some of the courses are offered in that format. Non-Traditional Fifth Year students must meet residence requirements. To fulfill the residence requirements, a student must enroll for a minimum of twelve semester hours on campus classes while pursuing the Non-traditional Fifth Year program, excluding ED 509, Internship in Teaching, and undergraduate deficiencies. Beyond this requirement courses may be taken online or on campus.

Unconditional admission requirements include:

1. At least a bachelor's degree from an accredited college or university with a minimum grade point average of 2.50 on a four-point scale as posted by the degree-granting college or university registrar at the time of graduation with a bachelor's degree or higher.
2. An appropriate score on the General Test of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

3. Completion of 60 semester hours of general studies courses including humanities, mathematics, science and social science.
4. All students must earn a passing score on the Alabama Prospective Teacher Test approved by the Alabama State Board of Education. For further information contact Alabama State Department of Education at (334) 242-9935 or aptp@alsde.edu or www.alsde.edu
5. Fingerprint clearance by ABI and FBI.
6. All undergraduate deficiencies completed.

NOTE: All policies of the School of Graduate Studies apply to this program.

Students who have completed a bachelor's degree in a subject in which Alabama teacher certification does not exist or those who wish to obtain certification in a field other than the one earned at the baccalaureate level are required to complete additional course work in a single teaching field or in a comprehensive/P-12 program of teacher education.

Internship

A full-time internship in an approved school setting is also required in the Non-Traditional Fifth Year program. The student must be within four semester hours of completing all coursework excluding internship and must be unconditionally admitted to the Teacher Education program by the beginning of the semester prior to registering for the internship. With approval of the Graduate Dean, students with a GPA of 3.60 or higher may register for up to four semester hours in addition to the internship. No coursework may be taken during the normal operational hours of the P-12 school.

A passing score on the Praxis II portion of the Alabama Prospective Teacher Testing Program must be submitted to the Certification Officer prior to the first day of classes of the semester the internship is to be completed.

The Non-Traditional Program is an individualized course of study. If an application for admission to the UWA Graduate School is submitted, indicating an interest in the Non-Traditional Fifth Year Program, the Certification Office will determine eligibility for that program. If the applicant is eligible, the Certification Office will work up a program. Programs are developed on an individual basis and distributed with the letter of admission from the School of Graduate Studies.

Until it is established that the applicant is eligible for the program and an individual course of study is prepared, no one at this institution will be able to provide advice about which online courses would be appropriate.

Statement for Non Traditional Fifth Year Program Section concerning residency policy

This program is not posted on the web-site or in the catalogue. A student cannot complete the entire Non-Traditional Fifth Year Program online, although some of the courses are offered in that format. Non-traditional Fifth Year students must meet residence requirements. To fulfill the residence requirements, a student must enroll for a minimum of twelve semester hours on campus classes while pursuing the Non-traditional Fifth Year program, excluding Internship (ED 509) and undergraduate deficiencies. Beyond this requirement courses may be taken online or on campus.

THE DEGREE OF MASTER OF SCIENCE IN CONTINUING EDUCATION

The Master of Science in Continuing Education program is designed to meet the needs of those students who are interested in pursuing graduate work as a means of personal development and/or preparation for certain professional areas requiring a master's degree.

THE DEGREE OF EDUCATION SPECIALIST

The Education Specialist degree is specifically designed to meet the Alabama State requirements for Class AA Certification in the following areas: Elementary Education, School Counseling, and Library Media. The Education Specialist degree is also designed to provide the student with the skills necessary to become creative problem solvers, leaders, and instruments of change in the school.

SECOND MASTER'S DEGREE

For a second master's degree, the student must fulfill all requirements for the degree program. The student may transfer a maximum of nine semester hours from the first master's degree. Credit from the previous degree can not be over nine years old.

DEGREE REQUIREMENTS

LEVEL OF COURSES

Graduate students who have taken a 400/500 level course as an undergraduate will not be allowed to take the course again at the 500 level for graduate credit. Courses at the 600-level are restricted to students in the Education Specialist programs.

REQUIRED TESTS FOR GRADUATE STUDENTS

One of the following tests is required of all graduate students:

1. Graduate Record Examination (Verbal & Quantitative)
2. Miller Analogies Test (See page 9)

COMPREHENSIVE EXAMINATION

All students are required to pass a comprehensive examination in order to successfully complete a master's degree program.

Students in the M.Ed. programs in School Counseling, Library Media, Instructional Leadership, and the M.S.C.E. programs in Guidance and Counseling and Library Media must pass the Praxis II as their comprehensive examination. Information on the Praxis II can be obtained at www.ets.org/praxis or 1-800-772-9476. Students may also contact the School of Graduate Studies or the Division of Online Programs.

Students in all other programs must successfully complete a UWA-administered comprehensive examination designed to determine a candidate's ability in his/her particular field of study. The information that follows applies to UWA-administered examinations, but not to the Praxis II.

Eligibility to Take Comprehensive Examination

Students in the M.Ed. programs in the College of Natural Sciences and Mathematics, students in the M.Ed. programs in the College of Liberal Arts, students in the M.S.C.E. programs (General and Counseling/Psychology), students in the Ed.S., M.Ed., and M.A.T. (Certification and Non-certification) programs in the College of Education are eligible to take the comprehensive examination upon completion of twenty-four semester hours of coursework in their programs.

In the College of Liberal Arts and in the College of Natural Sciences and Mathematics students in the M.A.T. Certification programs are eligible to take the comprehensive examination upon completion of twenty-four semester hours, fifteen of which must be in the teaching field, and students in the M.A.T. Non-certification programs are eligible upon completion of twenty-four semester hours, twenty-one of which must be in the teaching field.

Moreover, to be eligible to take the examination, all students must have a minimal GPA of 3.0 (3.25 for the Ed.S.) on all work attempted as well as in the teaching/subject area.

Scheduling of Examinations and Application Process

Comprehensive examinations are scheduled once each on-campus semester (Fall, Spring, Summer) and once each online term (Fall 1, Fall 2, Spring 1, Spring 2, Summer). Dates for on-campus comprehensive examinations can be found in the academic calendar in the Graduate Catalogue. Dates for online comprehensive examinations can be found in the online academic calendar at <http://online.uwa.edu/ac/>.

Application to take the examination must be made two weeks prior to the examination. The application must be approved by both the Dean of Graduate Studies and the academic Dean of the student's field. Applications are available in the Office of the School of Graduate Studies and at <http://forms.uwa.edu/GrCompAp.doc>. Applications are to be submitted to the Office of the School of Graduate Studies for processing.

Repeating a Comprehensive Examination

A student who fails the comprehensive examination upon the first attempt will be permitted to take the examination a second time. However, in order to be permitted to take the examination a third and final time, a student must complete at least six to nine semester hours of coursework as specified by his/her advisor and approved by the Graduate Dean in addition to the number of semester hours normally required for his/her master's degree program. Such additional coursework may be a repetition of courses already taken. If a student fails the comprehensive examination the second time, he/she must wait two full on-campus semesters before taking the test the third time. A student who fails the comprehensive examination in his/her declared degree program will not be allowed to enter another degree program until he/she has completed the first program.

A student is permitted to take only one comprehensive examination (whether on-campus or online) during any on-campus semester (Fall, Spring, or Summer). If a student fails a comprehensive exam, he/she must submit a new application in order to take the examination again at a later scheduled time.

If a student fails the compressive examination a third time, he or she will be dismissed from the School of Graduate Studies and may not apply for readmission to Graduate Studies until after a period of two years. If readmitted, the student may transfer a maximum of nine semester hours from previous programs (Note: the transferred courses cannot be over nine years old).

FILING FOR A DEGREE

Each candidate for a master's degree must apply for the degree through the Registrar's Office no later than the registration period of the semester in which he/she expects to meet requirements for the degree. Application forms are available in the registration line or in the Registrar's Office. It is the responsibility of the student to file this application. The last day for filing an application for a degree is shown in the University calendar. Students who fail to meet the degree requirements after filing for the degree or diploma, must refile for the degree when requirements are completed.

THESIS

A thesis evidencing research capacity, independent thought, and the ability to interpret materials is required of all candidates for the master's degree who pursue the thesis option. The subject chosen must be in the major field and must be approved by the thesis committee of the major department or school, by the head of the major department or division, and the dean of the college.

A completed copy of the thesis must be submitted to the major department at least four weeks before the date the candidate expects to receive the degree. At least three weeks before graduation, two copies of the thesis, approved by the thesis committee, the head of the major department or division, and the Dean of the College must be submitted to the School of Graduate Studies, along with an abstract not exceeding 350 words and a receipt for the binding fee. Theses must comply with the regulations set out in the publication *A Manual for Students Preparing Theses and Dissertations*, which is available in the Graduate School office. Approval of the thesis by the Graduate Dean is necessary before graduation.

The thesis should be completed, if possible, while the student is in residence at the University. To request permission to complete a thesis in absentia, the student must, before leaving the University, submit a satisfactory outline of the thesis, as well as evidence that adequate facilities are available where the work will be done, to the head of the major department or school.

THESIS

- A. A program may require or allow a candidate for the master's degree to prepare a thesis. A maximum of six semester hours of a "599" thesis credit may be counted toward meeting the minimum hours required for a degree; some programs may allow fewer than six semester hours (see specific program).
- B. The grade of "P" (in progress) is assigned to the thesis credit; upon completion and approval of the thesis by the Dean of the School of Graduate Studies, a grade point grade (A, B, C, D, F) and accumulated credit are assigned. If not changed to a grade point grade by the end of two years after the first "P" is given, the "P" automatically becomes "WF".
- C. A student in a thesis option program will be required to prepare a thesis prospectus during the first semester he/she is enrolled in "599." The thesis advisor, department chair, dean and the Dean of the School of Graduate Studies will be given copies of the prospectus.
- D. An oral defense of the thesis is required with the complete thesis committee in attendance and it is open to all members of any relevant discipline employed by the University of West Alabama. A detailed announcement will be publicly posted and published in the *UWA Report* two weeks prior to the defense.

- E. The student must be enrolled in at least one hour of thesis during the semester in which the thesis is approved by the Dean of the School of Graduate Studies. Normally, thesis students should be enrolled in “599” continuously from inception of the project until final approval of the thesis by the Dean of the School of Graduate Studies. A maximum of six semester hours of thesis credit will be counted toward the student’s degree program.
- F. See “Guidelines for Theses” and “Standards for Theses” in the *Graduate Catalogue*.

GUIDELINES FOR THESES

1. Students who intend to write a thesis should, early in their programs, consult with the department chair for a list of members of the graduate faculty from which to select an advisor to supervise and direct their research.
2. If the member of the graduate faculty selected by the student consents to serve as an advisor, then the advisor and student initiate a recommendation for the thesis committee using the appropriate thesis recommendation form. These forms can be obtained from the School of Graduate Studies, Station 31 or Bibb Graves 122.
3. A Master’s thesis committee must have a minimum of three members of the graduate faculty with at least one member from outside the student’s department.
4. The Dean of the Graduate School is the appointing authority for the thesis committee on the recommendation of the Dean of the respective college. Once the Graduate Dean has appointed the committee, the student prepares a thesis prospectus under the direction of the committee.
5. *A Guide for Preparing Theses*, First Edition, 1999 is the guide for preparation of the prospectus and the thesis. The manual is available in the School of Graduate Studies, Bibb Graves 122.
6. Once a thesis committee is appointed by the Dean of the Graduate School, the student may then enroll for “599” thesis credit with permission of the thesis committee chair (advisor or major professor).
7. Normally, thesis students should be enrolled in “599” continuously from inception of project until final approval of the thesis by the Dean of the Graduate School. (See Thesis Section E.)
8. The student must be enrolled in at least one hour of “599” in the semester in which the thesis is approved by the Dean of the Graduate School.
9. To be considered for approval by the Dean of the Graduate School, an acceptable thesis must be submitted to the Graduate School office by the deadline announced in the University Calendar (see front of the *Graduate Catalogue*).
10. The final copy of the thesis must be bound and placed in the University of West Alabama Julia Tutwiler Learning Resources Center. The student’s thesis advisor is also presented with a bound copy. In addition to the bound copy, an electronic disk of the thesis will also be submitted to the Learning Resources Center by the prospective Master’s candidate. The cost of having two (2) copies (and any other additional copies) of the thesis bound and the electronic disk will be incurred by the student.

STANDARDS FOR THESES

1. A thesis should demonstrate that the student has the capacity for original research, facility in the use of the English language, the ability to review appropriate background material, formulate and address significant questions, obtain, collate, and analyze appropriate data and draw logical conclusions therefrom, and integrate in a meaningful way the new knowledge into the greater body of existent knowledge and state its significance. The final thesis must be acceptable to the major professor, a majority of the thesis committee, the chair of the student's department, and the Dean of the Graduate School.
2. Thesis research will be consistent with the standards established by the Southern Association of Colleges and Schools. These standards are described in detail in the document, *Standard of the College Delegate Assembly*, Commission on Colleges, Southern Association of Colleges and Schools.
3. The thesis must be an original research and/or creative project. This document will demonstrate the student's ability to:
 - a. Select a topic and delineate a problem that can be studied in terms of time, equipment needs and experimental populations available to the faculty sponsor.
 - b. Search adequately the literature for relevant studies on the topic of choice.
 - c. Organize and analyze the information that is available, using logical and/or statistical analysis appropriate for the project.
 - d. Present the results orally and in written form to the satisfaction of the Faculty Thesis Committee and the graduate faculty.
 - e. Present a final document as a Thesis to the Graduate School office in an acceptable form and by the procedures outlined in the *Guide for Preparing Theses*, the University of West Alabama.

PRAXIS II

As a precondition of certification, anyone completing a program in Instructional Leadership, Library Media, School Counseling, or an Alternative Fifth-Year Program must earn a specific minimum score on the Praxis II.

Alternative Fifth-Year students must have a passing score on the Praxis II as a requirement for the internship.

COURSE REQUIREMENTS FOR THE MASTER'S DEGREE

COURSE SUBSTITUTIONS

Any substitutions of courses or other exceptions of the requirements for a degree must have the written approval of the Dean of the School of Graduate Studies after appropriate consultation with the Dean of the College.

SPECIAL EDUCATION REQUIREMENT

All students seeking Class A or AA Certification in any field shall be required to complete a general survey course in Special Education (three semester hours) if such a course was not a part of their undergraduate or graduate program. This course must be an elective in education if the specific program has elective hours.

THE DEGREE OF MASTER OF ARTS IN TEACHING (CERTIFICATION)

To be admitted to these programs, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid baccalaureate level certification. Students in this program must concentrate in their teaching field at the undergraduate level.

	HOURS
I. Professional Courses	19
ED 500, Foundations of Education	3
OR	
ED 501, Educational Planning	
ED 504, Techniques of Educational Research	3
OR	
ED 506, Educational Statistics	
ED 505, Technology and Education	3
ED 508, Technology Portfolio	1
EP 500, Advanced Educational Psychology	3
OR	
EP 506, Life-Span Development and Learning	
Approved Elective in Education	
OR	
SE 500, Introduction to Special Education (*if needed)	3
Approved Elective in Education	3
II. Teaching Field**	18
(This work must be in a single field of concentration)	
Biology	Physical Education
History	Science
English Language Arts	Social Science
Mathematics	
(English Language Arts students must include EH 501, Research in Literary Studies. Students in English Language Arts must also take EH 580, Teaching Composition, if they have no previous credit for the course. Students majoring in English Language Arts, Science, or Social Science must take courses in at least two areas of certification.)	
(Students pursuing the M.A.T. History [Certification] must complete at least nine hours of coursework in U.S. History and nine hours of coursework in non-U.S. History. The nine hours of U.S. History must include courses covering both pre-and post-Civil War U.S. History.)	
Total Required	37

*Students who have not previously met the special education requirement must take a general survey course in special education.

**These programs are also offered online.

**THE DEGREE OF MASTER OF ARTS IN TEACHING
(NON-CERTIFICATION)**

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies. Teacher certification is not necessary for this degree program. However, students in this program must concentrate in the **same field** as their undergraduate major. If a student wishes to change fields, undergraduate course work may be required to complete any deficiencies that may exist in the new discipline.

	HOURS
I. Professional Courses*	9
ED 504,** Techniques of Educational Research	3
ED 506, Educational Statistics	3
EP 500, Advanced Educational Psychology	3
OR	
EP 506, Life-Span Development and Learning	
II. Major Field****	24
These courses must be from a single field of concentration.	
Biology	Mathematics
English	Physical Education
History	Science
Language Arts	Social Science
(Students pursuing the M.A.T. History [non-certification] must complete at least twelve hours of coursework in U.S. History and twelve hours of coursework in non-U.S. History. The twelve hours of U.S. History must include courses covering both pre-and post-Civil War U.S. History.)	
Total Required	33

*Science students, with permission of their advisor, may take BY 508 or EN 508 in lieu of EP 500, BY 504 or EN 504 in lieu of ED 506, and 3 hours of BY 599 or EN 599 in lieu of ED 504.

**Students may take an approved research course in their major field in lieu of ED 504.

***English or Language Arts students must include EH 501, Research in Literary Studies. Students in English must also take EH 580, Teaching Composition, if they have no previous credit for the course. Students majoring in English Language Arts, Science, or Social Science must take courses in at least two areas.

****These programs are also offered online.

**THE DEGREE OF MASTER OF EDUCATION
EARLY CHILDHOOD EDUCATION (P-3)**

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid baccalaureate level Early Childhood certification.

	HOURS
I. Professional Courses	19
ED 500, Foundations of Education	3
OR	
ED 501, Educational Planning	
ED 504, Techniques of Educational Research	3
OR	
ED 506, Educational Statistics	
ED 505, Technology and Education	3
ED 508, Technology Portfolio	1
EE 500, Teaching Reading	3
EP 500, Advanced Educational Psychology	3
OR	
EP 506, Life-Span Development and Learning	
Approved Elective in Education	
OR	
SE 500, Introduction to Special Education (*if needed)	3
II. Teaching Field	15
CE 512, Planning Programs in Early Education	3
Electives in Early Childhood (CE)	
OR	
Elementary Education (EE)	12
Total Required	34

*Students who have not previously met the special education requirement must take a general survey course in special education in addition to the above requirements.

**This program is also offered online.

ELEMENTARY EDUCATION (K-6)

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid baccalaureate level Elementary certification.

	HOURS
I. Professional Courses.	19
ED 500, Foundations of Education.	3
OR	
ED 501, Educational Planning	
ED 504, Techniques of Educational Research	3
OR	
ED 506, Educational Statistics	
ED 505, Technology and Education	3
ED 508, Technology Portfolio	1
EE 500, Teaching Reading	3
EP 500, Advanced Educational Psychology	3
OR	
EP 506, Life-Span Development and Learning	
Approved Elective in Education	
OR	
SE 500, Introduction to Special Education (*if needed).	3
II. Teaching Field	15
Electives in Early Childhood (CE)	
OR	
Elementary Education (EE)	15
 Total Required	 34

*Students who have not previously met the special education requirement must take a general survey course in special education in addition to the above requirements.

**This program is also offered online.

HIGH SCHOOL (6-12) AND PRE-SCHOOL THROUGH GRADE TWELVE EDUCATION (P-12)

To be admitted to these programs, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid baccalaureate level certification in the same area.

	HOURS
I. Professional Courses.	19
ED 500, Foundations of Education.	3
OR	
ED 501, Educational Planning	
ED 504, Techniques of Educational Research	3
OR	
ED 506, Educational Statistics	
ED 505, Technology and Education	3
ED 508, Technology Portfolio	1
EP 500, Advanced Educational Psychology	3
OR	
EP 506, Life-Span Development and Learning	
Approved Elective in Education	
OR	
SE 500, Introduction to Special Education (if needed*).	3
Approved Elective in Education.	3
II. Teaching Field**	15
Biology	Physical Education
History	Science
English Language Arts	Social Science
Mathematics	
English Language Arts students must include EH 501, Research in Literary Studies. Students in English Language Arts must also take EH 580, Teaching Composition, if they have no previous credit for the course. Students majoring in English Language Arts, Science, or Social Science must take courses in at least two areas of certification.	
Total Required	34

*Students who have not previously met the special education requirement must take a general survey course in special education.

**These programs are also offered online.

SPECIAL EDUCATION — COLLABORATIVE TEACHER K-6

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid baccalaureate level certification in any special education teaching area.

	HOURS
I. Professional Courses.	16
ED 500, Foundations of Education.	3
OR	
ED 501, Educational Planning	
ED 504, Techniques of Educational Research	3
OR	
ED 506, Educational Statistics	
ED 505, Technology and Education	3
ED 508, Technology Portfolio	1
EP 500, Advanced Educational Psychology	3
OR	
EP 506, Life-Span Development and Learning	
Approved Elective in Education	
OR	
SE 500, Introduction to Special Education (*if needed)	3
II. Certification Area	18
SE 501, Characteristics and Strategies for Special Needs Students.	3
SE 502, Developing Receptive and Expressive Communication Skills.	3
SE 503, Seminar in Behavior Management	3
SE 504, Seminar in Special Education Issues.	3
SE 506, Teaching the Severely and Profoundly Disabled.	3
SE 552, Methods for Collaborative Teacher/K-6	3
 Total Required	 34

*Students who have not completed a practicum at the previous level must do so. Students who have not previously met the special education requirement must take a general survey course in special education.

**This program is also offered online.

SPECIAL EDUCATION — COLLABORATIVE TEACHER 6-12

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid baccalaureate level certification in any special education teaching area.

	HOURS
I. Professional Courses.	16
ED 500, Foundations of Education.	3
OR	
ED 501, Educational Planning	
ED 504, Techniques of Educational Research	3
OR	
ED 506, Educational Statistics	
ED 505, Technology and Education	3
ED 508, Technology Portfolio	1
EP 500, Advanced Educational Psychology	3
OR	
EP 506, Life-Span Development and Learning	
Approved Elective in Education	
OR	
SE 500, Introduction to Special Education (*if needed).	3
II. Certification Area	18
SE 501, Characteristics and Strategies for Special Needs Students.	3
SE 502, Developing Receptive and Expressive Communication Skills.	3
SE 503, Seminar in Behavior Management	3
SE 504, Seminar in Special Education Issues.	3
SE 506, Teaching the Severely and Profoundly Disabled.	3
SE 554, Methods for Collaborative Teacher/6-12.	3
Total Required	34

*Students who have not completed a practicum at the previous level must do so. Students who have not previously met the special education requirement must take a general survey course in special education.

**This program is also offered online.

FIFTH-YEAR PROGRAMS FOR INSTRUCTIONAL SUPPORT PERSONNEL

Admission. General requirements for admission to all programs in school counseling and library media at the fifth-year level include the following:

1. Graduation from an approved teacher education program at the baccalaureate level in a teaching field.
2. Submission of appropriate scores on the Graduate Record Examination (Verbal and Quantitative) or the Miller Analogies Test.

Completion. The following requirements must be met prior to completion of fifth-year instructional programs for support personnel.

1. A grade-point average of not less than 3.0 on a four-point scale on all work attempted (3.25 for Instructional Leadership).
2. A satisfactory score on an examination covering all the content of the program.
3. Satisfactory performance of the responsibilities of the specialist in a full-time internship of at least ten weeks and 300 clock hours supervised jointly by a specialist in the instructional support area employed by a school system and a specialist in the same area from UWA.
4. Teaching experience varies with specific programs. Students should check each program for this requirement.*

*Students should refer to the definition of teaching experience as given by the Alabama State Department of Education.

LIBRARY MEDIA

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid baccalaureate level certification in a teaching field. Two years of satisfactory educational experience is required prior to the issuance of the Class A Certificate. **Note:** Educational experience is defined as: teaching experience and instructional support experience, including full-time educational work in: (1) any state or local public school, regionally accredited postsecondary school, educational agency, or educational association; (2) an accredited, state registered, state-approved, and/or church-related nonpublic school; and (3) rehabilitation facilities for P-12 students. Education experience as an intern, graduate assistant, student teacher or in positions such as substitute teacher, aide, or clerical worker, shall **not** be considered.

	HOURS
I. Professional Courses	9
ED 500, Foundations of Education	3
ED 504, Techniques of Educational Research	3
OR	
ED 506, Educational Statistics	
ED 505, Technology and Education	3
SE 500, Introduction to Special Education (*if needed)	
II. Certification	24
LM 506, Literature for Children and Young Adults	3
LM 561, Instructional Media	3
LM 562, Library Media Cataloging and Classification	3

LM 563, School Library Media Center Management and Collection Development.	3
LM 564, Critical Issues in School Library Services.	3
LM 565, Reference Services and Information Storage and Retrieval.	3
LM 566, Libraries and Legal Issues	3
LM 569, Internship in Library Media	3
 Total Required	 33

*Students who have not previously met the special education requirement must take a general survey course in special education.

**This program is also offered online.

SCHOOL COUNSELING

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid baccalaureate level certification in a teaching field. Two years of satisfactory educational experience is required prior to the issuance of the Class A Certificate. **Note:** Educational experience is defined as: teaching experience and instructional support experience, including full-time educational work in: (1) any state or local public school, regionally accredited postsecondary school, educational agency, or educational association; (2) an accredited, state registered, state-approved, and/or church-related nonpublic school; and (3) rehabilitation facilities for P-12 students. Education experience as an intern, graduate assistant, student teacher or in positions such as substitute teacher, aide, or clerical worker, shall **not** be considered.

	HOURS
I. Professional Courses.	9
ED 504, Techniques of Educational Research	3
ED 506, Educational Statistics	3
EP 500, Advanced Educational Psychology	3
OR	
SC 506, Life-Span Development and Learning	3
II. Certification	24
SC 540, Guidance Function in Education.	3
SC 541, Techniques of Counseling.	3
SC 542, Career Development and Counseling	3
SC 543, Guidance in the Elementary School	3
SC 545, Diagnostic Techniques for School Counselors	3
SC 546, Group Counseling	3
SC 547, Counseling Multicultural Population	3
SC 549, Internship in School Counseling.	3
 Total Required	 33

*Students who have not previously met the special education requirement must take a general survey course in special education.

**This program is also offered online.

INSTRUCTIONAL LEADERSHIP

The goal of the Instructional Leadership Program at UWA is to foster the improvement of educational institutions through effective leadership. The Master's Degree program which leads to Alabama Class A certification is designed to aid in the development of the skills necessary to analyze and resolve educational issues in diverse contexts. UWA seeks to recruit individuals who will make significant contributions to educational organizations, demonstrate the potential for leadership through individual growth, fostering student achievement in learning-centered environments, and advocating quality educational practices.

Candidates are encouraged to meet with their assigned advisor as soon as possible after being admitted to the UWA School of Graduate Studies to discuss program requirements and procedures. Candidates are encouraged to enroll in ED 504 Educational Research early in their program of study to seek unconditional admission as soon as possible. Completion of ED 504 and one additional course from the Professional Courses with a GPA of 3.25 will enable the student to proceed with unconditional admission by submitting a portfolio for review. If a GPA of 3.25 is not obtained in the aforementioned courses, the student may repeat the course/courses or take additional Professional Courses for the purpose of meeting the required 3.25 GPA. Once the GPA is achieved, the student may submit the required portfolio to the Instructional Leadership Program Admissions Committee for review. All required forms may be found in Appendix A and on Blackboard.

Phase I: Graduate School Admission

Conditional Admission: To be conditionally admitted, a student must:

1. meet the requirements for admission to the School of Graduate Studies;
2. have a minimum of three (3) years of successful teaching experience or other certified area in field of education;
3. possess a valid teaching certificate.

Unconditional Admission: To be unconditionally admitted, an applicant must:

1. meet the requirements to be admitted to the School of Graduate Studies;
2. have a minimum of three (3) years of successful teaching experience or other certified area in field of education;
3. possess a valid teaching certificate;
4. have completed a minimum of six (6) hours in the Master's Degree Professional Courses with a minimum GPA of 3.25, three (3) of which must be in Educational Research (i.e. ED504 Techniques of Educational Research). Successful completion of the required six (6) hours should be finished no later than the semester preceding the formation of a new cohort;

NOTE: Candidate's must be unconditionally admitted prior to enrolling in Certification (IL) courses. Candidates who are denied unconditional admission may re-apply the following semester.

Phase II: Instructional Leadership Portfolio Submission

Candidates must submit a portfolio to the Instructional Leadership Program for review. The portfolio affords a candidate the opportunity to provide valuable information regarding interests, leadership potential, organizational skills, and other qualifications for unconditional admission into the Instructional Leadership Program. The portfolio should reflect quality work desired for aspiring instructional leaders. The contents of the portfolio will be reviewed and scored by at least three (3) members of the Instructional Leadership Admissions Committee. The portfolio is valued at 30 points toward the final score for acceptance into the program. A minimum score of 21 on the portfolio (70%) must be acquired to move to the next step, Phase III- Interview. A copy of the scoring rubric can be found in Appendix A. Incomplete portfolios will not be considered. The portfolio must be submitted electronically into candidate's Blackboard electronic portfolio by the deadline set each term. Late submissions will be returned. The portfolio must contain the following components:

1. Instructional Leadership Program Application for Admission form (Form A)
2. a current resumé outlining candidate's professional history as well as education
3. three Recommendation for Admissions forms (Form B), including one from each of the following:
 - a. Immediate Supervisor
 - b. Colleague
 - c. Personal Reference

NOTE: These forms should be sent via US Mail to the following address:

The University of West Alabama
Julia S. Tutwiler College of Education
Instructional Leadership – Station 34
Livingston, AL 35470

1. a copy of candidate's valid teaching license/certificate (Form A)
2. verification of Experience form (Form C)
3. memorandum of Agreement (Form D) complete with all required signatures as indicated
4. completed copy of candidate's most recent performance appraisal/evaluation; the professional development component shall be included, if available.
5. candidate's Leadership Profile which includes the components listed below. The profile should convey a personal and professional history that assists the Instructional Leadership Advisory Council in knowing the person who is applying. To this end, there is not a preferred format or structure. In preparing the profile, the applicant should set the text in a typed, double-spaced format with an expected minimum of three to five pages.
 - a. a brief autobiography of the candidate
 - b. a statement of professional goals
 - c. a review of the candidate's professional growth and development activities over the past three years which may include formal education at the graduate or undergraduate level, professional development, and/or technical training

- d. a retrospective view of the candidate's leadership experiences over time and across specific areas of leadership; Experiences should be documented by '3' pieces of evidence that the candidate possesses leadership potential; The most recent accomplishments in the area of instructional leadership shall be included, which may include professional presentations, community service, religious organizations, and/ or military service are appropriate for this section.
- e. college and university years - reflect on experiences related to becoming an educator to include, but not limited to, organizations, classes, influential persons, etc..
- f. professional experiences - including, but not limited to, experiences in the classroom, chairperson positions, committee involvement, special assignments, project directorship, and/or military experience.
- g. professional or Personal Honors -Including, but not limited to, any honor received that was connected to your professional or personal experiences.
- h. professional organizations -Including, but not limited to, such experiences as chairperson, officer, committee member, delegate, etc., at the local, state, regional, or state levels.
- i. philosophy of education and Instructional Leadership
- j. reasons for pursuing a Master's Degree in Instructional Leadership

Phase III: Interview

Each candidate that acquires a minimum score of '21' on the portfolio will receive a letter of invitation to participate in an interview with the Instructional Leadership Admissions Committee as a final step in the application process. The letter of invitation will inform the candidate of his/her interview date, time, and location. Candidates should dress professionally, as they would for an important job interview, and should arrive 10 minutes prior to their scheduled interview time. The interview will be approximately 30 minutes in length and will be designed to acquire information regarding the candidate's potential in a number of leadership areas. The interview is valued at 18 points toward the final score for acceptance into the program. In the interview process, verbal communication skills will be assessed to determine the candidate's potential as an educational leader. Prior to the interview, the Instructional Leadership Admissions Committee will assess the candidate's written communication skills by reviewing their admissions packet. Statements from the candidate's Leadership Profile may be the basis for questions by committee members. Other questions will include those related to general introductory questions, organizational success, making people better, job effectiveness, and other additional factors for instructional leaders. A copy of the scoring rubric can be found in Appendix A.

Phase IV: Cohort Selection

Utilizing the portfolio and interview rubrics, Admissions Committee member submits individual scores that are averaged to determine the candidate's final score. Copies of the rubrics may be found in Appendix A.

At the conclusion of the interview phase, all scores will be reviewed and candidates will be notified by letter regarding the status of his/her acceptance into the next cohort group. To be considered for acceptance a minimum score of 38 points (80%) must be obtained in Phases II and III. Candidates not selected for the next cohort may schedule a conference with an assigned faculty member to review all scores. These individuals will be eligible to participate again in Phases II and III of the application process at the time the next cohort for the program is being formed.

Program Completion

The following requirement must be met for successful completion of the Instructional Leadership Program:

1. Have a minimum GPA of 3.25 in all required coursework with no grade lower than a 'B' in the certification area courses
2. Receive a passing score (610) on the Praxis II Educational Leadership: Administration and Supervision (0410) assessment. The Praxis II assessment serves as the comprehensive exam for the Instructional Leadership Program.
3. Receive credit for a general survey course in special education, if not previously earned.

Master of Education in Instructional Leadership

I.	Professional Courses	10
	ED 504, Techniques of Educational Research	3
	ED 505, Technology and Education	3
	ED 506, Educational Statistics	3
	ED 508, Technology Portfolio	1

*Students who have not previously met the special education requirement must take a general survey course in special education.

II.	Certification**	24
	IL 571, School Law	3
	IL 572, Curricular & Instructional Supervision	3
	IL 573, Contextual Dimensions of Instructional Leadership	3
	IL 574, Leading & Managing Learning Organizations	3
	IL 575, Multidisciplinary Perspectives of Instructional Leadership	3
	IL 576, School Business Management	3
	IL 578, Instructional Leadership Internship	3
	IL 579, Instructional Leadership Internship & Residency	3

*Students who have not previously met the special education requirement must take a general survey course in special education.

**Due to the specific contents of these courses, no substitute and/or transfer courses will be accepted in the certification area by UWA for this degree.

III.	Seminars (dates TBA)	
	Instructional Leadership Program Introduction Seminar	
	Pre-Internship Seminar (x2)	
	Mid-Term Internship Seminar (x2)	
	Capstone Event	

IV. Portfolio Review

Candidates shall prepare and maintain a comprehensive portfolio which indicates the level of experiences and knowledge gained in instructional leadership during the intern experiences. UWA students will maintain an electronic portfolio via LiveText. The portfolio shall be juried by a committee of university and cooperation school staff before the candidate is recommended by the University for Instructional Leadership Certification. Juries shall be made up of members from the Instructional Leadership Advisory Council. Portfolios will be juried upon the completion of all coursework, internship, and residency requirements.

THE DEGREE OF MASTER OF SCIENCE IN CONTINUING EDUCATION -- GENERAL

This degree does not qualify a student for any teaching certificate in the State of Alabama. This degree is designed to meet the needs of those students who are interested in pursuing work as a means of personal development and/or preparation for certain professional areas requiring a master's degree. To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies. Up to 16 hours of graduate credit can be transferred into this program.

	HOURS
I. Professional Courses	9
ED 504, Techniques of Educational Research	3
OR	
A graduate level research course in an academic area	
ED 506, Educational Statistics	3
OR	
A graduate level statistics course	
EP 500, Advanced Educational Psychology	3
OR	
A graduate level psychology course	
II. Courses from areas of interest or concentration	24
Total Required	33

* This Program is also offered online.

THE DEGREE OF MASTER OF SCIENCE IN CONTINUING EDUCATION -- COUNSELING/PSYCHOLOGY

This degree does not qualify a student for any teaching certificate in the State of Alabama. Out-of-state students should check carefully the certification requirements of their respective states. To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies.

	HOURS
I. Professional Courses	12
ED 500, Foundations of Education	3
OR	
SC 506, Life Span Development	
ED 504, Techniques of Educational Research	3
ED 506, Educational Statistics	3
EP 500, Advanced Educational Psychology	3
II. Concentration	21
PY 550, Theories of Personality	3
Courses with PY or SC prefix	18
Total Required	33

* This Program is also offered online.

**THE DEGREE OF MASTER OF SCIENCE
IN CONTINUING EDUCATION -- GUIDANCE AND COUNSELING**

This degree does not qualify a student for any teaching certificate in the State of Alabama. Out-of-state students should check carefully the certification requirements of their respective states. To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies.

	HOURS
I. Professional Courses	9
EP 500, Educational Psychology	3
OR	
SC 506, Life Span Development	
ED 504, Techniques of Educational Research	3
ED 506, Educational Statistics	3
II. Concentration	24
SC 540, Guidance Function in Education.	3
SC 541, Techniques of Counseling.	3
SC 542, Career Development and Counseling	3
SC 543, Guidance in the Elementary School	3
SC 545, Diagnostic Techniques for School Counselors	3
SC 546, Group Counseling	3
SC 547, Counseling Multicultural Populations.	3
SC 549, Internship in School Counseling	3
Total Required	33

* This Program is also offered online.

**THE DEGREE OF MASTER OF SCIENCE
IN CONTINUING EDUCATION -- LIBRARY MEDIA**

This degree does not qualify a student for any teaching certificate in the State of Alabama. Out-of-state students should check carefully the certification requirements of their respective states. To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies.

	HOURS
I. Professional Courses	9
ED 500, Foundations of Education	3
ED 504, Techniques of Educational Research	3
OR	
ED 506, Educational Statistics	
ED 505, Technology and Education	3
II. Concentration	24
LM 506, Literature for Children and Young Adults	3
LM 561, Instructional Media	3
LM 562, Library Media Cataloging and Classification	3
LM 563, School Library Media Center Management and Collection Development	3
LM 564, Critical Issues in School Library Service	3
LM 565, Reference Services and Information Storage and Retrieval	3
LM 566, Libraries and Legal Issues	3
LM 569, Internship in Library Media	3
Total Required	33

* This Program is also offered online.

EDUCATION SPECIALIST DEGREE PROGRAMS (SIXTH-YEAR PROGRAMS)

The University of West Alabama has been approved by the Alabama State Board of Education to offer Education Specialist programs in the following areas: Elementary Education, Library Media, and School Counseling. The essential objective of the sixth-year level programs shall be to extend upward the level of competence of the teacher.

***Note:** Collaborative Special Education (K-6), Collaborative Special Education (6-12), and Early Childhood Education programs are awaiting final approval from the Alabama State Department of Education and SACS.

All students seeking certification in any field shall be required to complete a general survey course in Special Education (3 semester hours) if such a course was not a part of their undergraduate program or another graduate program. A research component including research and/or field work will be an integral part of all specialist programs in education.

A candidate who took a course for credit in a master's level program cannot take the same course for credit in the education specialist program. Completion of sixth-year programs requires at least 30 semester hours of credit not used for prior level certification in the same teaching field.

Admission

General requirements for admission to all programs at the sixth-year level include the following:

The candidate shall:

1. Meet all requirements for admission to the School of Graduate Studies.
2. Hold the master's-level professional educator certificate in the same teaching or instructional support field in which the Education Specialist degree is sought.
3. Have had recent experience in the area of specialization.

Completion

The following requirements must be met prior to completion of the sixth-year programs.

The candidate shall:

1. Maintain a minimum grade point average of 3.25 in all courses in the approved program as verified on an official transcript.
2. Make a satisfactory score on a written comprehensive examination documenting mastery of the curriculum of the teacher education program.
3. Demonstrate leadership ability in his or her area of specialization.

Additional Information. If an individual completes an Alabama Education Specialist program based on a master's level certificate from another state and applies for Alabama certification at the Class AA level, the individual must earn an Alabama Class A (master's level) Professional Educator Certificate prior to applying for the Class AA certificate.

**THE DEGREE OF EDUCATION SPECIALIST
ELEMENTARY EDUCATION**

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level Elementary Education certification.

HOURS

II.	Professional Courses	12
	IL 571, School Law	3
	IL 573, Contextual Dimensions of Instructional Leadership	3
	ED 601, Curriculum Design	3
	ED 604, Advanced Educational Research	3
II.	Teaching Field	21
	EE 620, Teaching the Diverse Learner	3
	EE 621, Teaching Reading in the Content Areas	3
	EE 622, Learning Theory and Instructional Practice in Elementary Mathematics and Science	3
	EE 623, Best Practices in Language Arts	3
	EE 624, Curriculum and Instruction in Early Childhood Programs	3
	EE 627, Educational Assessment	3
	EE 628, School Reform Models in Elementary Schools	3
	Total Required	33

*Students who have not previously met the special education requirement must take a general survey course in special education (SE 500).

** This Program is also offered online.

THE DEGREE OF EDUCATION SPECIALIST**EARLY CHILDHOOD EDUCATION**

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level Early Childhood Education certification.

NOTE: This program is awaiting final approval from the Alabama State Department of Education (ALSDE) and SACS.

		HOURS
II.	Professional Courses	12
	IL 571, School Law	3
	IL 573, Contextual Dimensions of Instructional Leadership	3
	ED 601, Curriculum Design	3
	ED 604, Advanced Educational Research	3
II.	Teaching Field	21
	EE 622, Learning Theory and Instructional Practice in Elementary Mathematics and Science	3
	EE 623, Best Practices in Language Arts	3
	EE 624, Curriculum and Instruction in Early Childhood Programs	3
	CE 632, Family, Community, and School Dynamics: Promoting Great Beginnings	3
	CE 633, Assessing Current Practices in Early Childhood Environments	3
	CE 634, Current Trends and Critical Issues in Early Childhood Development and Learning	3
	CE 635, The Early Childhood Professional	3
	 Total Required	 33

*Students who have not previously met the special education requirement must take a general survey course in special education (SE 500) in addition to the above requirements. **This program is also offered online.

**THE DEGREE OF EDUCATION SPECIALIST
COLLABORATIVE SPECIAL EDUCATION K-6**

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level Special Education certification.

NOTE: This program is awaiting final approval from the Alabama State Department of Education (ALSDE) and SACS.

		HOURS
II.	Professional Courses	12
	IL 571, School Law	3
	IL 573, Contextual Dimensions of Instructional Leadership	3
	ED 601, Curriculum Design	3
	ED 604, Advanced Educational Research	3
II.	Teaching Field	21
	SE 600, Assistive Technology	3
	SE 601, Inclusive Practices and Transitions	3
	SE 602, Positive Counseling Services for Teachers and Families	3
	SE 603, Advanced Measurement and Assessment in Special Education	3
	SE 604, Methods and Materials for Gifted and Talented	3
	SE 605, Advanced Applied Behavior Analysis	3
	SE 606, Literature Strategies Across the Curriculum K-6	3
	 Total Required	 33

*Students who have not previously met the special education requirement must take a general survey course in special education in addition to the above requirements. **This program is also offered online.

**THE DEGREE OF EDUCATION SPECIALIST
COLLABORATIVE SPECIAL EDUCATION 6-12**

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level Special Education certification.

NOTE: This program is awaiting final approval from the Alabama State Department of Education (ALSDE) and SACS.

		HOURS
II.	Professional Courses	12
	IL 571, School Law	3
	IL 573, Contextual Dimensions of Instructional Leadership	3
	ED 601, Curriculum Design	3
	ED 604, Advanced Educational Research	3
II.	Teaching Field	21
	SE 600, Assistive Technology	3
	SE 601, Inclusive Practices and Transitions	3
	SE 602, Positive Counseling Services for Teachers and Families	3
	SE 603, Advanced Measurement and Assessment in Special Education	3
	SE 604, Methods and Materials for Gifted and Talented	3
	SE 605, Advanced Applied Behavior Analysis	3
	SE 607, Literature Strategies Across the Curriculum 6-12	3
	 Total Required	 33

*Students who have not previously met the special education requirement must take a general survey course in special education in addition to the above requirements. **This program is also offered online.

THE DEGREE OF EDUCATION SPECIALIST (CERTIFICATION) - LIBRARY MEDIA

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level Library Media certification.

	HOURS
I. Professional Courses	12
IL 571, School Law	3
IL 573, Contextual Dimensions of Instructional Leadership	3
ED 601, Curriculum Design	3
ED 604, Advanced Educational Research	3
II. Instructional Support Area	21
LM 661, Strategic Planning for Library Media Specialists	3
LM 662, Library Automation	3
LM 663, Instructional Design	3
LM 664, Developmentally Appropriate and Culturally Responsive Library Media Programs	3
LM 665, Designing School Library Media Centers	3
LM 666, The School Library Media Center and School Reform	3
LM 667, Library Leadership and Collaborative Problem Solving	3
 Total Required	 33

*Students who have not previously met the special education requirement must take a general survey course in special education (SE 500).

**This program is also offered online.

THE DEGREE OF EDUCATION SPECIALIST (NON-CERTIFICATION) - LIBRARY MEDIA

This degree does not qualify a student for any teaching certificate in the State of Alabama. Out-of-state students should check carefully the certification requirements of their respective state. To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold a valid masters degree with at least 18 hours in Library Media coursework.

	HOURS
I. Professional Courses	12
IL 571, School Law	3
IL 573, Contextual Dimensions of Instructional Leadership	3
ED 601, Curriculum Design	3
ED 604, Advanced Educational Research	3
II. Instructional Support Area	21
LM 661, Strategic Planning for Library Media Specialists	3
LM 662, Library Automation	3
LM 663, Instructional Design	3
LM 664, Developmentally Appropriate and Culturally Responsive Library Media Programs	3
LM 665, Designing School Library Media Centers	3
LM 666, The School Library Media Center and School Reform	3
LM 667, Library Leadership and Collaborative Problem Solving	3
Total Required	33

**This program is also offered online.

THE DEGREE OF EDUCATION SPECIALIST (CERTIFICATION) - SCHOOL COUNSELING

To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold valid masters level School Counseling certification.

	HOURS
I. Professional Courses	12
IL 571, School Law	3
IL 573, Contextual Dimensions of Instructional Leadership	3
ED 601, Curriculum Design	3
ED 604, Advanced Educational Research	3
II. Instructional Support Area	21
SC 641, Advanced Elementary School Counseling	3
SC 642, Counseling the Adolescent	3
SC 643, Substance Abuse Counseling	3
SC 644, Family Counseling Systems and Theory	3
SC 645, Consultation and Supervision for the School Counselor.....	3
SC 647, Research Seminar in School Counseling	3
SC 648 Current Issues in School Counseling	3
 Total Required	 33

*Students who have not previously met the special education requirement must take a general survey course in special education (SE 500).

**This program is also offered online.

THE DEGREE OF EDUCATION SPECIALIST (NON-CERTIFICATION) - COUNSELING

This degree does not qualify a student for any teaching certificate in the State of Alabama. Out-of-state students should check carefully the certification requirements of their respective state. To be admitted to this program, the prospective student must meet all requirements for admission to the School of Graduate Studies and hold a valid masters degree with at least 18 hours in counseling coursework.

	HOURS
I. Professional Courses	12
IL 571, School Law	3
IL 573, Contextual Dimensions of Instructional Leadership	3
ED 601, Curriculum Design	3
ED 604, Advanced Educational Research	3
II. Instructional Support Area	21
SC 641, Advanced Elementary School Counseling	3
SC 642, Counseling the Adolescent	3
SC 643, Substance Abuse Counseling	3
SC 644, Family Counseling Systems and Theory	3
SC 645, Consultation and Supervision for the School Counselor.	3
SC 647, Research Seminar in School Counseling	3
SC 648 Current Issues in School Counseling	3
Total Required	33

**This program is also offered online.

3

Course Descriptions



INDEX OF COURSES

Anthropology (AN)	62	Instructional Leadership (IL)	80
Biology (BY)	62	Journalism (JN)	81
Chemistry (CH)	67	Library Media (LM)	82
Cooperative Education Program (CEP)	67	Mathematics (MH)	84
Early Childhood Education (CE)	68	Physical Education (PE)	85
Earth Science (ES)	69	Political Science (PS)	88
Education (ED)	69	Psychology (PY)	88
Educational Psychology (EP)	71	School Counseling (SC)	89
Elementary Education (EE)	71	Sociology (SY)	91
English (EH)	73	Special Education (SE)	91
Environmental Sciences (EN)	75	Speech (SH)	94
History (HY)	77	Theatre (TH)	94

THE UNIT OF CREDIT

The unit of credit at the University of West Alabama is the semester hour. One semester hour represents one hour of class work or two hours of laboratory work each week throughout the semester. Two hours per week of out-of-class preparation is usually required for each semester hour of credit.

THE NUMBERING SYSTEM

The University of West Alabama uses a three-digit numbering system. The first digit designates the level of the course, as follows:

500-599 — courses for masters-level students

600-699 — courses for Education Specialist-level students

The second digit is reserved to the department to designate relevant classifications of courses within the respective disciplines. The third digit is used to designate sequence of courses (but not necessarily prerequisites) or to distinguish a special type of course, such as independent study.

ANTHROPOLOGY (AN)

AN 500. ARCHAEOLOGICAL LABORATORY METHODS (3)

An introduction to the scientific and anthropological processing, analysis, and conservation of materials recovered from prehistoric and historic archaeological sites. *Prerequisite: Permission of the department chair.*

AN 501. FIELD WORK IN ARCHAEOLOGY I (4)

Archaeological techniques of survey, excavation, and artifact processing are implemented at local sites. *Prerequisite: Permission of the instructor.*

AN 502. FIELD WORK IN ARCHAEOLOGY II (4)

Archaeological techniques of survey, excavation, and artifact processing are implemented at local sites. *Prerequisite: AN 501 or permission of the instructor.*

AN 585. FUNDAMENTALS OF HISTORICAL ARCHAEOLOGY (3)

Explores archaeologists' use of documentary evidence, oral history, and artifacts in interpreting social development in eastern North America from 1500 AD to 1900 AD.

BIOLOGY (BY)

BY 502. THE BIOLOGICAL SCIENCES FOR THE ELEMENTARY TEACHER (3)

Methods in biological instruction and biological concepts including development of life, diversity of organisms, cell structure and physiology, reproduction, genetics, energy exchange, coordination and control, transportation of materials, and ecology. Research paper is required. *Prerequisite: twenty semester hours of biology.*

BY 503. THE BIOLOGICAL SCIENCES FOR THE SECONDARY TEACHER (3)

The nature of science and scientific research, materials and methods of instruction, recent trends in biological research and instruction, molecular biology and biochemistry, cellular physiology, genetics, reproduction and embryology, ecology, and bioethics. Research project is required. *Prerequisite: twenty semester hours of biology.*

BY 504. RESEARCH DESIGN AND DATA ANALYSIS (3)

A study of the planning, organizing, and implementing of scientific research experiments. Computer based data treatment, graphing, and analysis methods are covered in detail. *Prerequisites: graduate standing. Computer proficiency in Microsoft Excel and Word is critical.*

BY 508. TEACHING COLLEGE BIOLOGY (3)

The role of biology in the curriculum, types and levels of courses, and techniques of teaching. Development of teaching materials and teaching observation required.

BY 510. FIELD BOTANY (4)

Methods for the collection and identification of vascular plants in natural environments, including plant identification, taxonomy, systematics, collection, preservation, and ecological interactions. Includes one weekend field trip. Three lecture hours and three laboratory hours per week. *Prerequisites: graduate student and permission of instructor and Dean.*

BY 513. PLANT SYSTEMATICS (4)

Evolution, morphology, anatomy, reproduction, and classification of land plants (bryophytes, ferns, fern allies, gymnosperms, flowering plants and fossil lineages). *Prerequisites: graduate standing and permission of instructor and Dean.*

BY 514. MARINE BOTANY (4)

Structure, reproduction, identification, distribution, and ecology of marine and estuarine algae, vascular, and nonvascular plants. Twenty-four hours of lecture/field work/laboratory for five weeks. Research project required. *Prerequisite: BY 212.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 520. FIELD ZOOLOGY (4)

A detailed study of the fauna of western Alabama, including collection, identification, taxonomy, systematics, preservation, and ecological interactions. Three lecture and three laboratory hours per week. *Prerequisites: graduate standing and permission of instructor and Dean. Undergraduate course in general zoology highly recommended.*

BY 521. PARASITOLOGY (4)

Taxonomy, morphology, and host parasite relationships of the major parasites of humans and other selected animals. Three lecture and three laboratory hours per week. Research project required. *Prerequisite: BY 222, BY 320 highly recommended.*

BY 522. COMPARATIVE VERTEBRATE ANATOMY (4)

Comparative study of the anatomy of representative vertebrates, with emphasis given to their evolution and adaptive aspects. Three lecture and three laboratory hours per week. Research project required. *Prerequisite: BY 222.*

BY 523. COMPARATIVE VERTEBRATE EMBRYOLOGY (4)

Gametogenesis and development of select vertebrates, including humans. Three lecture and three laboratory hours per week. Research project required. *Prerequisite: BY 222, BY 422 highly recommended.*

BY 524. MARINE INVERTEBRATE ZOOLOGY (4)

Systematics, ecology, physiology, and phylogenetic relationship of locally occurring marine invertebrate taxa. Twenty-four hours of lecture/field work/laboratory for five weeks. Research project required. *Prerequisite: BY 222.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 525. MARINE VERTEBRATE ZOOLOGY (4)

Systematics, behavior, physiology, and ecology of marine vertebrates with emphasis on species of the Northern Gulf of Mexico. Twenty-four hours of lecture/field work/laboratory for five weeks. Research project required. *Prerequisite: BY 222.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 526. COASTAL ORNITHOLOGY (4)

Distribution, population dynamics, food habits, habitat analysis, and field identification of coastal and pelagic birds in Alabama. Twenty-four hours of lecture/field work/laboratory for five weeks. Research project required. *Prerequisite: BY 222.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 528. VERTEBRATE ZOOLOGY (4)

Survey of vertebrate classes emphasizing their evolution, systematics, anatomy, physiology, and ecology. Three hours lecture and three hours laboratory per week. *Prerequisites: graduate standing and permission of instructor and dean.*

BY 529. ENTOMOLOGY (4)

Survey of the insects, emphasizing their evolution, systematics, anatomy, physiology, and ecology. Three lecture and three hours laboratory per week. *Prerequisites: graduate standing and permission of instructor and dean.*

BY 531. HISTOLOGY (4)

A study of the microscopic anatomy of tissues of vertebrates, particularly mammals. Three lecture and laboratory hours per week. A research project is required. *Prerequisite: graduate standing and one undergraduate course in Anatomy and Physiology.*

BY 541. ENVIRONMENTAL TOXICOLOGY (3)

Overview of concepts and terminology combining several diverse disciplines to investigate how society creates, regulates, and perceives the effects of toxic substances in the environment. Health issues and approaches to control the major environmental health problems associated with various occupations in industrialized and developing countries will also be examined.

BY 550. ECOLOGY (4)

Relationship between individual organisms and their environment; the structure and function of populations, communities, and ecosystems; and computer usage in data analysis and report writing. Three lecture and three laboratory hours per week. Research project required. Prerequisites: twelve semester hours of biology and MH 246.

BY 551. MARINE ECOLOGY (4)

Bioenergetics, community structure, population dynamics, predation, competition, and speciation in marine ecosystems. Twenty-four hours of lecture/field work/laboratory for five weeks. Research project required. *Prerequisites: BY 212 and 222, CH 112, and PH 201.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 552. MARSH ECOLOGY (4)

Floral and faunal elements and interaction of physical and biological factors of various marine marsh communities. Trips to regional examples of marsh types. Review and discussion of current literature. Twenty-four hours of lecture/field work/laboratory for five weeks. Research project required. *Prerequisite: BY 450 or BY 451.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 553. APPALACHIAN ECOLOGY (4)

A study of the biodiversity and geology of the Appalachian Mountains with particular focus on unique biological communities and the impact of natural and anthropogenic events on the landscape and ecology.

BY 554. CONSERVATION BIOLOGY (3)

This course provides an introduction to the field of conservation biology and examines the relationships between human populations and biodiversity. Graduate project required. Three lecture hours per week.

BY 556. ECOLOGICAL RESTORATION (3)

Exploration of basic principles of ecological restoration including physical, chemical, and biological manipulations required for restoration success. Additionally, this course will provide a detailed examination of practical aspects of restoration in selected ecosystems. Three lecture hours per week.

BY 557. NATURAL HISTORY OF THE BLACK BELT (3)

The Black Belt of Alabama and Mississippi is a unique and culturally significant region characterized by its geography, soils, prairies, and people. Experts in different fields survey the geography, history, archaeology, geologic history, paleontology, hydrology, biology, ecology, economics, and future of grassland, forest, aquatic, and urban environments of the Black Belt region. Three lecture hours per week and two Saturday field trips.

BY 558. SUBTROPICAL ECOLOGY (4)

This course will provide an introduction to habitats and ecosystems of subtropical Florida. Students will gain insight into the natural and cultural history of some of the most unique and diverse habitats in North America. The course will include weekly meetings to discuss subtropical habitats, followed by a field trip. Upon return, students will develop a research paper and a presentation on a topic related to these habitats. A graduate research project is also required.

BY 560. MARINE SCIENCE FOR TEACHERS (4)

Materials and methods of instruction on marine topics. Survey of marine plants and animals, the communities they form, and physical and chemical factors which affect them. Various types of sampling, preservation, culturing, and identification procedures will be covered. (Offered only at the Marine Laboratory, Dauphin Island.)

BY 561. AQUATIC BIOLOGY (4)

Limnological principles, field techniques, and qualitative and quantitative study of aquatic ecosystems, especially freshwater systems in West Central Alabama. Research project and paper are required. Three hours of lecture and three hours of laboratory per week.

BY 562. OCEANOGRAPHY (4)

General introduction to the ocean with emphasis on geological, chemical, and physical processes and how they relate to biological systems. Twenty-four hours of lecture/field work/laboratory for five weeks. Research project required. *Prerequisites: BY 212 and 222, CH 112, and PH 201.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 563. MARINE TECHNICAL METHODS (2)

The hardware of marine science, sampling procedures, processing, station location, and field maintenance operation. Ten hours of lecture/field work/laboratory per week for five weeks. *Prerequisites: BY 212 and 222.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 567. DIRECTED STUDIES IN MARINE BIOLOGY (1-8)

Independent research in marine biology. Content and nature of the courses is determined by the individual needs and interests of the student. One or more research projects and papers are required. *Prerequisites: permission of the instructor and the Dean.* One to four semester hours per semester, may be repeated for a maximum of eight semester hours credit. (Offered only at the Marine Laboratory, Dauphin Island.)

BY 568. SELECTED TOPICS IN MARINE BIOLOGY (1-4)

Requirements and interests of students determine the topics offered, such as marine fisheries science, or others. Research project required. *Prerequisites: twelve semester hours of biology and permission of the instructor and the Dean.* (Offered only at the Marine Laboratory, Dauphin Island.)

BY 571. BIOCHEMISTRY I (4)

Structure and function of biological molecules, the chemistry of buffers, proteins, nucleic acids, lipids, carbohydrates, and the mechanism of enzyme action. An introduction to quantitative and analytical/organic techniques of biochemistry. Three lecture hours and four laboratory hours per week. *Prerequisites: graduate standing and permission of the instructor and dean. Background in organic chemistry necessary.*

BY 572. CELL BIOLOGY (4)

Cells and subcellular structures and such cellular processes as energy transformation, transport of materials, and growth. Three lecture and three laboratory hours per week. Research project required. *Prerequisites: BY 212 and 222, and CH 241.*

BY 574. HUMAN PHYSIOLOGY (4)

This course is an in depth study of human medical physiology. Lab work will examine the underlying chemistry, physics, and biochemistry principles of body function. Three hours of lecture and three hours of laboratory per week. *Prerequisites: graduate standing and undergraduate coursework in Anatomy and Physiology.*

BY 590. EVOLUTIONARY THEORY (3)

Classical and modern concepts of evolution and the evolutionary relationship of extinct and extant forms of life. Three lecture hours per week. Research project required. *Prerequisites: BY 212 and 222.*

BY 591. BIOGEOGRAPHY (3)

Distribution patterns of organisms and the historical and ecological factors contributing to those patterns. Three lecture hours per week. *Prerequisites: graduate standing and permission of instructor and dean.* Course in ecology highly recommended.

BY 597. DIRECTED STUDIES IN BIOLOGY (1-8)

Content and nature of the courses is determined by the individual needs and interests of the student. A research project is required. *Prerequisites: permission of the instructor and the Dean.* One to four semester hours per semester, may be repeated for a maximum of eight semester hours credit.

BY 598. SELECTED TOPICS IN BIOLOGY (1-4)

Requirements and interests of students determine the topics offered, such as biological illustrations, helminthology, histology, protozoology, or others. *Prerequisites: twelve semester hours of biology and permission of the instructor and the Dean.*

BY 599. THESIS IN THE BIOLOGICAL SCIENCES (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

CHEMISTRY (CH)

CH 503. CHEMISTRY FOR THE SECONDARY TEACHER (3)

Recent trends in chemical research and instruction, materials and methods for teaching chemistry, and the major concepts of chemistry. Research project is required. *Prerequisite: 23 semester hours of chemistry.*

CH 598. SELECTED TOPICS IN CHEMISTRY (1-4)

Nature and content of the course are determined by the interest and needs of the students. Research project required. *Prerequisite: 9 semester hours in chemistry.*

COOPERATIVE EDUCATION PROGRAM (CEP)

CEP 501. ALTERNATING COOPERATIVE EDUCATION I (NO CREDIT)

1st Training Period

Prerequisites: Acceptance into a graduate program, complete Employability Seminar, acceptance into the Cooperative Education Program, and payment of the materials fee.

CEP 502. ALTERNATING COOPERATIVE EDUCATION II (NO CREDIT)

2nd Training Period

Prerequisite: CEP 501

CEP 503. ALTERNATING COOPERATIVE EDUCATION III (NO CREDIT)

3rd Training Period

Prerequisite: CEP 502

CEP 504. ALTERNATING COOPERATIVE EDUCATION IV (NO CREDIT)

4th Training Period

Prerequisite: CEP 503

CEP 505. PARALLEL COOPERATIVE EDUCATION I (NO CREDIT)

1st Training Period

Prerequisites: Acceptance into a graduate program, complete Employability Seminar, acceptance into the Cooperative Education Program, and payment of the materials fee.

CEP 506. PARALLEL COOPERATIVE EDUCATION II (NO CREDIT)

2nd Training Period.

Prerequisite: CEP 505.

CEP 507. PARALLEL COOPERATIVE EDUCATION II (NO CREDIT)

3rd Training Period.

Prerequisite: CEP 506.

CEP 508. PARALLEL COOPERATIVE EDUCATION II (NO CREDIT)

4th Training Period.

Prerequisite: CEP 507.

EARLY CHILDHOOD EDUCATION (CE)

CE 510. CURRENT TRENDS IN EARLY CHILDHOOD EDUCATION (3)

Critical review of prominent issues and practices affecting program organization, management and instruction in grades P-3.

CE 512. PLANNING PROGRAMS FOR EARLY EDUCATION (3)

Specific classroom organizational needs, daily program planning, and effective teaching strategies emphasized.

CE 514. LANGUAGE DEVELOPMENT FOR YOUNG CHILDREN (3)

Influences and stages of oral language acquisition; strategies affecting oral language development.

CE 517-18. DIRECTED STUDIES IN EARLY CHILDHOOD EDUCATION (1-3)

Independent study and research in area of early childhood education. Individual needs and interests determine content and nature of the course. Research and/or critical papers required. Maximum six semester hours. *Prerequisite: permission of the Dean.*

CE 519. INTERNSHIP IN EARLY CHILDHOOD EDUCATION (3)

Meets requirements of State Department of Education for Fifth-Year Non-Traditional Program and add-on certification in grades P-3. Requires 4-14 weeks. Full-time internship at cooperating public school.

CE 597. INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION (1-3)

Offers the qualified graduate student an opportunity for independent study in early childhood education. Specific content and nature of courses are determined by student needs and interests. Research papers required. One to three hours per semester, may be repeated for a maximum of six semester hours. *Prerequisite: permission of the Dean.*

CE 598. SELECTED TOPICS IN EARLY CHILDHOOD EDUCATION (3)

Critical readings, lectures, discussion, and laboratory experiences in early childhood education not generally included in course offerings. Specific content and nature of course determined by student needs and interests. May be repeated for a maximum of six semester hours credit. *Prerequisite: permission of the Dean.*

CE 599. THESIS IN CHILDHOOD EDUCATION (3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

CE 624. CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD PROGRAMS (3)

The focus of the course is on historical and contemporary early childhood programs and the theoretical foundation for early childhood education.

**CE 632. FAMILY, COMMUNITY, AND SCHOOL DYNAMICS:
PROMOTING GREAT BEGINNINGS (3)**

This course is designed to have students learn to connect with children and families in birth-through-eight age range settings. Students will use their knowledge and understanding of equity, fairness, and diversity to build family and community relationships in an ethical way.

**CE 633. ASSESSING CURRENT PRACTICES IN EARLY CHILDHOOD
ENVIRONMENTS (3)**

This course is designed to have students observe, document, and appropriately assess diverse, early childhood environments. Students will be required to demonstrate their knowledge and understanding of an early childhood professional as one that uses assessment data to advocate for change, developmentally appropriate practices, and safe, caring learning environments.

**CE 634. CURRENT TRENDS AND CRITICAL ISSUES IN EARLY
CHILDHOOD DEVELOPMENT AND LEARNING (3)**

This course is designed to allow students to build and promote the use of meaningful curricula in the birth-through-eight age range setting. Students will use their knowledge and understanding of developmentally effective approaches and early education content to build and promote such curricula. This course requires extensive amounts of scholarly reading in the field of early childhood education. Students will be required to identify a problem or issue appropriate for an action research project they will design. *Prerequisite: ED 604.*

CE 635. THE EARLY CHILDHOOD PROFESSIONAL (3)

This course is designed to allow students to synthesize and reflect on the early childhood profession. Students are required to complete an action research project that focuses on a critical issue or current trend in early childhood education that they have identified through extensive scholarly readings, discussions, observations, and other assignments. *Prerequisite: CE 634.*

EARTH SCIENCE (ES)**ES 568. SELECTED TOPICS IN OCEAN SCIENCE (1-4)**

Requirements and interests of students determine the topics to be covered from within the fields of coastal weather and climate, oceanography, or others. *Prerequisites: twelve semester hours of Earth Science/Geology and permission of the instructor and the Dean.* (Offered only at the Marine Laboratory, Dauphin Island.)

EDUCATION (ED)**ED 500. FOUNDATIONS OF EDUCATION (3)**

Examines the sociological, cultural, philosophical and historical foundations of education.

ED 501. EDUCATIONAL PLANNING (3)

Basic concepts of educational planning to include curriculum patterns, current issues, and program assessment.

ED 502. CRITICAL ISSUES IN EDUCATION (3)

Sociological, cultural, economic, legal, and ethical issues in education are among the topics that are explored. This course is presented in a seminar setting that incorporates a global perspective with emphasis on diverse classroom settings.

ED 504. TECHNIQUES OF EDUCATIONAL RESEARCH (3)

Major concepts and techniques of educational research to include types of research, application and interpretation of data, and the development and use of data collection instruments. Extensive reading and research project required.

ED 505. TECHNOLOGY AND EDUCATION (3)

An overview of the methods and techniques in computer assisted instruction, current issues, and hardware and software as they relate to the educational process.

ED 506. EDUCATIONAL STATISTICS (3)

Incorporation of computer usage in the principles and practices of psychological and educational assessment. Inferential and descriptive statistics, formal and informal methods of assessment, designing assessment programs, interpretation of test results, and analysis of research results are explored.

ED 508. TECHNOLOGY PORTFOLIO (1)

Students will prepare a portfolio that provides evidence of technology abilities as required by the State of Alabama. Much of the documentation is to be completed in a K-12 setting. *Prerequisite: ED 505.*

ED 509. INTERNSHIP IN TEACHING: P-12 (3)

Fourteen weeks of full-time teaching in a public school setting. Designed for the Non-Traditional Fifth-Year pre-school through grade twelve teacher education program. *Prerequisite: must provide documentation of fingerprint clearance by ABI and FBI. Passing score on Praxis II. Unconditional admission to TEP. Completion of all field experiences.*

ED 597. INDEPENDENT STUDY IN EDUCATION (1-3)

Offers the qualified graduate student an opportunity for independent study in education. Specific content and nature of course determined by student needs and interests. Research papers required.

ED 598-9. SELECTED TOPICS IN EDUCATION (3)

Critical readings, lectures, discussion, and laboratory experiences in education not generally included in course offerings. Specific content and nature of course determined by student needs and interests. *Prerequisite: permission of the Dean.* May be repeated for six semester hours credit.

ED 601. CURRICULUM DESIGN (3)

This course focuses on an examination of principles, problems, and practices influencing curriculum planning; and research in general curriculum problems.

ED 604. ADVANCED EDUCATIONAL RESEARCH (3)

The focus of this course is to provide advanced graduate students knowledge and skills to combine the theoretical aspects of research with the knowledge base of their specialty areas of study. Students are expected to define acceptable questions for study, determine an appropriate research design based on the questions asked, and develop methodically acceptable analytic procedures. It is expected students will have the requisite knowledge of research and statistics, and acceptable skill in writing.

EDUCATIONAL PSYCHOLOGY (EP)

EP 500. ADVANCED EDUCATIONAL PSYCHOLOGY (3)

A systematic approach to the application of psychology to the learning process.

EP 506. LIFE-SPAN DEVELOPMENT AND LEARNING (3)

Physical, social, cognitive, and emotional development during the life-span of human beings.

EP 597. INDEPENDENT STUDY IN EDUCATIONAL PSYCHOLOGY (1-3)

Offers the qualified graduate student an opportunity for independent study in educational psychology. Specific content and nature of course determined by student needs and interests. Research papers required. One to three semester hours per semester, may be repeated for a maximum of six semester hours credit. *Prerequisite: permission of the Dean.*

EP 598. SELECTED TOPICS IN EDUCATIONAL PSYCHOLOGY (3)

Critical readings, lectures, discussion, and laboratory experiences in educational psychology not generally included in course offerings. Specific content and nature of course determined by student needs and interests. *Prerequisite: permission of the Dean.* May be repeated for six semester hours credit.

EP 599. THESIS IN COUNSELING/PSYCHOLOGY (1-3)

A thesis evidencing research capacity, independent thought and ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of College of Education.*

ELEMENTARY EDUCATION (EE)

EE 500. TEACHING READING (3)

A variety of approaches to reading instruction emphasizing developmental reading and reading in the content areas.

EE 503. TEACHING BASIC SKILLS IN READING (3)

Intensive study of reading skills and techniques for evaluating reading proficiency. *Prerequisite: one course in reading at graduate or undergraduate level.*

EE 504. CORRECTIVE AND REMEDIAL READING (3)

Causes of disability, procedures in diagnosis, and classroom remedial treatment of reading programs.

EE 505. SEMINAR IN THE TEACHING OF READING (3)

Intensive reading, analysis, and discussion of current research and experimentation in teaching reading.

EE 506. LITERATURE FOR CHILDREN AND YOUNG ADULTS (3)

Evaluation of major literary genre, motivational techniques for encouraging life-long reading habits in children and young adults.

EE 520. CURRENT TRENDS IN ELEMENTARY EDUCATION (3)

Critical review of prominent issues and practices affecting program organization, management and instruction in grades K-6.

EE 523. MATHEMATICS IN THE ELEMENTARY SCHOOL (3)

Survey of materials and methods used in teaching K-6 mathematics, with emphasis on mathematics content, use of manipulatives, problem-solving and incorporation of calculators and computers in teaching.

EE 524. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3)

Materials and procedures of unit teaching in primary and intermediate grade social studies programs.

EE 525. SCIENCE IN THE ELEMENTARY SCHOOL (3)

Survey of materials and methods used in teaching K-6 science, with emphasis on a hands-on, inquiry-oriented approach to teaching product and process.

EE 526. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3)

Objectives, content, and instructional procedures in teaching language arts including oral and written expression. Emphasis on student needs.

EE 527-8. DIRECTED STUDIES IN ELEMENTARY TEACHING (1-3)

Independent study and research in an area of elementary education. Individual needs and interests determine content and nature of course. Research and/or critical paper required. Maximum six semester hours. *Prerequisite: permission of Dean.*

EE 529. INTERNSHIP IN ELEMENTARY EDUCATION (3)

Meets requirements of State Department of Education for Fifth-Year Non-Traditional program and add-on certification in grades K-6. Requires 4-14 weeks of full-time internship at cooperating public school.

EE 597. INDEPENDENT STUDY IN ELEMENTARY EDUCATION (1-3)

Offers the qualified graduate student an opportunity for independent study in elementary education. Specific content and nature of courses are determined by student needs and interests. Research papers are required. May be repeated for a maximum of six semester hours credit. *Prerequisite: permission of the Dean.*

EE 598. SELECTED TOPICS IN ELEMENTARY EDUCATION (1-3)

Critical readings, lectures, discussion, and laboratory experiences in elementary education not generally included in course offerings. Specific content and nature of course determined by student needs and interests. May be repeated for a maximum of six semester hours credit. *Prerequisite: permission of the Dean.*

EE 599. THESIS IN ELEMENTARY EDUCATION (3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

EE 620. TEACHING THE DIVERSE LEARNER (3)

The focus of the course is on adjusting the school curriculum to create and manage a positive learning environment for a diverse population of elementary students.

EE 621. TEACHING READING IN THE CONTENT AREAS (3)

The focus of the course is on theory, research, and methods for teaching elementary school students to use literacy as a tool for learning.

EE 622. LEARNING THEORY AND INSTRUCTIONAL PRACTICE IN ELEMENTARY MATHEMATICS AND SCIENCE (3)

This course is a seminar type course to include research, trends, and methods in science and math instruction in the elementary school.

EE 623. BEST PRACTICES IN LANGUAGE ARTS (3)

This course is a seminar type course that focuses on trends, innovations, policy, and the function of research in the teaching of language arts in the elementary school.

EE 624. CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD PROGRAMS (3)

The focus of the course is on historical and contemporary early childhood programs and the theoretical foundation for early childhood education.

EE 627. EDUCATIONAL ASSESSMENT (3)

The focus of this course is on student performance and includes the identification of learning goals, the diagnosis of student needs, the provision for effective instruction with feedback, and the use of assessment results to improve teaching and learning.

EE 628. SCHOOL REFORM MODELS IN ELEMENTARY SCHOOLS (3)

The focus of the course is on analyzing current school reform models; researching school improvement plans; and devising a school improvement plan. *Pre-requisite: EE 627 Educational Assessment*

ENGLISH (EH)

EH 501. RESEARCH IN LITERARY STUDIES (3)

A survey of contemporary literary theory and criticism, as well as advanced instruction in research techniques and library resources, through the investigation of a specific problem in English or American literature.

EH 510. TWENTIETH-CENTURY POETRY (3)

A study of works of major American and British poets of the twentieth century from Thomas Hardy to the present, including Yeats, Eliot, Auden, Frost, Stevens, Williams, and Plath.

EH 521. CHAUCER AND SELECTED MEDIEVAL LITERATURE (3)

Focus on the *Canterbury Tales*, with additional readings of poems, mystery plays, and romances by other authors.

EH 522. SHAKESPEARE (3)

A study of Shakespeare's works, with a focus on the tragedies from *Romeo and Juliet* through *Macbeth*.

EH 523. ENGLISH LITERATURE OF THE SEVENTEENTH CENTURY (3)

A study of the poetry of John Donne and the Metaphysical poets, Ben Jonson and the Cavalier poets, and John Milton, primarily *Paradise Lost*.

EH 524. RESTORATION AND EIGHTEENTH-CENTURY BRITISH LITERATURE (3)

British prose, poetry, and drama from 1660 to 1800, including such writers as Dryden, Swift, Pope, and Johnson.

EH 525. NINETEENTH-CENTURY ENGLISH POETRY (3)

Selections from the poetry of major Romantic and Victorian poets.

EH 526. THE ENGLISH NOVEL (3)

Examination of six to eight works of various periods and types in the development of the English novel.

EH 527. SEMINAR IN NINETEENTH-CENTURY ENGLISH LITERATURE (3)

Intensive study of three or four nineteenth-century British writers related by such factors as period, theme, technique, or gender. May be repeated for a maximum of six semester hours credit.

EH 528. SEMINAR IN TWENTIETH-CENTURY ENGLISH LITERATURE (3)

An intensive study of four or more twentieth-century writers related by such factors as period, theme, technique, or gender. May be repeated for a maximum of six semester hours credit.

EH 533. SEMINAR IN NINETEENTH-CENTURY AMERICAN LITERATURE (3)

An intensive study of three or four nineteenth-century American writers related by such factors as period, gender, theme, or technique. May be repeated for a maximum of six semester hours credit.

EH 534. SEMINAR IN TWENTIETH-CENTURY AMERICAN LITERATURE (3)

An intensive study of three or four twentieth-century American writers related by such factors as period, gender, theme, or technique. May be repeated for a maximum of six semester hours credit.

EH 536. THE AMERICAN NOVEL (3)

A study of the novel in the United States, as revealed in close examination of six to eight novels.

EH 540. LITERARY CRITICISM (3)

A study of traditional and contemporary criticism and theory.

EH 550. CONTEMPORARY FICTION (3)

A study of fiction written in English, as revealed in an examination of 6-8 works written from 1955 to present.

EH 560. ADVANCED GRAMMAR AND LINGUISTICS (3)

Survey and analysis of traditional, structural, and transformational systems of grammar.

EH 570. ADVANCED CREATIVE WRITING. (3)

For students who have earned credit in EH 370 and other qualified students, an opportunity to continue their writing.

EH 580. TEACHING COMPOSITION (3)

Preparation for the teaching of writing, emphasizing the presentation of content in an organized, well-developed, and stylistically correct manner.

EH 588. FIELD EXPERIENCE IN ENGLISH LANGUAGE ARTS TEACHING (3)

Tutoring of students in English Language Arts classes or in the Writing Center under the supervision of a classroom teacher; observation and assistance to the classroom teacher, two to three days a week.

EH 589. TUTORIAL PRACTICUM FOR TEACHERS (1)

Tutoring in Writing Center under supervision of the Director. May be repeated for maximum of three semester hours.

EH 597. DIRECTED STUDIES IN ENGLISH (1-3)

Independent study and/or research in literature or English language. Course content and format determined by student needs and interests. A maximum of six hours may be earned in this course. *Prerequisite: permission of the Dean.*

EH 598. SELECTED TOPICS IN ENGLISH (1-3)

Critical readings, lectures, and discussions of selected topics not generally included in course offerings. Course content and format determined by student needs and interests. *Prerequisite: permission of the Dean.*

EH 599. THESIS RESEARCH (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

ENVIRONMENTAL SCIENCES (EN)

EN 501. RESEARCH SEMINAR IN ENVIRONMENTAL SCIENCES (1)

Lectures, discussions, and reviews of environmental topics by staff, students, and guest speakers. *Prerequisite: graduate standing.*

EN 504. RESEARCH DESIGN AND DATA ANALYSIS (3)

A study of the planning, organizing, and implementing of scientific research experiments. Computer based data treatment, graphing, and analysis methods are covered in detail. *Prerequisite: computer proficiency in Microsoft Excel and Word is critical.*

EN 508. TEACHING COLLEGE ENVIRONMENTAL SCIENCE (3)

The role of environmental science in the curriculum, types and levels of courses, and techniques of teaching. Development of teaching materials and teaching observation required.

EN 542. CONSERVATION BIOLOGY (3)

This course provides an introduction to the field of conservation biology and examines the relationship between human populations and biodiversity. Graduate project required. Three lecture hours per week.

EN 550. ENVIRONMENTAL HEALTH AND SAFETY MANAGEMENT (3)

Environmental features and policies necessary for responsible health and safety management from perspective of the environmental manager. One or more research projects and/or papers are required. Three lecture hours per week. *Prerequisite: graduate standing.*

EN 551. INDUSTRIAL HYGIENE (3)

Planning and implementation of programs to minimize occupational health hazards. Procedures and methods to recognize, evaluate, and control occupational health hazards are emphasized. One or more research projects and/or papers are required. Three lecture hours per week. *Prerequisite: graduate standing.*

EN 553. APPALACHIAN ECOLOGY (4)

A study of the biodiversity and geology of the Appalachian Mountains with particular focus on unique biological communities and the impact of natural and anthropogenic events on the landscape and ecology.

EN 554. CONSERVATION BIOLOGY (3)

This course provides an introduction to the field of conservation biology and examines the relationship between human populations and biodiversity. Graduate project required. Three lecture hours per week.

EN 556. ENVIRONMENTAL TOXICOLOGY (3)

Overview of concepts and terminology combining several diverse disciplines to investigate how society creates, regulates, and perceives the effects of toxic substances in the environment. Health issues and approaches to control the major environmental health problems associated with various occupations in industrialized and developing countries will also be examined.

EN 558. SUBTROPICAL ECOLOGY (4)

This course will provide an introduction to habitats and ecosystems of subtropical Florida. Students will gain insight into the natural and cultural history of some of the most unique and diverse habitats in North America. The course will include weekly meetings to discuss subtropical habitats, followed by a 7 day field trip. Upon return, students will develop a research paper and a presentation on a topic related to these habitats. A graduate research project is also required.

EN 570. ENVIRONMENTAL CHEMISTRY (4)

The application of chemical and biochemical principles to environmental problems and their solutions. Emphasis is placed on the behavior of pollutants in the natural ecosystem and their management. One or more research projects and/or papers are required. Three lecture and two laboratory hours per week. *Prerequisite: graduate standing.*

EN 580. ENVIRONMENTAL LAW (3)

Governmental regulations that seek to insure the quality of the environmental and the safety of the work place. One or more research projects and/or papers are required. Three lecture hours per week. *Prerequisite: graduate standing.*

EN 597. INDEPENDENT STUDY IN ENVIRONMENTAL SCIENCES (1-8)

Content and nature of the course determined by the individual needs and interests of the student. One or more research projects or papers are required. One to four semester hours per semester. May be repeated for a maximum of eight semester hours. *Prerequisite: graduate standing.*

EN 598. SELECTED TOPICS IN ENVIRONMENTAL SCIENCES (1-4)

Requirements and interests of students determine the topics and format of the course. One or more research projects and/or papers are required. *Prerequisite: graduate standing.*

EN 599. THESIS IN ENVIRONMENTAL SCIENCES (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

HISTORY (HY)

HY 503. THE FIRST WORLD WAR (3)

A study of the origins of the First World War emphasizing the evolution of strategy, operations, and tactics.

HY 504. THE SECOND WORLD WAR (3)

A study of warfare from 1931 through 1945, emphasizing strategy, operations and tactics.

HY 505. WAR OF THE MODERN AGE (3)

The study of war and warfare from 1859 through September 11, 2001, with an emphasis on the evolution of strategy, operations, and tactics.

HY 506. FILM AND HISTORY (3)

A survey of the history of film and development of film within its cultural context. The course will include frequent discussions of the proper use of film in the classroom.

HY 507. DIRECTED STUDIES IN HISTORY (1-3)

Independent study and/or research in history. Course content and format determined by student needs and interests. A maximum of six hours may be earned in this course. *Prerequisite: permission of the Dean*

HY 508. MEANING OF THE FIRST WORLD WAR (3)

An examination of the intellectual and cultural background of "the Great War," and its continuing impact on intellectual and cultural life of the modern world.

HY 509. INTERNSHIP IN HISTORICAL PRESERVATION (3)

Supervised internship at a public history facility. May be repeated for a maximum of six semester hours.

HY 510. AMERICAN DIPLOMATIC HISTORY (3)

A study of the diplomatic events and foreign policy decisions in American history, with special emphasis on the United States as a world power.

HY 511. COLONIAL/REVOLUTIONARY AMERICA (3)

A survey of the history of Colonial America from the age of discovery to the adoption of the Constitution.

HY 512. THE EARLY NATIONAL PERIOD (3)

The development of the American Republic from 1789 to 1824.

HY 513. JACKSONIAN AMERICA (3)

The development of the United States from 1820 through 1845.

HY 514. U.S. HISTORY, 1850-1876 (3)

A study of the political and intellectual development of America during the Civil War era.

HY 515. GILDED AGE AND PROGRESSIVE ERA (3)

U.S. History 1876 - 1917: A study of the American response to industrialization and its emergence as a world power.

HY 516. AMERICA FROM WWI TO WWII (3)

U.S. History 1917-1945; America in the Great War, the Roaring Twenties, Depression, the New Deal, and WWII.

HY 517. THE MODERN AGE IN THE UNITED STATES (3)

U.S. History since 1945; A study of America in the Cold War, and social, economic and political revolutions at home.

HY 518. U.S. CONSTITUTIONAL HISTORY I (3)

An exploration of the cultural foundations of U.S. constitutional law and constitutionalism from the Glorious Revolution through 1868.

HY 519. U.S. CONSTITUTIONAL HISTORY II (3)

An exploration of the evolution of U.S. constitutional law and constitutionalism from 1868 through the 1980s.

HY 521. HISTORY OF THE OLD SOUTH (3)

A survey of the history of the South to 1865.

HY 522. HISTORY OF THE NEW SOUTH (3)

The development of the South since Reconstruction and the South's place in the nation today.

HY 523. THE MILITARY HISTORY OF THE CIVIL WAR (3)

A survey of the military campaigns of the American Civil War from Fort Sumter to Appomattox.

HY 525. THE AMERICAN REVOLUTION IN THE SOUTH (3)

A detailed examination of the American Revolution and the War for Independence in the American South from 1763 until 1783.

HY 533. EUROPE IN THE 19TH CENTURY (3)

Political, social, economic, and diplomatic developments in Europe from 1815 to 1918.

HY 535. CONTEMPORARY EUROPE (3)

Political, social, economic, and diplomatic developments in Europe from 1945 to present.

HY 537. HISTORY OF NAZISM AND FASCISM (3)

History of the rise of fascist regimes throughout Europe following the First World War with emphasis on Nazi Germany and the Holocaust.

HY 538. RESEARCH SEMINAR IN EUROPEAN HISTORY (3)

An advanced graduate research seminar in European history. May be repeated for a maximum of six semester hours.

HY 545. GREAT BRITAIN FROM 1865 TO 1914 (3)

A detailed survey of the history of Great Britain from 1868 until 1914.

HY 546. GREAT BRITAIN FROM WWI TO WWII, 1914-1945 (3)

A detailed examination of Great Britain's involvement in the two world wars of the twentieth century concentrating on politics, society, and diplomacy in the era.

HY 550. HISTORY OF EAST ASIA (3)

Philosophy, geography, and history of East Asia. Emphasis on China and Japan.

HY 571. AFRICAN-AMERICAN HISTORY, 1400-1865 (3)

The history of African-Americans from their roots in West Africa to emancipation in the United States.

HY 572. AFRICAN AMERICAN HISTORY, 1866-PRESENT (3)

The history of African-Americans from emancipation to the present.

HY 573. SLAVERY IN NORTH AMERICA (3)

A readings seminar in North American slavery concentrating on the primary literature and the evolution of interpretation.

HY 575. THE MODERN CIVIL RIGHTS MOVEMENT (3)

A study of the Civil Rights Movement from the New Deal to 1980.

HY 576. COMPARATIVE SLAVERY (3)

A readings seminar examining the primary literature using the comparative approach to the study of slavery.

HY 585. FUNDAMENTALS OF HISTORIC PRESERVATION (3)

An introduction to the field of historic preservation, and an examination of the development of U.S. preservation movements.

HY 586. FUNDAMENTALS OF PUBLIC HISTORY (3)

An interdisciplinary introduction to public history, examining local history, archival management, historical archaeology, and museum studies.

HY 588. FIELD EXPERIENCE IN SOCIAL SCIENCE TEACHING (3)

Students are required to work directly with a professor teaching either HY 101, HY 102, HY 211, or HY 212.

HY 589. SEMINAR IN TEACHING COLLEGE HISTORY (3)

An introduction to the problems of teaching at the college level, the place of history in the curriculum, types and levels of courses, and techniques of teaching. A research project and some supervised teaching are required.

HY 597. RESEARCH SEMINAR IN HISTORY (3)

An advanced research seminar in history. May be repeated for a maximum of six semester hours credit.

HY 598. SELECTED TOPICS IN HISTORY (3)

Critical readings, lectures, and discussions of selected topics not generally included in course offerings. Course content and format determined by students' interests and instructor expertise. May be repeated for a maximum of six semester hours.

HY 599. THESIS RESEARCH (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of the Dean of the College.*

INSTRUCTIONAL LEADERSHIP (IL)**IL 571. SCHOOL LAW (3)**

This course introduces students to the legal and ethical reasoning systems which influence the practice of school administrators. Students will be able to relate to constitutional, federal, state, and local requirements as they concern students, employees, teachers, and the administration of the instructional program. Embedded field experiences required. *Prerequisite: Unconditional admission to the Instructional Leadership Program. This course may not be taken online by IL students.*

IL 572. CURRICULAR AND INSTRUCTIONAL SUPERVISION (3)

The student will learn the knowledge and skills required of an instructional leader for directing school improvement, creating a positive school climate, developing a challenging curriculum, and implementing effective instructional practices that increase student achievement. Embedded field experiences required. *Prerequisite: Unconditional admission to the Instructional Leadership program.*

IL 573. CONTEXTUAL DIMENSIONS OF INSTRUCTIONAL LEADERSHIP (3)

This course addresses the need for instructional leaders to understand and be able to operate within the larger context of community. Students will develop an understanding of the influence of political, social, economic, and cultural contexts on the daily operation of schools. Embedded field experiences required. *Prerequisite: Unconditional admission to the Instructional Leadership program. This course may not be taken online by IL students.*

IL 574. LEADING AND MANAGING LEARNING ORGANIZATIONS (3)

Students will have the knowledge of how to set high expectations and standards for all faculty and staff within specific state and local regulations that govern such processes. Students will demonstrate the ability to hire, support, and maintain a diverse, competent, and highly qualified staff while providing continuous professional development and maintaining his/her own continuous improvement. Embedded field activities required. *Prerequisite: Unconditional admission to the Instructional Leadership program.*

IL 575. MULTIDISCIPLINARY PERSPECTIVES OF INSTRUCTIONAL LEADERSHIP (3)

This course addresses the study of problems, issues, and trends in school administration, including topics such as balancing theory and research with culture, change, and curriculum, administration of human resources, diversity, effective teaching strategies, and instructional supervision and leadership. Embedded field experiences required. *Prerequisite: Unconditional admission to the Instructional Leadership program.*

IL 576. SCHOOL BUSINESS MANAGEMENT (3)

This course will prepare students for effective fiscal management related to the business of schools. Students will gain an understanding of the dynamics of school finance at the local, state, and federal levels and policies and procedures for effectively and legally managing the financial resources of a school. Embedded field experiences required. *Prerequisite: Unconditional admission to the Instructional Leadership program.*

IL 577. WORKSHOP IN INSTRUCTIONAL LEADERSHIP (3)

In-depth study of an issue or problem in school administration.

IL 578. INSTRUCTIONAL LEADERSHIP INTERNSHIP (3)

Internship integrates theory with the practical and contextual challenges of the educational system through hands-on clinical practice. The intern will observe, participate, and lead in a variety of administrative field experiences. One hundred-fifty (150) clock hours of field embedded experiences must be documented. *Prerequisites: IL571, IL572, IL573, IL574, IL575, and IL 576 with no grade below a "B" and a 3.25 GPA in all courses completed in the Instructional Leadership Program.*

IL 579. INSTRUCTIONAL LEADERSHIP INTERNSHIP AND RESIDENCY (3)

This course is designed to further integrate theory with the practical and contextual challenges of the educational system. The intern will observe, participate, and lead in a variety of administrative field experiences. In addition, the intern will complete a ten (10) day residency at a school site with students present and participating in an academic program whereby he/she assumes the leadership role. One hundred-fifty (150) clock hours of experiences must be documented. Embedded field experiences required. *Prerequisites: IL571, IL572, IL573, IL574, IL575, IL 576, and IL578 with no grade below a "B" and a 3.25 GPA in all courses completed in the Instructional Leadership Program.*

IL 597. INDEPENDENT STUDY IN INSTRUCTIONAL LEADERSHIP (1-3)

An opportunity for qualified graduate students to study independently problems and issues in school administration. Specific content and nature of courses are determined by student needs and interests. Research papers are required. One to three hours per semester, may be repeated for a maximum of six semester hours credit. *Prerequisite: Permission of the Dean.*

JOURNALISM (JN)

JN 580. ADVISING STUDENT PUBLICATIONS (3)

Defines role of high school/college newspaper and yearbook advisors and explores advising techniques.

JN 598. SELECTED TOPICS IN JOURNALISM (3)

Readings, lectures and/or discussion of topics not generally included in course offerings. Course content and format determined by students' needs and interests. *Prerequisite: permission of the Dean.*

JN 599. JOURNALISM INTERNSHIP (3)

Work a minimum of fifty hours with an appropriate media facility. *Prerequisite: permission of the Chairperson of the Department of Languages and Literature.*

LIBRARY MEDIA (LM)

LM 506. LITERATURE FOR CHILDREN AND YOUNG ADULTS (3)

Study of the reading interest and needs of children and young adults for recreational and instructional programming. Emphasis is placed on evaluating major genre of literature.

LM 561. INSTRUCTIONAL MEDIA (3)

Operation and utilization of instructional media technology and the attributes of different information formats. Instructional development, in-service education program development, and copyright laws are included.

LM 562. LIBRARY MEDIA CATALOGING AND CLASSIFICATION (3)

Theory and practice of cataloging, classification, and subject analysis of materials, commercial and computerized cataloging services.

LM 563. SCHOOL LIBRARY MEDIA CENTER MANAGEMENT AND COLLECTION DEVELOPMENT (3)

Roles of the school library media specialist based upon research-based management principles, systematic program planning and evaluation, collection development and management, budgeting, scheduling, and facilities development. The impact of national and state standards, censorship, multiculturalism, life-long learning and varied learning styles are included.

LM 564. CRITICAL ISSUES IN SCHOOL LIBRARY SERVICES (3)

This course focuses on critical issues that are confronting school library media centers and provides students the opportunity to analyze issues that impact decision-making and the role of the school library media specialist in meeting the challenges resulting from these issues. Critical issues include technological trends, instructional and curricular trends, and organizational trends.

LM 565. REFERENCE SERVICES AND INFORMATION STORAGE AND RETRIEVAL (3)

Basic sources of information, reference processes, and strategies for integration of information skills into the curriculum. Access to information through technology and concepts of computerized database development and research are developed.

LM 566. LIBRARIES AND LEGAL ISSUES (3)

This course provides the knowledge base students need in order to meet the challenges created by legal issues today. Students will learn to develop policies and procedures, identify and address issues before they become bona fide legal matters, and learn how to respond in legal challenges.

LM 569. INTERNSHIP IN LIBRARY MEDIA (3)

Requires 300 clock hours of observation and experience in library media at the elementary and secondary levels.

LM 597. INDEPENDENT STUDY IN LIBRARY MEDIA (3)

Offers the qualified graduate student an opportunity for independent study in library media. Specific content and nature of courses are determined by student needs and interests. Research papers required. *Prerequisite: permission of the Dean.* One to three semester hours per semester, may be repeated for a maximum of six semester hours of credit.

LM 598. SELECTED TOPICS IN LIBRARY MEDIA (1-3)

Critical readings, lectures, discussion, and laboratory experiences in library media not generally included in course offerings. Specific content and nature of course determined by student needs and interest. *Prerequisite: permission of the Dean.* May be repeated for a maximum of six semester hours of credit.

LM 599. THESIS IN LIBRARY MEDIA (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

LM 661. STRATEGIC PLANNING FOR SCHOOL LIBRARY MEDIA SPECIALISTS (3)

The focus of the course is on the leadership role of library media specialists in using their unique skills to help direct the planning team that is charged with developing a strategic plan for the school.

LM 662. LIBRARY AUTOMATION (3)

The course focuses on issues to consider when moving toward an automated library or upgrading a present integrated library system (ILS). Also included will be issues related to implementing or updating virtual/digital reference services.

LM 663. INSTRUCTIONAL DESIGN (3)

The course focuses on the major aspects of instructional design and development with emphasis on learning outcomes and instructional objectives and strategies in the context of theory and practice. There is special emphasis on the integration of technology into the learning environment and on evaluating and managing instructional systems and educational programs for K-12.

LM 664. DEVELOPMENTALLY APPROPRIATE AND CULTURALLY RESPONSIBLE SCHOOL LIBRARY MEDIA PROGRAMS (3)

The course will consist of two parts. In Part I, the focus will be on the growing body of research from such diverse fields as developmental psychology, cultural anthropology, linguistics, early childhood education, and brain damage research that provides a rich literature to develop best practices in the field of education. Part II will focus on applying the best practices in education to developing library media center services and programs for all learners.

LM 665. DESIGNING SCHOOL LIBRARY MEDIA CENTERS (3)

The course focuses on pre-planning, planning, designing, and redesigning a school media center. Included in the course content are architectural styles and terminology, floor plans, planning documents, contracts, bid requests, and organizational worksheets. Factors that distinguish elementary, middle, and secondary school media centers are also considered.

LM 666. THE SCHOOL LIBRARY MEDIA CENTER AND SCHOOL REFORM (3)

The course is designed to enable school library media specialists to clarify and expand their role in the national school reform movement.

LM 667. LIBRARY LEADERSHIP AND COLLABORATIVE PROBLEM SOLVING (3)

The dual roles of the school library media specialist, educational leader and collaborator, will be examined for the purpose of helping school library professionals gain competencies in integrating library media services into the total school program.

MATHEMATICS (MH)

MH 508. SEMINAR IN TEACHING COLLEGE MATHEMATICS (3)

Teaching mathematics at the college level, the role of mathematics in the curriculum, types and levels of courses, and techniques of teaching. Research project and supervised teaching are required. *Prerequisite: twenty-one semester hours of mathematics at or above the 400 level.*

MH 522. REAL ANALYSIS (3)

Functions and sequences, limits of sequences, continuity, derivatives, indeterminate forms, and proofs for many classical theorems of calculus. *Prerequisites: MH 122 and MH 252.*

MH 524. NUMERICAL ANALYSIS (4)

Theory, methods and applications of numerical analysis with frequent computer implementation. Solution of equations in one variable, interpolations and polynomial approximation, numerical differentiation and integration, and initial-value problems for ordinary differential equations. Three lecture and two computer laboratory hours per week. *Prerequisites: MH 252, MH 314, and CS 300.*

MH 532. ADVANCED ANALYTIC GEOMETRY (4)

The use of construction with compass and straightedge, algebraic proofs and other techniques to instill an understanding of geometric concepts and relationships. A research paper is required. Three lecture and two laboratory hours per week. *Prerequisite: MH 332 or permission of the Dean.*

MH 550. LINEAR OPTIMIZATION (3)

This course introduces the student to optimization theory and its applications. Topics include formulation of linear programs, simplex methods and duality, sensitivity analysis, transportation and networks, and various geometric concepts. *Prerequisite: previous course in linear algebra.*

MH 580. TECHNOLOGY FOR MATHEMATICS TEACHERS (4)

Introduces the high school mathematics teacher to modern technological methods of teaching mathematics available in high schools today. Includes the use of manipulatives, the graphing calculator, and the computer as well as mathematical applications for each. Three lecture and two laboratory hours required. Counts as an elective for mathematics education students only. *Prerequisite: MH 227.*

MH 584. MATHEMATICS FOR TEACHERS (3)

A study of real and complex numbers, functions and their properties, equations, integers and polynomials for teachers. Research project is required

MH 590. HISTORY OF MATHEMATICS (3)

Historical development of mathematical concepts and symbolism, evolution of modern mathematics from its motivational roots in the physical sciences, and lives and contributions of outstanding mathematicians, as well as topics related to contemporary mathematics. *Prerequisite: MH 122 or 12 semester hours of mathematics beyond MH 121.*

MH 593. LOGIC AND SET THEORY (3)

Provides a rigorous foundation in logic and elementary discrete mathematics to students of mathematics and computer science. Topics from logic include modeling English propositions, propositional calculus, quantification, and elementary predicate calculus. Additional mathematical topics include elements of set theory, mathematical induction, relations and functions, and elements of number theory. *Prerequisite: previous courses in advanced mathematics.*

MH 595. NUMBER THEORY (3)

Survey of the types of arguments to prove facts about divisibility of integers, prime numbers, and modular congruencies. Other topics, such as the Fermat theorem, Euler's theorem, and the law of quadratic reciprocity, will be discussed. *Prerequisite: previous courses in advanced mathematics.*

MH 596. GRAPH THEORY AND APPLICATION (3)

Survey of several of the main ideas of general graph theory with applications to network theory. Topics include oriented and nonoriented linear graphs, spanning trees, branching and connectivity, accessibility, planar graphs, networks and flows, matching, and applications. *Prerequisite: previous courses in advanced mathematics.*

MH 597. DIRECTED STUDIES IN MATHEMATICS (1-8)

Independent study and research in mathematics. Content and nature of the courses determined by the individual needs and interests of the student. Research projects and papers are required. *Prerequisites: permission of the instructor and the Dean.* May be repeated for a maximum of eight semester hours credit.

MH 598. SELECTED TOPICS IN MATHEMATICS (1-8)

Nature and content of the course are determined by the interests and needs of the students. *Prerequisites: permission of the instructor and the Dean.*

MH 599. THESIS IN MATHEMATICS (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

PHYSICAL EDUCATION (PE)

PE 503. PHYSICAL EDUCATION WORKSHOP (1-3)

Practical needs workshop on current topic. Lecture and performance oriented. Specific content and nature of course are determined by student needs. May be repeated for a maximum of six semester hours.

PE 510. PROTECTIVE TECHNIQUES FOR INJURIES (3)

Taping and wrapping techniques used in athletic training including instruction in fabricating and applying protective equipment, pads, splints, and supports. Hands-on practical experience emphasized in laboratory sessions. Project required.

PE 520. PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (3)

Ways to meet the developmental needs of the elementary school child. Games, rhythms, and self-testing activities for elementary children. Project required.

PE 521. TESTING IN HUMAN PERFORMANCE (3)

Review and practice with descriptive and inferential statistics used in human performance testing and research.

PE 522. THE PHYSICAL EDUCATION CURRICULUM (3)

Underlying philosophies and foundations of physical education curriculum. Basis of selection of activities, methods of teaching, measurement and evaluation, and selection of facilities. Curriculum development in area of special interest. Research project required.

PE 523. ADAPTED PHYSICAL EDUCATION (3)

Types of disabilities encountered among public school pupils. Examination of obligations and responsibilities of the school and individual teacher in providing a program for the disabled students. Special project required.

PE 531. SUPERVISION IN PHYSICAL EDUCATION (3)

Study of role of physical education supervisor in working with teachers at different levels. Processes involved in working effectively with groups of teachers in democratic manner. Term project required.

PE 532. ORGANIZATION AND ADMINISTRATION IN HUMAN PERFORMANCE (3)

Concepts used in organization and administration of human performance programs. Management of personnel, equipment, supplies, facilities, finances, and records will be topics of discussion/lecture. Professional development and legal liability will also be addressed. Project required.

PE 533. ATHLETIC ADMINISTRATION SEMINAR (3)

Assist athletic directors and coaches in meeting increasing responsibilities of modern school athletic programs. Topics include problems in organizing and directing boys and girls (men and women) athletic programs. All levels of educational structure are considered.

PE 534. SPORT AND EXERCISE LAW (3)

Legal aspects of sports activities and human performance. Project required.

PE 539. COACHING AND ATHLETIC ADMINISTRATION PRACTICUM (3)

Designed to provide graduate students with opportunities for practical experience in a professional field setting.

PE 540. TECHNIQUES OF RESEARCH IN PHYSICAL EDUCATION (3)

Methods and techniques in research. Requirements include: analyzing current research, developing a competency in research writing, and conducting a research project.

PE 542. SPORT AND EXERCISE NUTRITION (3)

The role of diet in human performance. Project required.

PE 543. KINESIOLOGY (3)

Musculoskeletal system and body movements involved in various motor skills. Analysis of body movement studied through manual muscle testing and application of mechanical principles. Paper or project required.

PE 544. EXERCISE PHYSIOLOGY (3)

Human adaptation to exercise and training. Paper or project required.

PE 545. THE NATURE AND BASIS OF MOVEMENT (3)

Study of human movement from standpoints of teaching and learning. Relevance of anatomy, physiology, and psychology to motor learning and effects of motor learning on each factor. Project required.

PE 549. EXERCISE AND WELLNESS PRACTICUM (3)

Designed to provide graduate students with opportunities for practical application of relevant theories in a professional setting.

PE 551. EXERCISE PRESCRIPTION (3)

Procedures for developing exercise programs for “apparently healthy adults” (as defined by the American College of Sports Medicine). Research project required.

PE 565. PSYCHOLOGY AND SOCIOLOGY OF HUMAN PERFORMANCE (3)

Psychological and sociological aspects of human performance. Project required.

PE 570. DEVELOPMENT OF STRENGTH AND CONDITIONING PROGRAMS (3)

The development and administration of strength, endurance, flexibility, speed, and agility programs.

PE 573. PREVENTION, CARE, AND TREATMENT OF ATHLETIC INJURIES (3)

Current athletic training practices, procedures, techniques, and aids studied are in relation to physical education teachers and athletic coaches. Practical aspects of athletic injury prevention, care, treatment, and rehabilitation to be used in secondary school level programs.

PE 575. EMERGENCY MANAGEMENT OF ATHLETIC INJURIES (1-3)

Current methods of emergency medical treatment of athletic injuries, proper recognition, management, and transportation of acute athletic injuries/illnesses. Presentations and some experience in taping and evaluation provided. Course may be repeated for a maximum of six semester hours credit.

PE 576. SPORTS MEDICINE SEMINAR AND WORKSHOP (1-3)

Current knowledge, philosophies, and trends in sports medicine and athletic training. Prevention, recognition, treatment, and rehabilitation of common athletic injuries/illnesses. Presentations and some experiences in taping and evaluation provided. Course may be repeated for a maximum of six semester hours.

PE 586. INTRAMURAL AND NON-COMPETITIVE ACTIVITIES (3)

Planning and administration of an intramural sports program. Research project required.

PE 597. INDEPENDENT STUDY IN PHYSICAL EDUCATION (1-3)

Offers the qualified graduate student an opportunity for independent study in physical education. Specific content and nature of courses are demonstrated by student needs and interests. Research papers required. *Prerequisite: Permission of the Dean.* One to three semester hours per semester, may be repeated for a maximum of six semester hours credit.

PE 598. SELECTED TOPICS IN PHYSICAL EDUCATION (1-3)

Critical readings, lectures, discussion, and laboratory experiences in physical education. Specific content and nature of courses are determined by student needs and interests. Research papers required. *Prerequisite: Permission of the Dean.* May be repeated for a maximum of six semester hours credit.

PE 599. THESIS IN PHYSICAL EDUCATION (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

POLITICAL SCIENCE (PS)**PS 507. PROBLEMS IN AMERICAN GOVERNMENT FOR THE SECONDARY TEACHER (3)**

American political system considered in terms of contemporary concepts of political theory and high school curriculum. Research papers required.

PS 588. FIELD EXPERIENCE IN SOCIAL SCIENCE TEACHING (3)

Students are required to work directly with a professor teaching PS 110.

PSYCHOLOGY (PY)**PY 520. ADVANCED ABNORMAL PSYCHOLOGY (3)**

Introduction to the classification, diagnosis, and treatment of mental disorders.

PY 525. PERSONALITY ASSESSMENT (3)

Introduction to the theory and utilization of various assessment techniques in the analysis of personality.

PY 526. MARRIAGE AND FAMILY THERAPY (3)

Introduction to the field of marriage and family therapy.

PY 527. THE THERAPEUTIC RELATIONSHIP (3)

Introduction to the understanding of the broad philosophies in building and maintaining the therapeutic relationship.

PY 528. HEALTH PSYCHOLOGY (3)

Introduction to the study of the interface between psychology and medicine.

PY 529. PSYCHOPHARMACOLOGY (3)

The practical understanding and application of how and why psychactive drugs (therapeutic and illicit) affect thoughts and behaviors.

PY 530. ADVANCED SOCIAL PSYCHOLOGY (3)

A theoretical investigation of influence of the social world on our thoughts and behaviors.

PY 550. THEORIES OF PERSONALITY (3)

Comparative examination of representative theoretical approaches to the nature, determinants, and dynamics of personality structure.

PY 560. PSYCHOLOGICAL TESTS AND MEASUREMENTS (3)

Examination of characteristics, interpretations, uses and misuses of standardized psychological tests.

PY 570. SYSTEMS OF PSYCHOTHERAPY (3)

Analysis of the theories and techniques of current systems of psychotherapy.

PY 588. FIELD EXPERIENCE IN SOCIAL SCIENCE TEACHING (3)

Students are required to work directly with a professor teaching PY 100.

PY 595. PROFESSIONAL ORIENTATION (3)

Study of professional roles and functions; professional organizations and associations; ethical and legal standards; professional credentials; practice management; and procedures for licensure and certification.

PY 597. SELECTED TOPICS IN PSYCHOLOGY (1-3)

Critical readings, lectures, and discussions of topics not generally included in course offerings. Course content and format determined by student needs and interests. A maximum of six hours may be earned in this course. *Prerequisite: permission of the Dean.*

PY 598. PSYCHOLOGY PRACTICUM (3)

Students will work 100 hours under a qualified professional in a mental health (or related) facility. A UWA faculty member provides coordination and supervision of the practicum experience. A written evaluation by the supervisor at the facility, the student's own report of the experience, and the faculty coordinator's evaluation, together with any other requirements set by the coordinator, provide the basis on which a grade is assigned. *Prerequisite: permission of the Chairperson.*

PY 599. INTERNSHIP IN COUNSELING PSYCHOLOGY (3)

Full-time supervised internship of at least 600 clock-hours duration at mental health (or related) facility. May be repeated for a maximum of six semester hours. *Prerequisite: permission of the Chairperson.*

SCHOOL COUNSELING (SC)

SC 506. LIFE-SPAN DEVELOPMENT AND LEARNING (3)

Physical, social, cognitive, and emotional development during the life-span of human beings.

SC 540. GUIDANCE FUNCTION IN EDUCATION (3)

The philosophy and functions of guidance and counseling in the classroom. Legal/ethical issues are also addressed. This course emphasizes the interrelationship between the school and family.

SC 541. TECHNIQUES OF COUNSELING (3)

The approaches to counseling with an emphasis on individual and group counseling, the counseling interview, ethical/legal considerations, consultation, referral, crisis counseling, and counseling research.

SC 542. CAREER DEVELOPMENT AND COUNSELING (3)

Theories of career development and career choice, sources and uses of educational, vocational and social information, methods of collecting, evaluating and disseminating information.

SC 543. COUNSELING CHILDREN AND ADOLESCENTS (3)

Physical, social, and intellectual aspects of child development, emphasizing sources of information, cooperation between school and home, informal techniques of evaluation, mental health principles and techniques, case studies, and case conferencing techniques.

SC 545. TESTS AND ASSESSMENT IN COUNSELING (3)

Concepts and skills of standardized testing, and interpreting individual and group tests, psychometric statistics and the use of the results in the helping process.

SC 546. GROUP COUNSELING (3)

Theories and practices of group counseling, including the analysis of group interaction and planning, and conducting group counseling activities. The legal/ethical considerations of group counseling are presented.

SC 547. COUNSELING MULTICULTURAL POPULATIONS (3)

Studies of societal changes within groups and subgroups; emphasis on multicultural trends and different lifestyles in order to facilitate the delivery of counseling services to these groups.

SC 549. INTERNSHIP IN SCHOOL COUNSELING (3)

Full-time supervised internship of at least 600 clock hours at P-12 grade level. *Prerequisite: permission of the instructor.*

SC 597. INDEPENDENT STUDY IN SCHOOL COUNSELING (1-3)

Offers the qualified graduate student an opportunity for independent study in school counseling. Specific content and nature of courses are determined by student needs and interests. Research papers required. One to three semester hours per semester, may be repeated for a maximum of six semester hours. *Prerequisite: permission of the Dean.*

SC 598. SELECTED TOPICS IN SCHOOL COUNSELING (1-3)

Critical readings, lectures, discussion, and laboratory experiences in school counseling not generally included in course offerings. Specific content and nature of course determined by student needs and interests. May be repeated for a maximum of six semester hours. *Prerequisite: permission of the Dean.*

SC 599. THESIS IN SCHOOL COUNSELING (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

SC 641. ADVANCED ELEMENTARY SCHOOL COUNSELING (3)

The focus of the course is on developing knowledge and practical skills in providing school counseling services to elementary school students.

SC 642. ADOLESCENT COUNSELING (3)

This course is a study of the various counseling modalities available to the school counselor for the prevention and remediation of adolescents' psychological, social, and behavioral problems.

SC 643. SUBSTANCE ABUSE COUNSELING (3)

The focus of this course is on identification of at-risk K-12 students and prevention of treatment of substance abusing students in the schools.

SC 644. FAMILY COUNSELING (3)

The course provides an overview of family counseling theory, methods, and effective practices for the school counselor, including knowledge of assessment and intervention methods and models.

SC 645. SUPERVISION AND CONSULTATION IN SCHOOL COUNSELING (3)

This course is focused on theories of supervision and consultation relevant to practicing school counselors, including implementation of development models and training issues, knowledge of stages, roles, and legal/ethical guidelines in consultation and supervision.

SC 647. RESEARCH SEMINAR IN SCHOOL COUNSELING (3)

The course requires library research on topical areas of interest to school counselors with research findings presented orally and in writing to the class and instructor.

SC 648. CURRENT ISSUES IN SCHOOL COUNSELING (3)

This course will address topics that school counselors have or will face on a day-to-day basis. Topics include bullying, grief and loss, divorce and adjusting to parent remarriage, physical, emotional, and verbal abuse issues, including reporting responsibilities, helping children cope with alcoholism or drug addiction in the home, the counselor's role on the BBSST committee, the role of the 504 Coordinator, working with students with physical and mental disabilities, and the counselor's role as Test Coordinator.

SOCIOLOGY (SY)

SY 517. CONTEMPORARY SOCIAL PROBLEMS FOR THE SECONDARY TEACHER (3)

Current problems arising from social institutions such as the family, church, school, and community. Content chosen with concern for relevance to secondary school curriculum. Research projects and papers required.

SPECIAL EDUCATION (SE)

SE 500. INTRODUCTION TO SPECIAL EDUCATION (3)

Introduction to programs and problems of children and youth who deviate from the average in physical, mental, emotional, and social characteristics.

SE 501. CHARACTERISTICS AND STRATEGIES FOR SPECIAL NEEDS STUDENTS (3)

This course focuses on the characteristics of special needs students. The current service delivery systems and current methodologies utilized.

SE 502. DEVELOPING RECEPTIVE AND EXPRESSIVE COMMUNICATION SKILLS (3)

Development of receptive and expressive communication and language arts skills. Assessment and remediation skills including current assistive technology.

SE 503. SEMINAR IN BEHAVIOR MANAGEMENT (3)

Concepts and principles of behavior change and management; practical experience in developing behavior management plans to prevent and remedy behavior problems.

SE 504. SEMINAR IN SPECIAL EDUCATION ISSUES (3)

Current topics in special education, including curriculum, technology, family and student diversity.

SE 506. TEACHING THE SEVERELY AND PROFOUNDLY DISABLED (3)

Characteristics, teaching techniques, management strategies and assistive devices for the severely and profoundly disabled.

SE 552. METHODS FOR THE COLLABORATIVE TEACHER/SPECIAL EDUCATION K-6 (3)

Individual and collaborative teacher instructional planning, strategies, materials and curriculum, delivery models e.g., resource, self-contained, and inclusive settings for the elementary collaborative teacher.

SE 554. METHODS FOR THE COLLABORATIVE TEACHER/SPECIAL EDUCATION 6-12 (3)

Individual and collaborative teacher instructional planning, strategies, materials and curriculum, transition, delivery models e.g., resource, self-contained, and inclusive settings for the middle and secondary collaborative teacher.

SE 558. PRACTICUM IN SPECIAL EDUCATION K-6 (3)

Supervised work stressing special education instructional and assessment competencies in a teaching situation for students in grades K-6.

SE 559. PRACTICUM IN SPECIAL EDUCATION 6-12 (3)

Supervised work stressing special education instructional and assessment competencies in a teaching situation with students in grades 6-12.

SE 597. INDEPENDENT STUDY IN SPECIAL EDUCATION (1-3)

Offers the qualified graduate student an opportunity for independent study in special education. Specific content and nature of courses are determined by student needs and interests. Research papers required. One to three semester hours per semester, may be repeated for a maximum of six semester hours. *Prerequisite: permission of the Dean.*

SE 598. SELECTED TOPICS IN SPECIAL EDUCATION (1-3)

Critical readings, lectures, discussion, and laboratory experiences in special education not generally included in course offerings. Specific content and nature of the course determined by student needs and interests. May be repeated for a maximum of six semester hours. *Prerequisite: permission of the Dean.*

SE 599. THESIS IN SPECIAL EDUCATION (1-3)

A thesis evidencing research capacity, independent thought and the ability to interpret materials is required of students pursuing the thesis option. Normally students enroll in this course continuously from the inception of their thesis project until the final document is approved by the Dean of the School of Graduate Studies. A maximum of six semester hours in this course will be counted toward the Master's degree. *Prerequisite: permission of Dean of the College.*

SE 600. ASSISTIVE TECHNOLOGY (3)

This course will provide students with an introduction to a range of devices, strategies, services and practices that make up the field of assistive technology. Students will gain practical hands-on experience as well as knowledge from research and best practices in order to be able to create an implementation plan for assistive technology.

SE 601. INCLUSIVE PRACTICES AND TRANSITIONS (3)

This course will provide students with recent research on inclusive practices and transition services for students with disabilities occurring from early childhood through early adulthood.

SE 602. POSITIVE COUNSELING SERVICES FOR TEACHERS AND FAMILIES (3)

The course will provide students with developing skills counselors use to communicate with students, colleagues, parents and community. Participants will develop an awareness of issues in working with students with disabilities and recognizing their needs in the classroom.

SE 603. ADVANCED MEASUREMENT AND ASSESSMENT IN SPECIAL EDUCATION (3)

This course will focus on administering, scoring, interpreting and reporting on achievement, special skill and diagnostic tests used in special education. The emphasis will be on diagnosis and prescriptive writing.

SE 604. METHODS AND MATERIALS FOR GIFTED AND TALENTED (3)

The course is designed to prepare the collaborative teacher in developing strategies and materials appropriate for the gifted and talented child in the K-12 setting.

SE 605. ADVANCED APPLIED BEHAVIOR ANALYSIS (3)

This course is designed to assist collaborative special education teachers in devising and implementing specific strategies in advanced behavior management and training strategies, field-based teacher research methods and effective support for classroom teachers.

SE 606. LITERATURE STRATEGIES ACROSS THE CURRICULUM K-6 (3)

This course is designed to prepare the teacher of exceptional students in curriculum development and specialized procedures for teaching literacy strategies across content areas in a K-6 collaborative setting.

SE 607. LITERATURE STRATEGIES ACROSS THE CURRICULUM 6-12 (3)

This course is designed to prepare the teacher of exceptional students in curriculum development and specialized procedures for teaching literacy strategies across content areas in a 6-12 collaborative setting.

SPEECH (SH)

SH 598. SELECTED TOPICS IN SPEECH(3)

Readings, lectures, discussions, and/or internship activities related to topics not generally included in course offerings. Course content and format determined by student needs and interests. *Prerequisite: permission of the Dean.*

THEATRE (TH)

TH 539. DIRECTING PRACTICUM (1)

Direct a one-act play. *Prerequisite or co-requisite: TH 580.*

TH 580. PRODUCING THE SCHOOL PLAY (3)

Script selection and analysis for the director/designer, basic directing technique and design execution.

TH 598. SELECTED TOPICS IN THEATRE (1-3)

Reading, lectures, discussion and/or internship activities related to topics not generally included in course offerings. Course content and format determined by student needs and interests. *Prerequisite: permission of the Dean.*

Board of Trustees,
Administration
and Faculty



**THE UNIVERSITY OF WEST ALABAMA
BOARD OF TRUSTEES**

GOVERNOR BOB RILEY

*President
Montgomery, Alabama*

JOE MORTON

*State Superintendent of Education
Montgomery, Alabama*

NAME	TERM EXPIRES	CITY	DISTRICT
JEAN DEARMAN ANDERSON	2013	<i>Montgomery</i>	<i>At-Large</i>
THOMAS BALLOW, JR.	2015	<i>Montgomery</i>	<i>At-Large</i>
TERRY BUNN	2003	<i>Tuscaloosa</i>	7
LENA HARDAWAY	2011	<i>Livingston</i>	<i>At-Large</i>
RANDALL I. HILLMAN	2011	<i>Wilsonville</i>	6
REBECCA STANFORD LEWIS	2013	<i>Auburn</i>	3
MARGARET LOVETT	2015	<i>Russellville</i>	5
JOHN NORTHCUTT	2015	<i>Demopolis</i>	7
WILLIAM BRUCE O'NEAL	2009	<i>Midfield</i>	<i>At-Large</i>
ALEX SAAD	2011	<i>Mobile</i>	1
JOHN M. SMITH	2011	<i>Montgomery</i>	2
ROBERT THETFORD SPREE	2011	<i>Boligee</i>	<i>At-Large</i>
VACANT	2013		4

OFFICERS OF ADMINISTRATION

Richard D. Holland	<i>President</i>
David M. Taylor	<i>Provost</i>
T. Raiford Noland	<i>Vice President for Financial Affairs</i>
Danny Buckalew	<i>Vice President for Student Affairs</i>
Clemit W. Spruiell	<i>Vice President for Institutional Advancement</i>
Tim Edwards	<i>Dean, College of Liberal Arts</i>
Venkat Sharma	<i>Dean, College of Natural Sciences and Mathematics</i>
Kathy Chandler	<i>Dean, College of Education</i>
Ken Tucker	<i>Dean, College of Business</i>
Tom W. DeVaney	<i>Dean, School of Graduate Studies</i>
Martha M. Hocutt	<i>Dean, Division of Online Programs</i>
Monroe C. Snider	<i>Director of the Library</i>
E. J. Brophy	<i>Director of Athletics</i>

THE GRADUATE COUNCIL

Tom W. DeVaney, Ed.D., Chairperson	<i>(Dean, School of Graduate Studies)</i>
David M. Taylor, Ph.D.	<i>(Provost) ex-officio</i>
Kathy Chandler, Ph.D.	<i>(Education)</i>
Martha M. Hocutt, Ph.D.	<i>(Online Programs)</i>
Tim Edwards, Ph.D.	<i>(Liberal Arts)</i>
Venkat Sharma, Ph.D.	<i>(Natural Sciences and Mathematics)</i>
Ken Tucker, Ph.D.	<i>(Business)</i>
Haywood Mayton, Ed.D.	<i>(Education)</i>
Janis Beard, Ed.D.	<i>(Biological Sciences)</i>
Dana Harwell, Ph.D.	<i>(Education)</i>
Thomas Ratkovich, Ph.D.	<i>(Mathematics)</i>
Bonnie Allen, Ph.D.	<i>(Counselor Education)</i>
Adele Moriarty, Ed.D.	<i>(Education)</i>
Robert T. Floyd, Ed.D.	<i>(Physical Education and Athletic Training)</i>
Pat Beatty, Ph.D.	<i>(Languages and Literature)</i>
Mark Davis Ph.D.	<i>(History and Social Sciences)</i>
Doug Wymer, Ph.D.	<i>(Environmental Sciences)</i>
R. Volney Riser, Ph.D.	<i>(History and Social Sciences)</i>
Robert C. Klare, Ph.D.	<i>(Psychology)</i>
Neil Snider, Ed.D.	<i>(Library Media)</i>
Nancy S. Taylor	<i>(Certification Officer) ex-officio</i>
Susan Sparkman	<i>(Registrar) ex-officio</i>
Traci Craft	<i>(Student)</i>
Krista Merryfield	<i>(Student)</i>

GRADUATE FACULTY

- JENNIFER ALEXIOU-RAY (2009), Ph.D., *Assistant Professor of Education*; B.S. (2002) University of Alabama; M.A. (2003) University of Alabama; Ph.D. (2006) University of Alabama.
- BONNIE ALLEN (2006), Ph.D., *Assistant Professor of Psychology*; B.S. (1975), M.Ed. (1978), Ph.D. (1985) Mississippi State University.
- JANIS S. BEAIRD (1994), Ed.D., *Professor of Biology*; B.S. (1976) Illinois State University; M.S. (1982) University of Illinois-Urbana; Ed.D. (1994) University of Alabama.
- ALAN BROWN (1986), D.A., *Professor of English*; B.A. (1972) Millikin University; M.A. (1974) Southern Illinois University; M.A. (1978) Sangamon State University; D.A. (1984) Illinois State University.
- BRIAN BURNES (2008), Ph.D., *Associate Professor of Biology*; B.S. (1993), Ph.D. (2000) Georgia Institute of Technology.
- ROGER CAMPBELL (2007) Ph.D., *Chairperson of the Department of Physical Sciences and Assistant Professor of Chemistry*; B.S. (2001) University of West Alabama; Ph.D. (2008), University of Alabama.
- JOY CAUTHRON (2000), Ph.D., *Associate Professor of Psychology*; B. A. (1994), M. A. (1997), Ph.D. (2000) University of Arkansas.
- KATHY CHANDLER (2009), Ph.D., *Professor of Education*; B.S. (1993), Samford University; M.A. (1997) University of Alabama at Birmingham; Ph.D. (2005) University of Alabama at Birmingham
- MICHELE CHISM (2006), Ph.D., *Assistant Professor of Educational Psychology and School Counseling*; B.S. (1978), M.Ed. (1980) Auburn University; Ph.D. (1996) University of Alabama.
- SUSAN CORDELL (2008), Ph.D., *Assistant Professor of Library Media*; B.A. (1980) Middle Tennessee State University; MLIS (1997) University of Alabama; Ed.S. (2003) University of Alabama; Ph.D. (2008) University of Alabama.
- DEBBIE DAVIS (2000), Ph.D., *Assistant Professor of English*; B.A. (1977) Auburn University; M. A. (1986) Southeastern Louisiana University; Ph.D. (1996) University of Alabama.
- MARK DAVIS (2005), Ph.D., *Co-Chairperson of the Department of History and Social Sciences and Assistant Professor of Psychology*; B.A. (1998) Western Washington University; M.A. (2002), Ph.D. (2005) New Mexico State University.
- RUSSELL DAVIS (2009), Ph. D., *Assistant Professor of Sociology*; B.S. (1995) The Ohio State University; M.S. (1998) The Ohio State University; Ph.D. (2007) Louisiana State University.
- TOMMY WAYNE DeVANEY (1984), Ed.D., *Professor of Education*; B.S. (1967), M.A. (1975) Tennessee Technological University; Ed.D. (1978) University of Tennessee.
- TIM EDWARDS (2006), Ph.D., *Associate Professor of English*; B.A. (1986), M.A. (1992) University of Alabama at Birmingham; Ph.D. (1999) University of Tennessee.

- ROBERT T. FLOYD (1980), Ed.D., ATC, *Chairperson of the Department of Physical Education and Athletic Training, Professor of Physical Education and Athletic Training, and Director of Athletic Training and Sports Medicine*; B.S. (1980), M.A.T. (1982) Livingston University; Ed.D. (1995) University of Alabama.
- JAMES F. GENTSCH (2000), Ph.D., *Associate Professor of History*; B.A. (1992), M.S. (1994) University of Memphis; Ph.D. (1999) King's College, University of London.
- JAMES GILBERT (2009), Ph.D., *Assistant Professor of Counseling/Psychology*; B.S. (1995) University of West Alabama; MSCE (1997) University of West Alabama; Ph.D. (2003) Capella University.
- MARVIN GRANT (2001), Ed.D., *Associate Professor of Physical Education and Athletic Training*; B.S. (1966) Edward Waters College; M.Ed. (1970) Florida A & M University; Ed.S. (1974), Ed.D. (1975) University of Florida.
- WILLIAM B. GREEN-BURNS (1995), Ph.D., *Associate Professor of Counselor Education*; B.A. (1969) Spring Hill College; M.S. (1971), M.S. (1972) Troy State University at Montgomery; Ph.D. (1979) University of Alabama.
- MARK F. GRIFFITH (1990), Ph.D., *Professor of Political Science*; A.A. (1981) College of DuPage; B.A. (1984) North Central College; M.A. (1986), Ph.D. (1994) Northern Illinois University.
- ARTHUR GROTHE (2009), *Assistant Professor of Speech and Drama and Director of Theatre*; B.A. (1999) Heidelberg College; M.F.A. (2003) University of Florida.
- DANA K. HARMON (2008), Ph.D., *Assistant Professor of Social Work*; B.A. (1994) University of Alabama; M.S.W. (1997) Loyola University of Chicago; Ph.D. (2005) University of Alabama.
- DANA R. HARWELL (2007), Ph.D., *Assistant Professor of Education*; B.S. (1989), M.S. (2000), Ed.S. (2002), Ph.D. (2006) Mississippi State University.
- CHRISTOPHER D. HAVEMAN (2009), Ph.D., *Assistant Professor of History*; B.A. (1998) Western Washington University; M.A. (2001) Marquette University; Ph.D. (2009) Auburn University.
- MARTHA M. HOCUTT (2003), Ph.D., *Associate Professor of Education*; B.S. (1982) Auburn University; M.Ed. (1991) Livingston University; Ph.D. (2003) University of Alabama.
- ELIZABETH HOHN (2007), Ed.D., *Assistant Professor of Educational Research, Educational Statistics, and Educational Technology*; B.S. (1984) University of Mobile; M.A.T. (1986) Winthrop University; Ed.S. (2000) University of South Alabama; Ed.D. (2007) University of West Florida.
- RICHARD D. HOLLAND (1967), Ph.D., *Professor of Biology*; B.S. (1965), M.Ed. (1967) Livingston University; Ph.D. (1974) University of Tennessee.
- GERALD JONES (1992), Ph.D., *Associate Professor of English*; B.A. (1978) University of Washington; M.A. (1981), Ph.D. (1991) Bowling Green State University.
- TINA N. JONES (1993), Ph.D., *Professor of English and Speech*; B.A. (1991), M.A.T. (1993) Livingston University; Ph.D. (2002) University of Southern Mississippi.

- YOUNBAE JUN (2005), Ph.D., *Assistant Professor of Mathematics*; B.Ed. (1997), M.Ed. (1999) Korea National University of Education; M.A. (2003), Ph.D. (2005) University of Alabama.
- BRIAN R. KEENER (2003), Ph.D., *Associate Professor of Biology*; B.S. (1996) Auburn University; M.S. (1999), Ph.D. (2005) University of Alabama.
- LYNN KELLEY (2009), Ph.D., *Assistant Professor of Elementary Education*; B.S. (1976) University of Alabama; M.A. (1999) University of Alabama; Ed.S. (2002) University of Alabama; Ph.D. (2008) University of Alabama.
- YUN-HO KIM (2006), Ph.D., *Assistant Professor of Chemistry*; B.S. (1987) Yonsei University; M.S. (1992) Indiana University of Pennsylvania; M.S. (1995) University of Connecticut; Ph.D. (2003) University of Arkansas.
- BROMETER L. JOHNSON KIMBROUGH (2006), Ed.D., *Assistant Professor of Elementary Education*; B.S. (1999) Stillman College; M.A. (2002) University of West Alabama; Ed.D. (2005) Nova Southeastern University.
- ERICA J. KING (2007), Ed.D., *Assistant Professor of Special Education*; B.A. (1995) University of South Alabama; M.E.D. (2000) Alabama State University; Ed.D. (2006) Nova Southeastern University.
- DENISE KNIGHT (2008), Ed.D., *Assistant Professor of Educational Leadership*; B.S. (1985) Mississippi State University; M.Ed. (1993) University of West Alabama; Ed.S. (1998) Mississippi State University; Ed.D. (2007) Nova Southeastern University.
- JOO YOUNG LEE (2002), Ph.D., *Assistant Professor of Economics and Finance*; B.A. (1989), M.A. (1991) Yonsei University; Ph.D. (2002) University of Georgia-Athens.
- SHEILA BLACKMON LIMERICK (2006) M.L.I.S., *Assistant Professor and Archivist and Special Collections Librarian*; B.A. (1993) University of West Alabama; M.A. (1998) University of Alabama at Birmingham; M.L.I.S. (2005) University of Southern Mississippi.
- GENE E. MAY (1999), Ed.D., *Associate Professor of Physical Education and Athletic Training*; B.A. (1971) Harding University; M.S.T. (1975) Georgia Southern University; Ed.D. (1996) Texas A & M University.
- HAYWOOD M. MAYTON, JR. (1975), Ed.D., *Professor of Education*; B.S. (1971), M.Ed. (1973) Livingston University; Ed.D. (1980) University of Alabama.
- JOHN McCALL (1992), Ph.D., *Professor of Biology*; A.A. (1972) Pensacola Junior College; B.S. (1974) University of West Florida; M.S. (1992), Ph.D. (1992) Louisiana State University.
- JEFFERY MERIDA (2007), Ph.D., *Assistant Professor of Biology*; B.A. (1989) Talladega College; Ph.D. (1998) Purdue University.
- JAN G. MILLER (2008), Ed.D., *Assistant Professor of Educational Leadership*; B.S. (1988), M.Ed. (1990) Livingston University; Ed.S. (1992) Mississippi State University; Ed.D. (2007) Nova Southeastern University.
- ADELE F. MORIARTY (2007), Ed.D., *Associate Professor of Special Education*; B.A. (1970) Belhaven College; M.A.E. (1977) University of Alabama at Birmingham; Ed.D. (1995) University of Alabama.
- FREDERICK A. MYERS (1972), Ph.D., *Professor of Sociology*; A.B. (1970) Rutgers University; M.A. (1973) University of Georgia; Ph.D. (1981) Florida State University.

- THOMAS J. RATKOVICH (2001), Ph.D., *Chairperson of the Department of Mathematics and Associate Professor of Mathematics*; B.S. (1991) Mississippi Valley State University; M.S. (1993) University of Southern Mississippi; Ph.D. (2000) University of Alabama.
- ANDREW K. RINDSBERG (2006), Ph.D., *Associate Professor of Geology and Environmental Science*; B.S. (1975) Stanford University; M.S. (1983) University of Georgia; Ph.D. (1986) Colorado School of Mines.
- R. VOLNEY RISER (2005), Ph.D., *Co-Chairperson of the Department of History and Social Sciences and Assistant Professor of History*; B.A. (1995), B.A. (1998) Florida State University; M.A. (2000), Ph.D. (2005) University of Alabama.
- PAMELA ROCHESTER (2009), Ph.D., *Assistant Professor of School Counseling*; B.S. (1969) Mississippi State University; M.Ed. (1974) Mississippi State University; Ph.D. (2000) Mississippi State University.
- FRANK D. ROGERS (2004), Ph.D., *Assistant Professor of Mathematics*; B.S. (1999) University of West Alabama, Ph.D. (2005) University of Alabama.
- REENAY ROGERS (2009), Ph.D., *Assistant Professor of Education*; B.S. (1988) University of Alabama; M.A. (1996) University of Alabama; Ph.D. University of Alabama.
- NATASHA SATCHER (2006), Ph.D., *Assistant Professor of Physical Education and Athletic Training*; B.A. (1998) Dillard University; M.S. (2000), Ph.D. (2006) University of Southern Mississippi.
- RICHARD C. SCHELLHAMMER (1994), Ph.D., *Professor of History*; B.A. (1984) Pennsylvania State University; M.A. (1986) University of Chicago; Ph.D. (1993) University of South Carolina.
- VENKAT SHARMA (2009), Ph.D., *Professor of Biology*; B.S. (1984), M.S. (1986) Sri Venkateswara University; Ph.D. (1991) University of Madras.
- LESA C. SHAUL (2008) Ph.D., *Professor of English and Director of the Honors Program*; B.S. (1990) University of Alabama; Ph.D. (1996) University of Georgia.
- KETIA L. SHUMAKER (2004), Ph.D., *Assistant Professor of Biology and Environmental Sciences*; B.S. (1998), M.S. (2000) Alcorn State University, Ph.D. (2004) Jackson State University.
- STEPHEN SLIMP (1995), Ph.D., *Professor of English*; B.A. (1985) University of South Carolina; M.A. (1987) Baylor University; Ph.D. (1995) University of North Carolina.
- KIMBERLY SMITH (2005), M.Ed., *Director of UWA Campus School/Instructor of Early Childhood Education*; B.S. (2001) University of West Alabama; M.Ed. (2005) University of West Alabama.
- LOUIS R. SMITH, JR. (1989), Ph.D., *Professor of Counselor Education*; B.A. (1967) Birmingham-Southern College; M.A. (1969) University of North Carolina; Ph.D. (1988) University of Alabama.
- MONROE C. SNIDER (1971), Ed.D., *Director of the Library and Professor*; B.S. (1961), M.A. (1963), M.L.S. (1985), Ed.D. (1973) University of Alabama.
- LEE STANTON (2007), Ph.D., *Assistant Professor of Biology and Environmental Science and Director of the Black Belt Conservation Research Institute*; B.S. (1993) University of West Alabama; M.S. (1998) University of South Alabama; Ph.D. (2005) Louisiana State University.

- DIANNE SWAIN (1999), Ed.D., *Associate Professor of Education*; A.S. (1962) Meridian Junior College; B.A. (1964), M.A. (1965) University of Southern Mississippi; Ed.D. (1989) Mississippi State University.
- ERICA TANNER (2009), Ph.D., *Assistant Professor of Elementary Education*; B.A. (1994) Huntingdon College; M.S. (1996) University of South Alabama; Ph.D. (2001) University of South Alabama.
- DAVID MICHAEL TAYLOR (1977), Ph.D., *Professor of English*; B.S. (1972), M.A. (1974) Middle Tennessee State University; Ph.D. (1977) Florida State University.
- WILLIAM JOSEPH TAYLOR (1990), Ph.D., *Professor of English*; B.A. (1974) University of Kentucky; M.A. (1981), Ph.D. (1985) Florida State University.
- NISHA WARBINGTON (2009), Ph.D., *Assistant Professor of School Counseling*; B.S. (1994) Auburn University; M.A. (1997) University of Alabama; Ed.S. (2000) University of Alabama; Ph.D. (2005) University of Alabama.
- ROBERT CALVIN WARE (1981), Ph.D., *Professor of Psychology*; B.A. (1977) Mobile College; M.S. (1979) Northwestern Louisiana State University; Ph.D. (1982) University of Southern Mississippi.
- JODIE WINSHIP (2008), Ph.D., *Assistant Professor of Special Education*; B.S. (1989) Mississippi State University; M.S. (1991) Mississippi State University; Ph.D. (2008) Capella University.
- DOUGLAS A. WYMER (2002), Ph.D., *Chairperson of the Department of Biological and Environmental Sciences and Associate Professor of Environmental Sciences*; B.S. (1994) Shorter College; M.S. (1997) Clemson University; Ph.D. (2002) Tennessee Technological University.

ADJUNCT FACULTY

- NANCY BAILEY, Ph.D., *Counselor Education*
- GERALDINE BELL, Ed.D., *Library Media*
- GLENN D. BRASHER, Ph.D., *History*
- CLAUDETTE CAMP, M.A., *Library Media*
- BRIAN CANFIELD, Ed.D., *Counseling and Guidance*
- SHERON JANE CORL, M.Ed., *Library Media*
- MARY MELTON COURINGTON, M.Ed., *Library Media*
- JUNE CRAWFORD, Ed.D., *Secondary Education*
- GEORGE CROZIER, Ph.D., *Marine Science*
- THOMAS A. DeVANEY, Ph.D., *Secondary Education*
- JOHN DINDO, Ph.D., *Marine Science*
- ASHLEY DUMAS, Ph.D., *Anthropology*
- PATRICIA EDWARDS, Ed.D., *Counselor Education*
- ALTHEA FOSTER, Ed.D., *Educational Foundations*
- LINDA FOSTER, Ph.D., *Counselor Education*

KIMBERLY FREDRICK, Ed.D., *Educational Research*
ANITA FREEMAN, Ed.D., *Educational Foundations*
TONI HAMPTON, Ph.D., *Counselor Education*
MARTHA KING, Ph.D., *Counselor Education*
KATHLEEN MARTIN, Ph.D., *Library Media*
JULIA E. MASSEY, Ph.D., *Mathematics*
LISA MCMILLIN, Ed.D., *Technology Education*
CHAD NESMITH, Ed.D., *Counselor Education*
PATRICIA NESMITH, Ed.D., *Counselor Education*
RENE NICHOLS, Ed.D., *Special Education*
DEBBI NOWAKOWSKI, Ed.D., *Counselor Education*
JACKIE NUBY, Ed.D., *Secondary Education*
SHAWN PARSONS, Ed.D., *Library Media*
LAURA PIERCE, Ed.D., *Early Childhood and Elementary Education*
BEVERLY RAY, Ph.D., *Technology Education*
GLENDA P. REYNOLDS, Ed.D., *Counselor Education*
PAMELA R. ROCHESTER, Ph.D., *Counselor Education*
MELANIE ROUDKOVSKI, Ph.D., *Psychology*
JANE SEARCY, Ed.D., *Special Education*
GRINELL SMITH, Ph.D., *Educational Foundations*
ERICA TANNER, Ph.D., *Educational Statistics*
ROBEN TAYLOR, Ph.D., *Behavioral Studies*
LEE THOMAS, Ph.D., *Counselor Education*
BARBARA WAITE, Ed.D., *Educational Leadership*
JOYCE WALKER, Ph.D., *Technology Education/School Administration*
LINDA WALKER, Ph.D., *Early Childhood and Elementary Education*
JUDITH WHEELER, Ph.D., *Counselor Education*
JENNIFER WHITCOMB, Ph.D., *Psychology*
JOE B. WILKINS, Ph.D., *History*
GWENDOLYN J. WILSON, Ed.D., *School Psychology*
TYRONE YARBROUGH, Ed.D., *Educational Foundations*

INDEX

Absences, Student	25
Academic Information	22
Academic Integrity	23
Academic Load	24
Accommodation for Disabilities, Policy on	13
Accreditation	9
Administration, University	97
Administration of the Graduate Program	9
Admission to Degree Programs	9
Advisory System	10
Anthropology Course Descriptions	62
Apartments, Student	17
Assistantships	11
Behavior, General Rules for	12
Biology Course Descriptions	62
Board of Trustees	96
Board (Room and Board)	17
Calendar	3
Campus Security Policy	13
Career Services	27
Certification, Teacher (Professional Certification)	27
Chemistry Course Descriptions	67
Childhood Education Course Descriptions	68
Comprehensive Examination	30
Conduct, Rules of Behavior	12
Continuing Education (Master of Science in Continuing Education)	30
Counseling Course Descriptions (School Counseling)	89
Counseling, School	43
Course Descriptions	60
Biology	62
Chemistry	67
Cooperative Education Program	67
Childhood Education	68
Earth Science	69
Education	69
Educational Psychology	71
Elementary Education	71
English	73
Environmental Sciences	75
History	77
Instructional Leadership	80
Journalism	81
Library Media	82
Mathematics	84
Physical Education	85
Political Science	88
Psychology	88
School Counseling	89
Sociology	91
Special Education	91
Speech	94
Theatre	94
Course Substitutions	34

Deferred Payment of Fees (Payments)	18
Degree Application (Filing for a Degree)	32
Degree, Education Specialist	56
Degree, Master of Arts in Teaching	28
Certification	35
Non-Certification	36
Degree, Master of Education	28
Degree, Master of Science in Continuing Education	30
Degree Requirements	30
Dismissal and Appeals Policy	22
Dormitories	17
Early Childhood Education	37
Earth Science Course Descriptions	69
Education Course Descriptions	69
Educational Psychology Course Descriptions	71
Elementary Education	38
Elementary Education Course Descriptions	71
Employment (Career Services)	27
English Course Descriptions	73
Environmental Sciences Course Descriptions	75
Examinations	30
Expenses, Educational	16
Faculty, Adjunct	102
Faculty of the Graduate School	98
Fees	16
Fifth-Year Programs for Instructional Support Personnel	42
Filing for a Degree	32
Financial Aid	10
General Information	8
Grades	22
Graduate Council	97
Graduate Faculty	98
Graduate Identification Cards	20
Graduate Record Examinations	30
Grievances, Non-Academic	12
Guidelines for Thesis	33
High School Education 6-12	39
History Course Descriptions	77
Housing, Room Reservation, and Deposit	17
Instructional Leadership	44
Instructional Leadership Course Descriptions	80
Instructional Support Personnel Programs	42
International Students	10
Journalism Course Descriptions	81
Level of Courses	30
Library Media	42
Library Media Course Descriptions	82
Maintaining a Drug-Free Community and Workplace, Policy Statement on	15
Master of Arts in Teaching	28, 35
Master of Science in Continuing Education	48
Master's Degree Programs	28
Master's Degree Requirements	30
Mathematics Course Descriptions	84
Mission Statement	8
Non-Traditional Fifth-Year Program	28

Official Student Records	26
Officers of Administration	97
Payment of Fees	18
Perkins Loan Program	11
Physical Education Course Descriptions	85
Placement Service	27
Plagiarism, Statement on	23
Political Science Course Descriptions	88
PRAXIS II	34
Pre-school through Grade Twelve Program	39
Psychology Course Descriptions	88
Psychology, Educational — Course Descriptions	71
Purpose of the School of Graduate Studies	9
Refunds, Fee	19
Records, Access to Student Records	26
Records, Official Student Records	26
Required Tests for Graduate Students	30
Room and Board	17
School Administration Program (Instructional Leadership)	44
School Counseling	43
School Counseling Course Descriptions	89
Second Master's Degree	30
Service Members Opportunity College	27
Sexual Harassment, Policy on	13
Sociology Course Descriptions	91
Special Administrative Policies	12
Special Education Collaborative Teacher K-6	40
Special Education Collaborative Teacher 6-12	41
Special Education Course Descriptions	91
Special Education Requirement	34
Speech Course Descriptions	94
Stafford Loans	11
Standards for Theses	33
Student Right to Know Act	13
Substitutions of Courses	34
Theatre Course Descriptions	94
Thesis Program	32
Time Limit for Completing Programs	25
Transfer Credits	22
Transfer Students	22
Transient Students	22
Transcripts of Credit	26
Trustees, Board of	96
Withdrawal from College	19
Work-Study Program	11

—NOTES—

—NOTES—